Original Research Article

Effect of Organizational Culture, Self-Trust, and Decision Making on Teachers' Discipline in West Kalimantan Border

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ABSTRACT

The objective of this research is to know the effect of organizational culture, self-trust, and decision making on discipline at work. This study used a quantitative approach using causal and survey methods. The path analysis was used to analyze collected data. Unit analysis of this study was teachers of Senior High School in Border of West Kalimantan Indonesia with Sarawak Malaysia. The 122 teachers were determined as sample randomly. The result of the research shows that discipline is affected directly by organizational culture, self-trust, and decision making. It is also found that decision making is affected by organizational culture and self-trust. Based on those findings, it could be concluded that any change or variation occurred on discipline at work might have been affected by organizational culture, self-trust, and decision making. Therefore, discipline at work, organizational culture, self-trust, and decision making should be put into strategic planning of human resources development in organization.

Keywords: Discipline at work, organizational culture, self-trust, and decision making

INTRODUCTION

The issue of high school education in West Kalimantan has become increasingly complex if it is associated with teachers as the spearhead of education in schools. Senior high schools in border areas are generally located in the capital of sub-district. Nevertheless, it turns out that access to schools from the capital of each sub-district is relatively difficult to reach. Roads that are mostly still muddy in rainy season and not yet paved make most of the high school teachers in border area often late coming to school. In fact, some of them are deliberately skipping work. If they often come late and even skip work, it is difficult to expect high school teachers who work in the border region to perform other professional duties as a teacher well. In the next turn, there is a quite far gap of welfare between border communities with the others outside border area.

One of the traits attached to professional teachers is discipline in performing their professional duties. In reality, often teacher's discipline at work appears as a problem in school. Signs that often arise are teachers who come late, often skip work, are less concerned with teaching performance, the number of complaints given by society about the performance of teacher, behavior that violates the rules, and changes in behavior that is not in accordance with the norms that apply in schools .

High discipline of teachers at work can demonstrate their integrity and responsibility to the agency in which they

work. A teacher who has a high level of discipline will still work well even without being supervised by his superior and will not steal his working time to do other things that have nothing to do with the job.

Discipline mostly comes from within the teacher itself, which is shown by obeying the rules of the school in which he works. To maintain and enforce good discipline there are many things that are influential, among them are organizational culture, self-trust, decision-making, motivation, work ethic, work commitment, access to school, welfare, self-development opportunities, and superior's leadership. In this study, there are three selected factors that influence the discipline of teachers at work, namely organizational culture, trust, and decision making. These factors are expected to improve the discipline of teachers at work in achieving the goals expected by the organization.

Organizational culture greatly affects teacher behavior, and strong organizational culture will affect the formation of its members' behavior, which then will make the habit of teachers in everyday life at workplace and characterize the culture of a teacher and a culture that characterizes an agency. A strong culture within the organization can provide coercion or encouragement to its members to act or behave as expected by the organization. The adherence to the rules and also the policies of the organization is expected to optimize the discipline of teachers at work to be able to work by complying with the rules that have been established in order to achieve the organizational goals.

Similarly, self-trust is reflecting a desire to attach a positive expectation to others based on integrity, competence, consistency, loyalty, and high openness, which can also generate the discipline of teachers at work. Teachers who have high trust in other teachers, especially principals, will tend to have high discipline at work.

One of the functions that a leader must accomplish in achieving the organizational goals is the effectiveness in making decisions. In the reality, decision-making process is not a simple thing because every decision-making process usually contains two consequences at once, both positive consequences and negative consequences. Nevertheless, a leader must have the courage to take decisions of some of the options faced. In the decision-making process, principals generally provide great opportunities for teacher to be involved in participating in decision-making process through the exchanging information and opinions in a discussion forum or school meeting. Meanwhile, the quality of teacher participation in the decision-making process is closely related to two aspects, namely an understanding of the issues being discussed and willingness to provide inputs as aspirations in the decision-making process. Teacher participation in decision making is how teachers give their views as something meaningful to improve school performance.

Based on the description above, it is important to examine the discipline of high school teachers who teach in border areas, so that the training for teachers in the future becomes more targeted and effective. In turn, the performance of high school teachers in the border region will get better, so that younger generation in the border region become optimistic to face their future.

