

# The Effect of Organizational Culture and Emotional Intelligence on the Performance of Educational Employee of XYZ Faculty

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## ABSTRACT

This study aims to determine and analyze the influence of organizational culture and emotional intelligence on the performance of XYZ Faculty teaching staff partially or simultaneously. Furthermore, formulating the right policies and strategies to be implemented in order to improve the performance of the XYZ Faculty. This type of research is a causal descriptive analysis with a quantitative approach and uses a questionnaire as a research instrument. The populations in this study were all XYZ Faculty educational staff. The sampling technique used was saturated sampling technique using the entire population of 108 people. The method used for data analysis in this study is multiple linear regression method. Based on the research that has been done, it is found that organizational culture and emotional intelligence simultaneously have a positive and significant effect on the Performance of XYZ Faculty Education Personnel. Organizational culture partially has a positive and significant effect on the performance of the XYZ Faculty teaching staff. Emotional intelligence partially has a positive and significant effect on the performance of the XYZ Faculty teaching staff. Emotional intelligence is the most dominant variable affecting the performance of the XYZ Faculty teaching staff.

**Keywords:** *Organizational Culture, Emotional Intelligence, Performance of Education Staff*

## INTRODUCTION

Each tertiary institution is expected to be able to manage its organization

maximally, effectively and efficiently so that it can face challenges professionally, namely succeeding in achieving the vision and mission set by the tertiary institution. Tertiary Education Institutions are organizations engaged in the education sector as providers of higher education. Higher education has a complex organization within which there are human resources, technology and knowledge, vision and mission, as well as various special rules and regulations.

The performance possessed by employees of higher education organizations really needs to be considered and improved properly to support the goals that have been set in the implementation of educational administration services in tertiary institutions. Skilled and reliable employees are needed in applying all administrative activities so as to achieve optimal performance results.

Organizational culture management must be directed to improve organizational performance through improving employee performance. This is because the function of organizational culture is to provide a set of values for priority setting and to provide how everything is done by individuals or groups in the organization. Emotional intelligence can be expressed as a person's ability to use or manage emotions both in themselves and when dealing with others, and use it effectively to motivate oneself and withstand stress, and to control oneself to achieve productive relationships. People

who have emotional intelligence will be able to face challenges and make a person who is full of responsibility, productive, and optimistic in facing and solving problems, where these things are needed to produce good quality performance.

The XYZ Faculty also plays a role as a higher education institution that is responsible for producing medical graduates who can improve education, research and community service consistently, effectively and efficiently, and in accordance with advances in medical science and technology. To produce quality graduates, of course, it is not only necessary to carry out teaching and learning activities in class between lecturers and students, but also supported by service activities in the administration section, such as service activities in the education, finance and student affairs sections. The smoothness and speed of service in each of these sections is highly dependent on the performance of employees in their respective sections. The employees at the XYZ Faculty who are in charge of providing services and not serving as teaching staff (lecturers) are referred to as educational staff.

The distinctive feature of the organizational culture at the XYZ Faculty can be seen where the education staff has great respect for the leaders and educators (lecturers). In communicating, education staffs have friendly communication to leaders and educators (lecturers) by calling them doctors. The education staffs also have a fairly compact relationship with one another. Then the education staff is required to always have a fast performance and produce good quality work.

The problem that exists in the XYZ Faculty relating to the performance of educational personnel is that information is obtained that the performance of teaching staff is considered less than optimal. This can be seen from a number of things such as the frequent work demands imposed on education personnel cannot be carried out properly so that they have less than optimal work results, there are educational personnel

who leave their work during working hours, there are often delayed jobs that result. The education personnel who carry out the work lack the skills, initiative and do not follow work instructions so that the implementation of extra work that should be done is hampered.

Because in this study did not obtain permission to display the results of the performance evaluation of educational personnel owned by the XYZ Faculty, this study used a pre-survey questionnaire to obtain data on the performance of the XYZ Faculty teaching staff. The questionnaire was distributed to several leaders, such as department heads and sub-section heads regarding the performance of their education personnel.

### **Performance Theory**

Performance is a very complex multidimensional construct, with many differences in meaning depending on who is evaluating, how it is evaluated and what aspects are being evaluated. Organizations must constantly change to develop their effectiveness. These changes are aimed at finding or developing ways to use existing resources and capabilities to increase the ability to create value and improve performance (Lako, 2004). Employee performance is the result of work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities assigned to him (Mangkunegara, 2010). Therefore, it is concluded that employee performance is work performance or work (output), both the quality achieved by the human resources of the time period association in carrying out their work tasks in accordance with the responsibilities assigned to them.

