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## The Effect of Organizational Culture and Altruism on Social Competency of Science Teachers

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### ABSTRACT

This study aims to analyze the influence of organizational culture and altruism partially or simultaneously on the social competence of science teachers at public Junior high school Dumai. The sample in this study was 71 science teachers at public Junior high school Dumai. The data collection techniques were carried out by distributing questionnaires for the variables of sosial competence, organizational culture and altruism and descriptive analysis and inferential statistics. The results showed that there was a positive and significant influence between organizational culture and altruism on the sosial competence of science teachers 52.10%, meaning that when the organizational culture and altruism were good, the better the sosial competence of the teacher

## 1. Introduction

Humans are social creatures created to coexist with other people and cannot live individually. As social beings, humans should help each other and interact with others to exchange ideas and to fulfill their needs. In the implementation of education, any improvement efforts made to improve the quality of education will not make a significant contribution without the support of professional and qualified teachers. In other words, improving the quality of education must start from the teacher and lead to the teacher as well. In this framework, it is felt that the need for teacher competency standards is needed, so that we have professional teachers who meet the standards and license requirements.

In government regulation number 19 of 2008 concerning national education standards in article 28 paragraph 3 it is stated that competence as a learning agent at the primary and secondary education levels and at an early age is: 1) pedagogic competence, 2) professional competence, 3) personality competence, and 4) Social Competence. All of these teacher competencies support each other in improving the quality of education. Because teachers are social beings, who in

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their lives cannot be separated from the social life of the community and their environment, teachers are required to have adequate social competence, especially in relation to education, which is not limited to learning at school but also to education that occurs and takes place in the community. .

Social competence means that teachers must demonstrate or be able to interact socially, both with their students and with fellow teachers and principals, even with the wider community. Teachers in the eyes of the community and students are role models who need to be imitated and are role models in their daily lives. Teachers need to have social competence in order to support the effectiveness of the implementation of the learning process. Through these competencies, the school's relationship with the community can run synergistically. Social competence needs to be built in tandem with teacher competence in communicating, collaborating, socializing sympathetically, and having a pleasant soul in (Uno et al., 2011).

According to his research, it shows that social competence in learning is still ignored by teachers, as is often found in the learning process, indicating that teacher and student interactions are less effective and efficient. So, it is difficult to achieve effective learning. Therefore, social competence is very important for teachers (Huda, 2017).

Based on some of the above research results in accordance with several research results and expert opinions. According to (Masykhuroh, 2012) that the factors that influence social competence are divided into two, namely: a) Internal factors of teachers, namely experience, and external, namely the guidance of school principals and professional friends b) Curriculum factors, c) Infrastructure factors, d) Teacher education factors, e) Economic factors (teacher income). Meanwhile, according to Micheal Zwell in Kompri (2107) states that there are several factors that can affect a person's competence skills, namely: a) Beliefs and Values, b) Skills, c) Experience, d) Personality characteristics, e) Motivation, f) Issues emotional, g) Organizational culture.

According to the explanation above, organizational culture is one of the factors that influence social competence. Organizational culture is shared experiences, stories, beliefs, and norms that characterize an internal organization (Estiana, 2020). Organizational culture is a system of shared meanings or meanings shared by its members that distinguishes the organization from other organizations (Robbin, 2019). Based on research that has been conducted by there is a positive relationship between the relationship of organizational culture with the social competence of teachers in (Yusmariono, 2017).

In addition to organizational culture, teachers are required to have good performance to improve the quality of education. To realize good performance, it is necessary to have helpful behavior (altruism) in the soul of a teacher as a social being, humans should help each other and interact with others to exchange ideas and fulfill their life needs. This is often seen directly in the community. Such as community activities, community service or providing assistance in the form of

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goods or services to people who really need it. Giving help or benefits to others without expecting anything in return in psychology is called altruism.

According to altruism is the motivation to improve the welfare of others (Batson in Sarlito, 2019). While altruime is the opposite of egoism (David G. Meyer, 2012). The altruistic person cares and is willing to help even if nothing is offered or there is no hope he will get something back. According to (John W. Santrock, 2003) defines that altruism is an unselfish interest in helping others. Teachers who have an altruistic attitude will be able to understand the feelings of others, adapt to various social situations. Every culture in the world recognizes that altruistic behavior is an important part of the human process and is considered a universal phenomenon. However, due to the many shifts in social, economic, political conditions and along with the progress of the times, altruism behavior is starting to be rare (Yeung, A.B. 2006).