Based on the description above, in general the purpose of this study is to reveal whether there is an influence between the variables studied or not, either direct or indirect influence, with the description as follows; 1) To know the direct influence of organizational culture variable on discipline variable; 2) To know the direct influence of self-trust variable on discipline variable; 3) To know the direct influence of decision-making variable on discipline variable; 4) To know the direct influence of organizational culture variable on decision-making variable; 5) To know if there is a direct influence of self-trust variable on decision-making variable.

Discipline at Work

There are four perspectives concerning the discipline at work, namely retributive discipline (that seeks to punish the people who make mistakes), corrective discipline (that tries to help the employees correct their inappropriate behavior), individual right perspective (that seeks to protect individual basic rights during disciplinary action), and utilitarian perspective (that focuses on the use of discipline only when the consequences of disciplinary action outweigh its negative effects). [1]

Discipline at work can be influenced by several factors, namely the size of the compensation, the presence or absence of behavior model demonstrated by leaders in the organization, the presence or absence of certain rules that can be used, the courage of leaders in taking action, the presence or absence of supervision conducted by leaders, and attention to employees, which supports the upholding of discipline. [2]

In this study, the basic theory used in discussing the discipline at work is classical management theory of Henry Fayol. According to Henry Fayol, there are 14 (fourteen) management principles in an organization, namely: division of labor, authority and responsibility, discipline, unity of command, unity of direction, subordination of individuals into the public interest of organization, remuneration, centralization, command line, rules, justice, stability, initiative, and corporate spirit (*esprit de corps*). Discipline is one of the fourteen management principles that are theorized by Henry Fayol. Discipline is essentially an issue of employee behavior. Therefore, discussing the problem of teacher's discipline at work is inseparable from the issue of norms, values and work standards that are part of the work culture, the involvement of employees in decision-making process that can build a positive work culture among employees, as well as self-trust due to involvement in decision making process.

Organizational Culture

Organizational culture is a variable that is closely related to human behavior in the organization; therefore, there are so many theories which are being put forward by organizational experts about it. Robbin states that: "The dominant values exposed by an organization, the philosophy that guides an organization's policy towards employees and customers, the basic assumptions and beliefs that are shared by members of an organization". [3] This opinion suggests that the organizational culture is essentially the dominant values, which become the views of life (philosophy) and reference by anyone in the organization, in which the basic assumptions and beliefs are shared with all members of the organization.

Kreitner and Kinicki have a view which is almost similar to Robbins' view. According to him, "organization culture is the set of shared, taken-for-granted implicit assumptions that a group holds and determines how it perceives, thinks about, and reacts to its various environments. This shows that organizational culture is a set of shared values, which are already believed and accepted by all, which determine how each member's perception, way of thinking, and reaction to the various environments. [4]

Zachary and Kuzuhara argue that organizational culture is the shared values, beliefs, norms, rituals, symbols, and shared stories, which shape the organization's identity, purpose, and how to achieve it. [5] A similar opinion was proposed by Mullins that organizational culture is "the collection of traditions, values, policies, beliefs and attitudes that constitute a pervasive context for everything we do and think in an organization." [6] Mullin is sure that organizational culture is a collection of habits that become traditions, values, policies and attitudes, which shape any context that is done and thought by every individual in an organization.

Schermerhorn, Hunt and Osborn state, "organizational culture is the system of shared beliefs and values that guides

behavior in organizations". [7] This opinion indicates that organizational culture is a system of sharing the beliefs and values that guide the behavior of people within an organization.

Self-trust

Oxford Dictionary mentions that "Trust is belief in somebody and it will not try to harm you" [8] Roesseau, et.al. As quoted by Robbins and Judge, "trust is a psychological state that exists when you agree to make yourself vulnerable to another because you have positive expectations about how things are going to turn out." [9] Trust is a psychological state that occurs when you agree with a person's behavior for you expecting something positive from that person's behavior. According to MsSchane and Von Glinov, "trust is a psychological state compressing the intention to accept vulnerability based on the positive expectations of the intense or behavior of another person". [10] Trust is a psychological condition that accepts a person's actions based on positive expectations of the person's behavior.

Colquitt, LePine and Wesson suggest "trust is the willingness to be vulnerable to an authority based on positive expectation about the authority's actions and intentions". [11] Trust is intended as a willingness to accept the actions of a leader, with the hope of getting something positive from his actions.

According to Froggatt, "trust is about reliability and confidence in a relationship between two people. It is about believing that you can give up control and yet expect a certain outcome". [12] This definition shows that trust is the reality and belief in the relationship between two people. This is a belief that can stop the control of a person and expect a result from that person.