### **Organizational culture**

Edgar H. Schein in Sumarwanto (2010) argues that organizational culture is "a pattern of basic assumptions that are created, discovered or developed by certain groups as learning to overcome problems of external adaptation and internal integration

that is official and well implemented and therefore taught to new members as an appropriate way to understand, think and feel related to these problems ". Organizational culture refers to a system of shared meanings adopted by its members to differentiate the organization from other organizations. Peter F Drucker in Pabundu (2010) argues that organizational culture is the principal of solving external and internal problems which in practice is carried out consistently by a group which is then passed on to new members in various ways as the right way to understand, think and sense of related problems.

### **Job Design**

Job design is the main function of human resource management and is related to job specifications, methods and job relationships in order to meet the technological, organizational and social and personal needs of incumbents or employees (Wikipedia, 2020). Job design has two objectives, first: productivity, operational efficiency and product or service quality; second, to meet the needs of individual interests, challenges and achievements, thus fostering an attachment to work and a commitment to doing a job well (Amstrong, 2006). Hackman and Lawler, (1971), Hackman and Oldham (1980) in Chiekezei et al. (2015) stated that to motivate workers to work, they must pay attention to the five core dimensions of work: skill variety, task identity, task significance, autonomy and feedback.

Edgar H. Schein in Igbinoia and Popoola (2016) states that organizational culture consists of three dimensions, namely:

- a. Artefacts, the first level / top where the activities or forms of the organization are seen from the physical environment of the organization.
- b. Espoused Values, the second level is the values that support, consisting of strategy, goals, and organizational philosophy. This level has an important

meaning, these values must be instilled in each member of the organization.

- c. Underlying Assumption, the underlying assumption, which is a belief that is considered to be present in each member which includes aspects of belief, thought and attachment to the organization.

### **Emotional Intelligence Theory**

Emotional intelligence (emotional intelligence) is a person's ability to detect and manage emotional cues and information (Robbins and Judge, 2008). People who know their own emotions and are good at reading the emotions of others can be more effective at their job. Emotional intelligence is the ability of a person to manage his emotional life with intelligence (to manage our emotional life with intelligence), maintain emotional harmony and expression (the appropriateness of emotion and its expression) through self-awareness skills, self-control, self-motivation, empathy and social skills (Goleman, 2006).

### **Emotional Intelligence Indicators**

Goleman (2015) states that there are five dimensions of emotional intelligence that can serve as guidelines for individuals, namely:

- a. Self-introduction, meaning that you can know your inner state, your favorite things, and your intuition. The indicators are recognizing one's own emotions, knowing one's strengths and limitations, and having confidence in one's own abilities.
- b. Self-control, which means managing the situation within yourself and your own resources. The indicators are restraining negative emotions and impulses, maintaining norms of honesty and integrity, being responsible for personal performance, and being open to new ideas and information.
- c. Self-motivation, which means encouragement that guides or helps achieve goals or objectives. The indicators are the drive to be better, adjust to the target group or

organization, readiness to take advantage of opportunities, and persistence in fighting for failures and obstacles.

- d. Empathy, which means awareness of people's feelings, interests and concerns. The indicators are understanding others, developing others, customer service, creating opportunities through association with various people, reading the relationship between emotional states and the strength of a group's relationship.

- e. Social Skills, which means proficiency in evoking the responses that other people want. The indicators are the ability to persuade, listen openly and give clear messages, the ability to resolve opinions, the spirit of leadership, collaboration and cooperation, and team building.