Based on the description above, this study aims to analyze the influence of organizational culture and altruism either partially or simultaneously on the social competence of science teachers at SMP Negeri in Dumai City.

## 2. Methodology

This study examines three variables to be studied and to determine whether there is an influence between variables. It is namely variable X (independent) that is organizational culture and altruism and variable Y (dependent) is teacher social competence. The population in this study were science teachers at the Dumai City State Junior High School. The technique used in sampling is simple proportional random sampling.

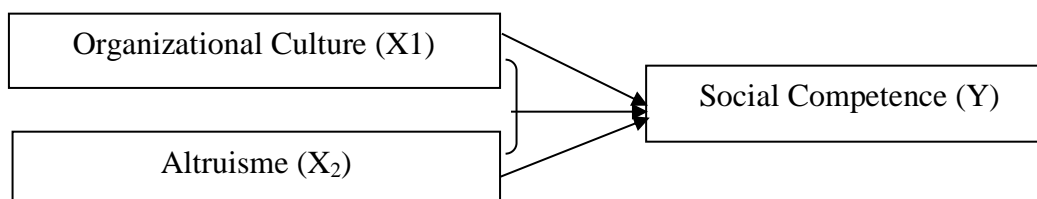


Figure 1. Research Constellation

This research data collection using a questionnaire using a Likert scale. The indicators of this research can be seen in table 1 as follows:

Table 1. Research variables and indicators

Variabel	Indicator	Source
Social Competence	1. Be inclusive, act objectively, and do not discriminate because of considerations of gender, religion, race, physical condition, family background, and	Permendiknas Nomor 16 Tahun 2007

	socioeconomic status	
	2. Communicate effectively, empathically, and politely with fellow educators, education staff, parents, and the community	
	3. Adapt to the place of duty throughout the territory of the Republic of Indonesia which has socio-cultural diversity	
	4. Communicate with the professional community itself and other professions orally and in writing or in other forms	
Organizational culture	1. Innovation and risk taking 2. Attention to detail 3. Result orientation 4. Individual orientation 5. Team orientation 6. Aggressiveness 7. Stability	Robbins dan Judge (2019)
Altruisme	1. Mood 2. Empathy 3. Believing in Justice 4. Sociobiological 5. Situational	Dayakisni & Hudaniah (dalam siti Fatimah, 2015)

The data collection technique used in this study was a questionnaire and the data were analyzed using prerequisite tests such as normality tests and linearity tests. After conducting the prerequisite test, simple and multiple linear regression inferential statistical analysis will be carried out as well as partial and simultaneous tests.

### 3. Results and Discussion

#### 1. Data Analysis and Hypothesis Testing

##### a. Data Description

In this study, the respondents were 71 science teachers at the Dumai City State Junior High School. Characteristics of respondents in this study were divided into gender, last education, employment status and teacher tenure, social competence values, organizational culture values and science teacher altruism values. Judging from the gender characteristics of teacher respondents, most of the respondents (88.73%) were women. Judging from the characteristics of the latest education, most of the respondents (91.66%) are Bachelors (S1) however, there are those who have the last education of Masters (8.45%). Judging from the characteristics of the average employment status of respondents (70.42%) are civil servants. Judging from the characteristics of the average working period of respondents 11-20 years (60.56%).

Based on the frequency distribution of each variable, the average value of the social competence variable for science teachers was (54.90%) in the medium category and only 25.30% in the high category. For the value of the science teacher organizational culture variable an average of 69.01% in the medium category and only 12.68% in the high category. The average value of the science teacher altruism variable is 57.75% in the medium category and only 9.86% in the high category.

### ***b. Test Requirements Analysis***

Hypothesis requirement test is done by using normality test and linearity test.