Decision Making

In an organization, decision-making is very important, especially for a leader (manager). As pointed out by Robbins and Coulter that "decision making is the essence of management". [13] Decision-making is the essence of management. Then the quality of the decision made is synonymous with the management. The quality of a manager's or a leader's decision is crucial to the organization. The decision is very influential on the success and failure of the organization.

Decision-making is an action of alternative selection. As stated by Fred Luthans that "decision making is almost universally define as choosing between alternatives". [14] Here, it can be interpreted that when we have determined or decided a choice, it means that we had previously chosen one among several alternative options that exist. It means that there is a process that occurs before making the choice.

As revealed by Colquitt, LePine, Wesson "decision making which refers to the process of generating and choosing from a set of alternatives to solve a problem". [11] Decision-making is the process of generating and selecting a set of alternatives to solve one problem. Decision-making is the process of choosing among the various alternatives that exist and a set of choices in the process of problem solving.

According to Schermerhorn, "the decision making is the process begins with identification of problems and ends with the evaluation of implemented solutions". [15] Decision-making is a process that begins with identifying problems and ends with a solution implementer evaluation. Therefore, in taking a decision, the first stage that should be done is evaluation or assessment of the solution of the problem to be implemented. Decision-making is a long process of the steps that must be passed to determine a choice.

METHODS

The population of this study is high school teachers in West Kalimantan - Sarawak Malaysia border. The number of teachers is 175 people, spread over 7 (seven) schools. Minimum sample determination was done by using Taro

Yamane formula. With a probability of sampling error of 0.05 and a population of 175 teachers, the sample size was 122 teachers.

The instrument used was tried out first in order to assess its validity through product moment correlation formula and reliability by using *Cronbach's* Alpha formula for variable of organizational culture, self-trust, decision-making, and discipline at work. The test results show that all research instruments are reliable.

Inferential analysis was used in this study to test the hypothesis with path analysis technique. Previously, analysis requirement test was conducted by performing normality test, linearity test, regression coefficient significance, and correlation with the help of Microsoft Excel program and SPSS for Windows program.

RESULT

The results of this study found that: 1) the direct influence of organizational culture on discipline at work has coefficient path $p_{y1} = 0.413$ with $t_{count} > t_{table}$. Therefore, organizational culture (X_1) has a direct positive effect on discipline at work (Y); 2) direct influence of self-trust on discipline at work has path coefficient $p_{y2} = 0.243$ with $t_{count} > t_{table}$. Therefore, self-trust (X_2) has a direct positive effect on discipline at work (Y); 3) the direct influence of decision making on discipline at work has path coefficient $p_{y3} = 0.239$ with $t_{count} > t_{table}$. Therefore, decision-making (X_3) has a direct positive effect on discipline at work (Y); 4) direct influence of organizational culture on decision making has path coefficient $p_{31} = 0.429$ with $t_{count} > t_{table}$. Therefore, organizational culture (X_1) has a direct positive effect on decision making (X_3); 5) direct influence of self-trust on decision making has path coefficient $p_{32} = 0.391$ with $t_{count} > t_{tabel}$. Therefore, self-trust (X_2) has a direct positive effect on decision-making (X_3).
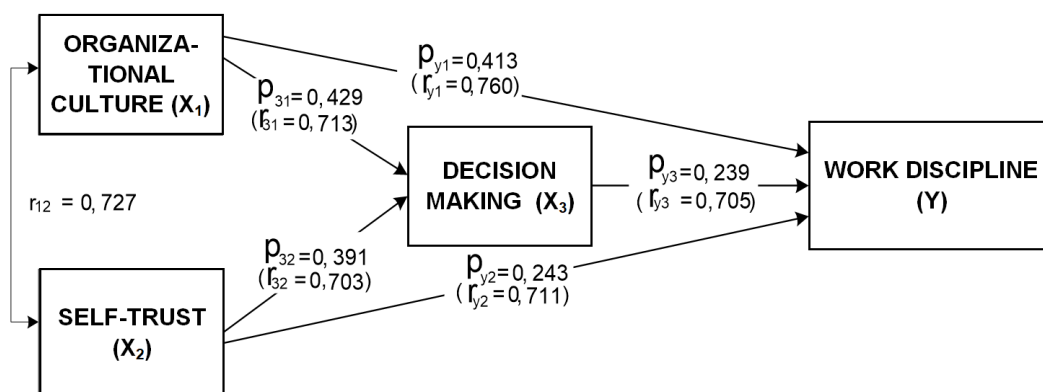

Figure 1: Final Model Diagram

Based on the research findings above, it can be concluded that organizational culture, self-trust, and decision-making are variances of discipline at work. Therefore, efforts to improve the discipline at work can be done by improving organizational culture, self-trust, and decision-making.