### Conceptual Framework

In accordance with the description on the background of the problem, literature review and previous research, a conceptual research framework is prepared as follows:

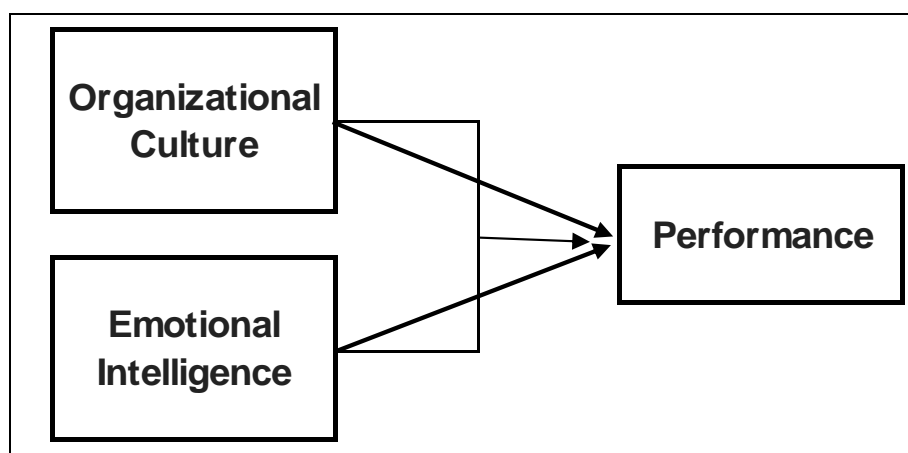


Figure 1: Research conceptual framework

The operational definition and measurement of variables are explained as follows:

1. Organizational Culture (X1) is a system of values, beliefs, and habits in the XYZ Faculty. The dimensions used are Artefacts, Espoused Values, Underlying Assumption.
2. Emotional Intelligence (X2) The ability to accept, assess, control and express emotions that are owned by the XYZ Faculty education staff. The dimensions used are self-introduction, self-control, self-motivation, empathy.
3. Educational Personnel Performance (Y), namely the work achieved by an educational staff at the XYZ Faculty in accordance with their authority and responsibility. The dimensions used are Quantity, Quality, Timeliness, Attendance and Ability to cooperate.

### RESEARCH METHOD

This type of research is a causal descriptive analysis with a quantitative approach (Sinulingga, 2018). This study aims to investigate the causal relationship by observing the influence of organizational culture and emotional intelligence on the performance of teaching staff at the XYZ Medan Faculty through data collection and quantitative analysis (questionnaires).

The questionnaire was conducted to the population in this study which were 108 educational staff at the XYZ Faculty. The entire population of 108 people will be sampled in this study

The data analysis technique was carried out in this study using descriptive statistical analysis and multiple linear regression. The multiple linear regression equation in this study can be written as follows:

$$Y = a + b_1 X_1 + b_2 X_2 + e$$

Where:

Y = employee performance

X1 = Organizational culture

X2 = Emotional intelligence

a = Constant

b1, b2 = regression coefficient for variables

X1 and X2

e = error

## RESULT AND DISCUSSION

### Descriptive Respondents

- Of the 108 respondents in this study, 56 people (52%) were male, and 52 people (48%) were female. Based on the sex of the respondent, it shows that there is a fairly even distribution of the sex of education personnel who work in each section of the XYZ Faculty in Medan.
- Of the 108 respondents in this study, that the most dominant was 36-40 years old, amounting to 33 people (31%). Based on the age of the respondents mentioned above, it is illustrated that the educational staff working at the XYZ Faculty in Medan are mature enough to be able to work well.
- Of the 108 people who became respondents in this study, 46 people (43%) had the most dominant education. Based on the education level of the respondents mentioned above, it provides an illustration that employees who work at the XYZ Faculty are basically quite high school educated in

administrative services both to superiors, educators and students.

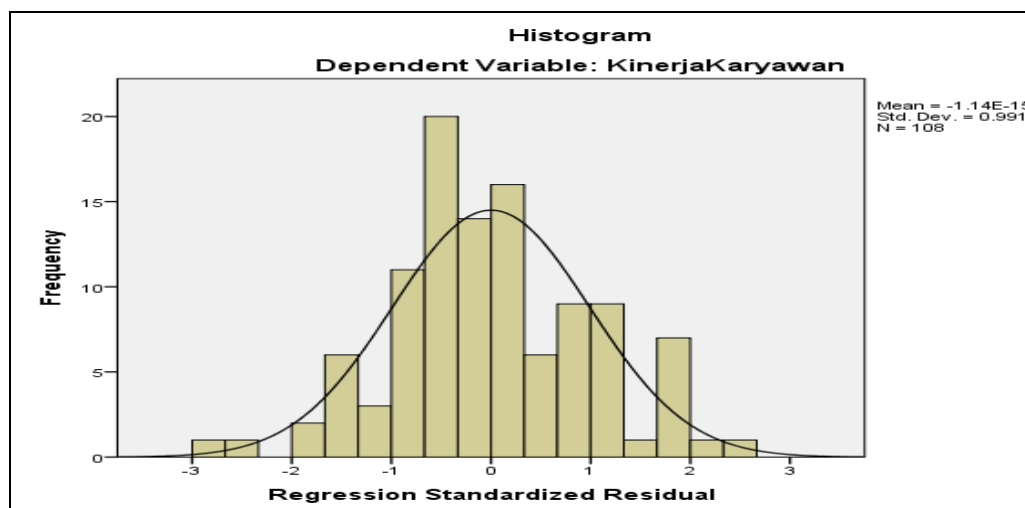
- Of the 108 respondents in this study, 55 people (51%) had Civil Servant employment status (PNS) and as many as 53 people (49%) had non PNS employment status. Based on these data, it provides an illustration that there is a fairly even distribution of the employment status of education personnel who work in each division in the XYZ Faculty.