#### ***Normality test***

Table 2. Normality Test Results

	Statistic	Kolmogorov -Smirnov <sup>a</sup> df	Sig.
Budaya Organisasi (X1)	.094	71	.195
Altruisme (X2)	.077	71	.200*
Kompetensi Sosial (Y)	.091	71	.200*

Based on the normality test using SPSS version 23 in this study on the teacher's social competence variable (Y), the teacher's organizational culture variable (X1), and the altruism variable (X2) using the Kolmogorov-Smirnov value with a significant level of = 0.05, the results obtained The significance of the teacher's social competence variable (Y) is normally distributed, because the value of sig. greater than the alpha value ( $0.200 > 0.05$ ), the teacher organizational culture variable (X1) is normally distributed because sig. greater than the alpha value ( $0.195 > 0.05$ ), and the teacher altruism variable (X2) is also normally distributed, because the sig. greater than the alpha value ( $0.200 > 0.05$ ). The significance value of each of these variables is  $> 0.05$  which means that  $H_0$  is accepted or the data from each variable is normally distributed. Thus, the requirements of the regression analysis are met.

#### ***Linearity Test***

For the results of the linearity test of data processing using SPSS version 23, the organizational culture variable (X1) to the social competence variable (Y) and the altruism variable (X2) to the social competence variable (Y) indicates that the line is linear or  $H_0$  is accepted because of the significance value (Sig .) on the linearity line is 0.000 which means  $< 0.05$ . Therefore, the analysis used in hypothesis testing is linear.

### ***c. Results of partial hypothesis testing (t test)***

Simple Linear Regression Test Effect of organizational culture (X1) on social competence of science teachers (Y)

Table 3. T-test Calculate the coefficient between organizational culture (X1) and the Social Competence of Science Teachers (Y)

Model	B	t <sub>hitung</sub>	Sig.	t <sub>tabel</sub>
(Konstan)	49,652	2,846	0,006	
Organizational Culture (X1)	0,541	3,831	0,000	1,668

Based on the table above, the relationship between X1 and Y is shown by the regression equation =  $49.652 + 0.541 X1$ . The meaning of the regression equation is the constant value (a) of 49.652, meaning that if the organizational culture is equal to zero, then the social competence value of science teachers is 49.652. The regression coefficient (b) of 0.521 means that for every one unit increase in organizational culture, it will also be followed by an increase in the social competence of science teachers of 0.521 one unit. The value of  $t_{count} > t_{table}$  is  $3.831 > 1.668$  then  $H_0$  is rejected and  $H_a$  is accepted, meaning that there is a positive and significant influence between organizational culture and social competence of science teachers. So in this case it can be concluded that teacher organizational culture has an effect on the social competence of science teachers in Dumai City Junior High School. Simple Linear Regression Test Effect of Altruism (X2) on social competence of science teachers (Y)

Table 4. T-Test Count Coefficient between altruism (X2) and Social Competence of Science Teachers (Y)

Model	B	t <sub>hitung</sub>	Sig.	t <sub>tabel</sub>
(Konstan)	48,384	6,124	0,000	1,668
Altruisme (X2)	0,648	8,660	0,000	

Based on table 4.20 above, the relationship between X2 and Y is shown by the regression equation =  $48.384 + 0.648 X2$ . The meaning of the regression equation is the constant value (a) of 48.384 meaning that if altruism is equal to zero, then the social competence value of science teachers is 48.384. The regression coefficient (b) of 0.648 means that for every one unit increase in altruism, it will also be followed by an increase in the social competence of science teachers of 0.648 one unit. The value of  $t_{count} > t_{table}$  is  $8.660 > 1.668$  then  $H_0$  is rejected and  $H_a$  is accepted, meaning that there is a positive and significant influence between altruism and the social competence of science teachers. So in this case it can be concluded that teacher altruism has an effect on the social competence of science teachers in Dumai City Junior High School.

#### d. Simultaneous Hypothesis Test Results (F Test)

Table 5. The results of the calculated F test with multiple linear regression for organizational culture (X1) and teacher altruism (X2) with teacher social competence (Y)

Model	Number of Squares	Df	F <sub>hitung</sub>	Sig.	F <sub>tabel (0,05)</sub>
Regresi	4682,435	2			
Residual	3619,762	68	43,982	0,000	3,130
Total	8302,197	70			

Based on the results of the simultaneous significance test (statistical test) in the table above, it is stated that  $F_{count} 43.982 > F_{table} 3.130$ , meaning that the calculated F value is greater than F table with a significant level of 0.000 then  $H_0$  is rejected and  $H_a$  is accepted, meaning that there is a positive and significant influence on organizational culture variables. and altruism towards the social competence of science teachers at SMP Negeri Dumai City.