DISCUSSIONS
Effect of Organizational Culture on Discipline at Work

Organizational culture is a set of values, norms and rules which are accepted, believed, understood, and agreed upon and implemented by all members of the organization. In the school environment, this organizational culture can be "glue" and a unifier of all the components that exist within the organization. Meanwhile, the discipline at work is the adherence to the behavior done by a person in complying with certain rules and certain provisions which are related to work. If the values,

norms, and various regulations are implemented consistently, then there will be discipline behavior within the organization.

This is in line with Newstrom and Keith Davis who say that the characteristics of organizational culture reflect the patterns of communication, systems and procedures, vision and mission statements, as well as stories and myths of the organization. The existence of systems and procedures within the organization will lead the members of the organization act in accordance with the existing systems and procedures. If the members of the organization act inappropriately with the existing systems and procedures, then they are violating organizational rules or undisciplined. [16]

In regard to teacher's discipline at work, schools as an organization should internalize values, norms, and rules. These values, norms and regulations should be binding on all teachers and all elements in the school. All teachers should be loyal to the existing values, norms and rules as well as have a high commitment to carry out professional duties that become their responsibility. This is supported by the opinion stated by Robbins who says that there are 9 (nine) dimensions of organizational culture, one of which is the existence of control, in which there are a number of rules and direct supervision used to overcome and control teacher behavior. This means that teachers who work with a good organizational culture will obey all existing rules in school because in work there is supervision from superiors. [17] Denison, as quoted by Sobirin, divides the organizational culture dimension into four, namely: involvement, consistency, adaptability, and mission. Dimension of consistency refers to the level of agreement made by the organization's members on the values and traditions developed within the organization. With the agreement of organization member to values and traditions leads the member of organization who violate the agreement to be said to have low consistency, which also influences the level of discipline. [18]

Research on the importance of organizational culture has been largely conducted by previous researchers, especially regarding employee performance and productivity. Researchers as Hofstede, [19] Ouchi, [20] Kotter and Heskett, [21] and Magee, [22] claim that organizational culture can be used to measure the economic performance of an organization.

The research which was conducted by Mohammad Jasim Uddin, et al. about the Impact of Organizational Culture on Employee Performance and Productivity through a case study in the telecommunication sector in Bangladesh, indicates a significant positive influence of organizational culture on the performance of organization. [23]

Another study about the effect of organizational culture was conducted by Lydiah Wairimu Wambugu at the power plant Kipevu Ii Wartsila, Kenya. The effects of the four elements of organizational culture namely organizational value, organizational climate, leadership style, and work processes on employee performance were studied the. The results showed that in general there is a positive influence of organizational culture on employee performance. Although the values of the organization influence employee performance, it does not give significant influence. [24]

In Indonesia, the research about organizational culture regarding organizational commitment and organizational performance has also been done by many researchers, among others by Jawane Malau, [25] Johanes, [26] and Arcadius Benawa. [27] The research which was conducted by Jawane Malau is about "The Influence of Organizational Culture, Leadership Behavior, and Decision Making on Employee Performance of Educational Quality Assurance Institute (LPMP) (Causal Study on LPMP of DKI Jakarta Province, LPMP of West Java Province, and LPMP of Banten Province)". The results of his research concluded that the organizational culture which was formed on LPMP has a

positive effect on decision making and employee performance. The implication of this research is that employee performance can be improved through improvement of organizational culture and improvement of employee participation quality in decision making.

The research which was conducted by Johanes is about "The Influence of Organizational Culture, Leadership Style, Competency System, and Trust on Teacher Organizational Commitment at Senior High School in South Jakarta Area". An important finding from the research is that organizational culture has a direct positive effect on the organizational commitment of senior high school teacher in South Jakarta area. It suggests that improving organizational culture will have an impact on the improvement in teacher commitment. In addition, organizational culture has a direct impact on the trust of senior high school teachers in South Jakarta. It suggests that the improvement of school organizational culture does not only affect teacher commitment, but also increases teacher trust.

