

The Influence Of Organizational Culture On Cadets' Learning Motivation At *Politeknik Ilmu Pelayaran Makassar* (Merchant Marine Polytechnic Of Makassar)

Mustamin¹, Arifin Ahmad², Jasruddin³, Hamsu A. Gani⁴

¹(Department of Educational Science, Universitas Negeri Makassar)

²(Department of Educational Science, Universitas Negeri Makassar)

³(Department of Physics Education, Universitas Negeri Makassar)

⁴(Department of Engineering, Universitas Negeri Makassar)

Abstract: It is a widely held view that higher education is an institution with a strategic role and position in achieving macro educational goals that needs to make continuous improvement and attains quality human resources. Without involving the human element, it is impossible to move forward and direct towards goals. The importance of organizational culture in higher educational institutions implies the main role of the institutions to change the mindset of conventional ones with new insights that emphasizes the creation of higher education with quality culture. Mindset change is needed for the institutions or universities that follow changes, which is oriented to creating a more dynamic, productive and competitive organizational culture. Merchant Marine Polytechnic of Makassar or known as *Politeknik Ilmu Pelayaran Makassar* (PIP Makassar) which further abbreviated as its Indonesian abbreviation term, PIP Makassar, is a higher educational institution that educates students or cadets with certain skills and expected to be a comfortable institution while studying cruise. That is why the aim of the research is to discover the influence of organizational culture on cadets' learning motivation of PIP Makassar. In line with that, the approach design used was an explanatory survey with a population of 1,407 cadets of PIP Makassar and involved 281 participants as the research samples selected by proportional random sampling technique. For data collection techniques, there were observation, questionnaires, and documentation, while data analysis was conducted by using structural equation modeling (SEM). As a result, it is showed that organizational culture does influence cadets' learning motivation at the Merchant Marine Polytechnic of Makassar.

Keywords: Organizational Culture; Learning Motivation; Cadets

Date of Submission: 06-12-2019

Date of acceptance: 23-12-2019

I. Introduction

It has commonly been assumed that higher education as one of the formal educational institutions which is required to prepare students to become human beings in accordance with the expected goals of national education, that is man who believes in and be devoted to God Almighty, is virtuous, has knowledge and skills, is healthy physically and spiritually, has a steady and independent personality with a sense of community and national responsibility. In addition, higher education's graduates are expected to be able to fill the need for the availability of experts and professionals at various levels and types of abilities.

However in fact, Hamalik (2011: 136) states that higher education in Indonesia is still far from meaningful efforts in improving the quality of its people including morals, work ethics, abilities and skills which are also far from coveted expectations. Today's global life requires mastery and application of science and technology. Yet some efforts done by its higher education do not fully meet these demands.

Higher education is an institution that has a strategic role and position in achieving macro educational goals that need to make continuous improvement efforts to attain quality human resources. The existence of humans as resources is essential in a higher educational institution because they support through work, talent, creativity, encouragement, and real actions (Gibson, 2011) (Sunusi, 2009). Without the presence of a human element in the institutions, it is impossible for them to compete and being well-appreciated. The importance of organizational culture in it implies the main role of the institutions to change the mindset from conventional ones into institutions with new insights which emphasizes the creation of higher quality culture. Mindset change is required for universities with vibes of change which is oriented to creating a more dynamic, productive and competitive organizational culture. Speaking of organizational culture, the conception of these values can also touch the embedded and embraced ones within the implementation of Tri Dharma Perguruan Tinggi (the Three Pillars of Higher Education) namely the process of teaching, research, and community service in the environment of PIP Makassar.

In an effort to manage the organization and personnel to create a conducive academic atmosphere or campus environment and to lead to sound internal institutional management, what we can find here is the organizational institutional conditions that often occur at PIP Makassar from the aspects of organizational culture characteristics are relatively low attention of personnel as members towards their relationships among them. It includes the way they carry out their duties and functions, where the chairmen of the institution rarely manage their employees at certain levels to innovate and take risks. In consequence, their working patterns tend to focus on only daily work activities. Moreover, the orientation of educational service providers in managing organizational activities at PIP Makassar still has a tendency to maintain the status quo or stability as a contrast to growth (Robbins, 1996). This is also depicted in a phenomenon of a placement of some employees for certain positions where they are not in accordance with the needs in organizational governance as stipulated based on the structure and governance of the institution. It makes their activities appear to be less efficient, especially in managing academic and technical techniques as well as related to the field of financial administration. This can be defined that appreciation is only given to the members of the organization based on political games and people manipulation.