Next, look at the size of the strength of the independent variable on the dependent variable. The greater the coefficient of determination, the better the variable explains the dependent variable. The magnitude of the coefficient of determination is between zero and 1 (0 r2 1). In this study, the value of R Square can be seen in the following table:

Table 6. Results of Testing Strength/Determination of organizational culture and teacher altruism (X2) with teacher social competence (Y)

R	R Square	Adjusted R Square	Std. Error of the Estimate
0,751 <sup>a</sup>	0,564	0,551	7,296

= 0.751 and the coefficient of determination = 0.564. This means that the R. Square value (coefficient of determination) between X1, X2 and Y has a contribution value of  $0.564 = 56.40\%$ . The remaining  $100\% - 56.40\% = 43.60\% = 0.436$  is influenced by other factors.

## 2. Research Discussion

### a. The Influence of Organizational Culture (X1) on Social Competence (Y)

The results of the study concluded that there was a positive and significant influence of organizational culture on the social competence of science teachers at SMP Negeri Dumai City. This means that the social competence of teachers can be determined by the culture of the organization. The results of this study are relevant to the opinion (Robbin, 2019) which states that the organizational culture of an institution or organization will provide certain characteristics with other organizations. So that organizational culture has a very important role to encourage and improve the social competence of teachers in schools.

Other research conducted shows that the relationship between organizational culture and teacher social competence has a positive relationship and a significant influence. Research conducted by Yusmariono based on existing theories, it is proven that there is a positive relationship between the relationship between organizational culture and the social competence of teachers in (Yusmariono, 2017).

However, in this study, the organizational culture of science teachers in Dumai City Junior High School was in the medium category and the results of the analysis of each indicator were in high interpretation. Therefore, it is necessary to further improve the organizational culture of science teachers in Dumai City State Junior High School.

***b. Effect of Altruism (X2) on social competence (Y)***

The results of the study concluded that there was a positive and significant influence of altruism on the social competence of science teachers in Dumai City State Junior High School. This means that the teacher's social competence can be determined by the teacher's altruism. Another study conducted by Devalia Septiana (2018) shows that the emotional intelligence of teachers is in the medium category, while self-efficacy, altruism, and teacher competence are in the high category, it can be concluded that the higher emotional intelligence, and altruism, the higher the teacher's competence. .

However, in this study, the altruism of science teachers at SMP Negeri Dumai City was in the medium category and the results of the analysis of each indicator were in a high interpretation. Therefore, it is necessary to further improve the altruism of science teachers in Dumai City State Junior High School.

***c. The influence of organizational culture (X1) and Altruism (X2) on social competence (Y)***

From the results of the study, it was found that, there was a positive and significant influence between organizational culture and altruism on the social competence of science teachers in Dumai City Junior High School. From the results of this study 56.40% of the influence given by organizational culture and altruism on the social competence of teachers. While the remaining 43.60% is influenced by other factors, namely: 1) Guidance from school principals and professional friends, 2) Available infrastructure factors, 3) Work environment or social environment, 4) Economic factors (teacher income), 5) Background Education, 6) Motivation, 7) Teaching experience, and 8) Upgrading and training that has been followed.

This research is supported by previous research conducted by (Nurlian, 2019) which concluded that organizational culture has a positive contribution to teacher social competence. So it can be concluded that organizational culture on teacher social competence has a positive contribution to improving the quality of teacher work.

**4. Conclusion**

The social competence of teachers in carrying out their duties, functions and roles is determined by many factors. The teacher's ability factor in organizational culture in schools turns out to have a positive and significant effect on teacher social competence, meaning that the better and more effective the teacher's mastery in organizational culture will be, the better the teacher's social competence, and vice versa. The altruism factor of a teacher turns out to have a positive and significant effect on the teacher's social competence, meaning that the better the teacher's altruism attitude, the better the teacher's social competence, and vice versa. In addition to organizational culture and altruism, there are other factors that affect social competence that were not examined in this study, such as

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1) Guidance from school principals and professional colleagues, 2) Available infrastructure factors, 3) Work environment or social environment, 4) Economic factors (teacher income), 5) Educational background, 6) Motivation, 7) Teaching experience, and 8) Upgrading and training that has been followed.

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