Arcadius Benawa examines "The Influence of Organizational Culture, Leadership, Work Environment, and Trust on the Organizational Commitment of Teachers at SMP Marsudirini in Jakarta, Bogor and Bekasi". The results showed that all the variables studied had a direct positive effect on organizational commitment.

Therefore, this means that if the organizational culture is well internalized, then the teacher's discipline at work also gets better. Conversely, if the organizational culture in school is not well appreciated, then there is a tendency for discipline problems among teachers to emerge.

Effect of Self-trust on Discipline at Work

School culture has many aspects, one of which is trust. As explained above, trust is a desire to rely on others, which is based on positive expectations of the actions and concerns of others. Trust can be seen from several indicators, namely integrity,

competence, consistency, loyalty and openness. Meanwhile, the discipline at work is obedience to existing rules. The existence of discipline at work is a behavior that appears in the form of loyalty and commitment to the organization. For teachers, discipline at work is the willingness or adherence of teachers to the provisions of work in the school in which they work.

In the reality of everyday life, including in organizational life, trust is indispensable. According to Colquitt, LePine, and Wesson, trust is a desire to rely on an authority, which is based on positive expectations of action and attention of the authority. Robbins and Judge mention five key dimensions in the concept of trust that can be used as indicators for measuring trust, namely: (1) integrity, referring to honesty and truth; (2) competence, related to the knowledge and technical and interpersonal skills of the individual; (3) consistency, related to reliability, ability to predict something, and accurate individual judgment in handling situations; (4) loyalty, the desire to protect and save others; and (5) openness. [11]

Those five dimensions are important capital for someone to be trusted. If a leader as an organizational authority holder has integrity, competence, consistency, loyalty, and openness, thus the leader deserves to be trusted. When an organization has such leaders, then the organization deserves to be trusted as well. Moreover, if an organization is filled with people who have integrity, competence, consistency, loyalty, and high openness, there will be mutual trust in the organization. When this condition is well established and solid, then the teacher as a member of the organization will not violate the existing rules.

The mutual trust among fellow teachers can have a positive impact on the working atmosphere, which is mutual support among fellow teachers. Mutual support is certainly in a positive sense. Teachers who have the potential to be undisciplined will eventually dissolve in an

atmosphere where teachers work passionately and disciplined. Therefore, trust as a cultural product within school organization will be able to encourage teachers to work with discipline. High trust among teachers leads to high discipline of teachers in the school.

By observing the nature of trust and discipline of teacher at work as stated above, it is suspected that the trust of teachers has a positive effect on the discipline of teacher in school.

Effect of Decision Making on Discipline at Work

An individual's participation in the decision-making process is high if he has high efficacy, he has a belief that he can influence the system, process, and content of the decisions which are made. And vice versa, if an individual has low efficacy, he or she is less likely to participate. This is because he has the assumption that he cannot affect the system, the process and the content of a decision.

Every individual has different characteristics, which are influenced by ability, needs, thought about the future, and also past experiences. The individual behavior that is owned by each teacher is of course different. This affects the ability of each individual, both in conducting his duties and responsibilities, the ability to comply with the rules apply in the school where he works, and the ability to establish relationships both horizontally and vertically. The ability of individuals in decision-making is strongly influenced by the behavior of each individual. This is influenced by intelligence activities, design activities, and voting activities.

This study is supported by the findings of a study which was reviewed by David N. Campbell., R.L. Fleming and Richard C. Grote showing that organizations that mostly involve their staff in decision making generally are organizations which do not have much personal training issues. This is because the staff feels responsible for the decision that has been decided

together. Great involvement of staff in decision-making leads to great sense of responsibility of the staff to carry out joint decisions. Ultimately, this great responsibility will encourage high good discipline at work. [28]

It has been explained previously that decision making is choosing one alternative to act with an effective and efficient method in order to achieve the organizational goals, while discipline at work is obedience to work rules. Teachers at school are autonomous individuals. Teacher involvement in every decision-making process by the principal becomes important because the autonomous teacher feels responsible for every decision made at school. If the decision is made correctly, it will have a positive impact on teacher loyalty. If it happens otherwise, it is not impossible that teachers become undisciplined because they lack of loyalty and commitment to school. Therefore, allegedly decision-making can have a positive effect on the discipline of teacher at school.