### Validity and Reliability Test

The validity test will be carried out on 30 XYZ Faculty education staff. The validity testing technique uses a significant level of 5% to determine the closeness between the independent variable and the dependent variable by correlating the score of the question items to the total score. The test results where all the values of Corrected Item-Total Correlation (rcount) have a value greater than rtable 0.361. This shows that all the questions in the questionnaire are valid.

The reliability test of this research variable is said to be reliable if it gives a Cronbach Alpha value > 0.80 (Mudrajad, 2003). Based on the results of the reliability test that has been carried out, it is found that the total Cronbach Alpha value (rcount) is 0.967. These results indicate that all statement items are reliable because the Cronbach Alpha value (rcount) is all greater than rtable (0.80).

### Classic assumption test





It can be seen that the resulting data spreads far from the diagonal line and does not follow the direction of the diagonal lines. The histogram graph does not show a distribution pattern that is not off the right or off to the left. This proves that the residual data is normally distributed so that the regression model used meets the normality assumption.

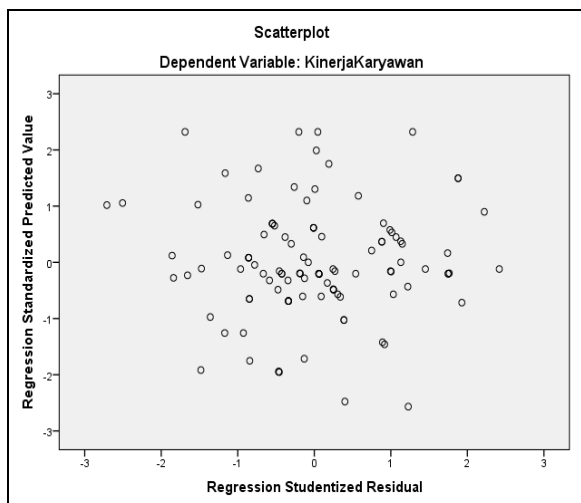


Figure 3: Heteroscedasticity Test with the Scatter Plot

It can be seen that there is no clear pattern, and the dots spread above and below the number 0 on the Y axis, thus it

can be concluded that the data is free from the assumption of heteroscedasticity.

Table 1: Multicollinearity Tes

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	BudayaOrganisasi	,537	1,862
	KecerdasanEmosional	,537	1,862

Based on Table 1, it can be seen that the tolerance value of each independent variable is greater than 0.10, namely the organizational culture variable is 0.537 and the emotional intelligence variable is 0.537. The VIF value of each independent variable is known to be less than 5, namely organizational culture of 1.862 and emotional intelligence variable of 1.862. This proves that there is no multicollinearity between the independent variables in this model.

### Multiple Linear Regression Analysis

In data processing using linear regression, several steps were carried out to find the relationship between the independent and dependent variables, the influence of organizational culture (X1), emotional intelligence (X2).

Table 2: Multiple Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2,040	3,584		,569	,570
	Organizational culture	,301	,092	,266	3,270	,001
	Emotional intelligence	,799	,110	,587	7,232	,000

a. Dependent Variable: Educational employee Performance

The results of data processing as shown in Table 2 produce multiple linear equations as follows:

$$Y = 0.266X_1 + 0.587X_2$$

Where:

Y = Employee Performance

X1 = Organizational Culture

X2 = Emotional Intelligence

This equation can be explained as follows:

1. A constant of 2.040 indicates that if all independent variables (organizational culture and emotional intelligence) have a value of 0, then the performance value of education personnel will be 2.040.