Effect of Organizational Culture on Decision Making

As has been explained above, organizational culture is the daily manifestation of the underlying values of the organization such as teacher behavior and teacher's expectations of the organization. The success and failure of a teacher in carrying out the tasks assigned to him is determined by the strong encouragement from the teacher itself. Teachers who carry out tasks only because of external powers will lead to failure.

The existence of organizational culture reflects the unity of desire, way of thinking and how to react to the environment. All organizations have culture. Similarly, school as an organization also has a culture that distinguishes it from other organizations. The culture of school as an organization is a concept that demonstrates beliefs, values, traditions and customs which are held together by all school

residents, including teachers. As an organization, the existing school culture will provide a frame of reference for decision-making and action. In addition, organizational culture of school can be a filter of values and norms that come from outside the school. Ultimately, the school culture will determine how the learning process is implemented, including how to evaluate it.

Because school culture is related to the prevailing values,norms, and habits in the school, then a good school culture should be able to encourage active participation among teachers in decision-making. This is supported by the opinion of Robbins, who says that there are 9 (nine) dimensions of organizational culture, namely point (1) innovation and decision making and point (4) orientation on people, where management decides to take decisions that have impact on the outcomes people within the organization. [17] This means that teachers working with a good organizational culture will have an active participation in decision making for school progress. Denison, as quoted Sobirin, divides the dimensions of organizational culture into four, namely: involvement, consistency, adaptability, and mission. Dimension of involvement refers to the degree of involvement of teachers or members of the organization in the decision-making process. The involvement of teachers in decision making as part of organizational culture dimension shows that high organizational culture will increase teacher participation in decision-making process. [18]

Teachers at a school that has a good organizational culture will immediately work responsibly and actively participate in every school activity. Teachers like these have great hopes for the achievement or success of their school. Thus, the better the school culture, the higher the decision-making of teachers. Conversely, the worse the organizational culture in a school will also lower the decision of the teachers,

which ultimately worsen the achievement of school.

Effect of Self-trust on Decision -Making

Self-trust is the desire to rely on others, which is based on positive expectations of the actions and concerns of others. Self-trust can be seen from several indicators: integrity, competence, consistency, loyalty and openness. School with a good school culture gives every teacher the opportunity to be involved in the decision-making process. Involving teachers in decision making can foster trust in teachers that they (teachers) are people who together with other people or other teachers who are responsible for the progress of the school where they work.

Self-trust is one of the important aspects of personality in human life that can help a person to be able to actualize all potentials he has. According to Colquitt, LePine, and Wesson, belief is a desire to rely on an authority based on positive expectations of action and attention of authority. [11] Robbins and Judge mentioned five key dimensions in concept, namely: (1) integrity, referring to honesty and truth; (2) competence, related to the knowledge, technical and interpersonal skills of the individual; (3) consistency, related to reliability, predictability, and accurate individual judgment in handling situations; (4) loyalty, the desire to protect and save others; and (5) openness. These five dimensions are an important capital for someone to trust. If a teacher has integrity, competence, consistency, loyalty, and openness, he teacher will be able to participate actively in organizational decision-making. [9]

Therefore, high teacher's trust level will lead to high level of teacher involvement in decision-making process. In other words, it is suspected that there is a direct influence of trust on teacher participation in decision-making process.

CONCLUSIONS

Based on the results of statistical calculations, the findings of this study can be described as follows: (1) Organizational culture has a significant direct effect on teacher's discipline at work. This means that a good organizational culture will lead to an increase in teacher's discipline at senior high schools in West Kalimantan – Sarawak border area; (2) Trust has a significant positive effect on teachers' discipline at work. This means that high trust in an institution will lead to an increase in teacher's discipline at senior high schools in West Kalimantan – Sarawak border area; (3) Participation in decision-making process has a significant positive effect on teacher's discipline at work. This means that proper decision taken will lead to an increase in teacher's discipline at senior high schools in West Kalimantan – Sarawak border area; (4) Organizational culture has a significant direct effect on teacher participation in decision-making process. This means that a good organizational culture will lead to an increase in participation of teachers in decision-making process in at senior high schools in West Kalimantan – Sarawak border area; & (5) Trust has a significant direct effect on participation in decision-making process. This means that trust in high institutions will lead to an increase in participation of teachers in decision-making process at senior high schools in West Kalimantan – Sarawak border area.

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