2. The X1 coefficient of 0.266 indicates that the organizational culture variable (X1) has a positive effect on the performance of teaching staff at the Faculty of Medicine, University of North Sumatra. If the organizational culture increases by 1 unit, the performance of the XYZ Faculty teaching staff will increase by 0.266 or in other words if the organizational culture variable (X1) is increased, the performance of the teaching staff at the Faculty of Medicine, University of North Sumatra will increase.

3. The X2 coefficient of 0.587 indicates that the emotional intelligence variable (X2) has a positive effect on the performance of the XYZ Faculty teaching staff. If emotional intelligence increases by 1 unit, the performance of

the teaching staff will increase by 0.587 or in other words, if the emotional intelligence variable (X2) is increased, the performance of the XYZ Faculty teaching staff will increase.

### Coefficient of Determination (R<sup>2</sup>)

Table 3: The coefficient of determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.792 <sup>a</sup>	.628	.621	3,892
a. Predictors: (Constant), Emotional Intelligence, Organizational Culture				

In Table 3, it can be seen that R is 0.628. This shows that the relationship between the independent and dependent variables has a close relationship of 62.8%. The Adjusted R Square figure of 0.621 shows that 62.1% of the performance of the

teaching staff at the XYZ Faculty can be explained by the variables of organizational culture and emotional intelligence, while the remaining 37.9% is explained by other factors not examined by this study.

### Simultaneous Signification Test (Test F)

Table 4: F test

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2683,461	2	1341,731	88,594	,000 <sup>b</sup>
	Residual	1590,196	105	15,145		
	<b>Total</b>	<b>4273,657</b>	<b>107</b>			
a. Dependent Variable: Educational Employee Performance						
b. Predictors: (Constant), Emotional Intelligence, Organizational Culture						

In table 4, we can see that the value of Fcount (88.594) > Ftable (3.087) with a significance of 0.00 < 0.05. This shows that the independent variable consisting of organizational culture variables (X1), emotional intelligence (X2), simultaneously has a positive and significant effect on the dependent variable, namely the performance of educational personnel. So it can be said that the variables of organizational culture and emotional intelligence are able to explain the performance of teaching staff at the XYZ Faculty.

the level of  $\alpha = 5\%$ , which is obtained with degrees of freedom =  $df = nk$  ( $n =$  number of samples and  $k =$  number of overall variables), then  $df = 108 - 3 = 105$ . tcount that is done is a two-way test, so the t table used is  $t = 5\%$  or  $t = 0.05$  (81) = 1.659.

Based on Table 5, the results of partial hypothesis testing (t test) are explained as follows:

### Partial Significance Test (t test)

Table 5: t test

Coefficients <sup>a</sup>		
Unstandardized Coefficients		Standardized Coefficients
B	Std. Error	Beta
2,040	3,584	
,301	,092	,266
,799	,110	,587
a. Dependent Variable: Educational Employee Performance		

The t-count value will be obtained and then compared with the t-table value at

1. Testing organizational culture (X1) on the performance of educational personnel (Y) shows a significance of 0.001 < 0.05, while tcount (3.270) > t table (1.659). Based on the results obtained, H0 is rejected and H1 is accepted for organizational culture variables, thus organizational culture variables have a positive and significant effect on the performance of educational staff at the XYZ Faculty.

2. Testing of emotional intelligence (X2) on the performance of education personnel (Y) shows a significance of 0.000 < 0.05, while tcount (7.232) > t

table (1.659). Based on the results obtained, H0 is rejected and H1 is accepted for the emotional intelligence variable, thus the emotional intelligence variable has a positive and significant effect on the performance of educational personnel at the XYZ Faculty.

## CONCLUSION

1. Organizational Culture and Emotional Intelligence simultaneously have a positive and significant effect on the Performance of Educational Personnel at the XYZ Faculty.
2. Organizational Culture partially has a positive but significant effect on the Performance of Educational Personnel at the XYZ Faculty.
3. Emotional intelligence partially has a positive and significant effect on the Performance of Education Personnel at the XYZ Faculty.
4. In the variables of Organizational Culture and Emotional Intelligence partially Emotional Intelligence is the most dominant variable affecting the Performance of Educational Personnel at the XYZ Faculty.

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