Despite the phenomenon that the relatively low focus of organizational members to human relations and task implementation performance, Sethia & Glinow (in Collins & McLaughlin, 1996) refer at the level of the context of the organization's cultural characteristics which is termed as a type of 'apathetic culture'. However, a management approach that is often applied by the chairmen in managing the implementation of the three pillars of higher educational activities in the environment of PIP Makassar tends to show the characteristics of an organizational culture type that is 'caring culture. It is characterized by less attention towards working performance, but vice versa to human relations within the organization. This is demonstrated by the academic community in the organizational activities of PIP Makassar when undergoing an accreditation process where the chairmen form several work teams with each assigned agenda, in the sense of team orientation, where working activities are organized to teams not individuals.

As regards PIP Makassar in its organizational activities is required to have an orientation towards the work culture for its managers, as an additional value, to lead to a quality assurance process in organizing higher education. The institution plays an important role in obtaining and seeking reliable and quality human resources. This can be done through some efforts in increasing the competence of science and technology. Also, it is demanded to be able to produce and create competent human resources with high competitiveness to be able to work more effectively and efficiently in various fields. Therefore, the chairmen are demanded to make breakthroughs to improve the performance of the organization. With respect to achieve the set goals, an educational institution must apply policies towards its lecturers where they must also carry out the Tri Dharma of Higher Education in implementing educational and teaching activities, research, and community service.

In an investigation into learning motivation, Brophy (2011) found that it prioritizes cognitive responses, that is students' tendency to achieve meaningful and beneficial academic activities and try to reap from these activities. Students with the motivation to learn will pay attention to a lessons delivered, deeply read a material so they can comprehend it, and use certain supporting learning strategies. Additionally, they will also have intense involvement in these activities such as high curiosity, looking for related materials to understand a topic, and completing assignments or tasks given.

In connection with it, learning motivation is a process that encourages learning, direction, and persistence in behaviors. It means that the motivated one is full of energy, directed and enduring (Herzberg, 2009). Similarly, Winkel (2011) also defines that learning motivation is the overall driving force within students that stimulates activities and gives direction to learning activities.

A broader perspective is that learning motivation achieved after going through lecture process is further shown through changes in students' behaviors. Every lecture activity certainly expects to produce maximum learning. If a lecturer's performance is seen as one of the causing factors of students' or in this case cadets' learning motivation at PIP Makassar, then between a lecturer's performance and learning motivation, a causal relationship mechanism can be produced. In other words, whether it is good or poor learning motivation of the students, they are determined by the performance of lecturer in teaching as well. It greatly dominates the motivation development in students.

II. Methodology

This research uses a quantitative approach design. If we refer to Kerlinger & Lee (2000) (Latan, 2012), it is commonly used in large and small populations where the observed data are from the samples that show relative events, distributions and relations among variables.

The operational definitions of the variables in this research are:

1. Organizational culture (X), as norms and values used as guidelines in the implementation of duties and responsibilities with several indicators of leadership style, communicative pattern, decision making style, consequences of failure, and norms and behaviors;

2. Learning motivation (Y), as an internal and external urge of someone who learns to make changes in his or her behavior which is commonly supported by several indicators and or elements. The measurement of learning motivation variables include desire and eagerness to learn, learning encouragement and needs, dreams and and aspirations, the existence of learning appreciation, and the existence of a conducive learning environment.

The population of this research involves the entire cadets of Merchant Marine Polytechnic of Makassar or PIP Makassar, Academic Year 2017/2018, amounting to 1.407 cadets, whereas the number of samples involve 281 (20%) cadets.

On the basis of answering the problems raised in this research, the data analysis used is inferential statistics. The approach is to achieve the objectives of the quantitative research that is to measure of how important the influence of the independent variable has on the dependent variable. It is analyzed by using a complete model of SEM which basically consists of the measurement model and structural measurement model aimed at confirming a dimension or factor referring to empirical indicators. Structural model discusses the structure of relationships that form or explain causality among factors.

III. Results And Discussion

Descriptive results

In this research, the SEM model was used with a second order, that is exogenous and endogenous latent variables or constructs. The goodness of fit test on the measurement model for each variable uses the convergent validity measurement as further described. This evaluation is done by referring to the value of loading factor on each indicator. If the value is greater than 0.50, then it can be classified that the indicator is valid. Convergent validity aims at ensuring that the indicators used correctly define the observed latent variables. The results of data processing for the analysis of convergent validity of exogenous and endogenous constructs are described as follows:

Table 1: The Results of Standardized Regression Weight Confirmatory of Organizational Culture Variable (X)

Dimension	Item	Loading Factor	CR	Prob	Desc.
Leadership Style	X _{.1.1}	0.787	-		
	X _{.1.2}	0.740	12.483	0.000	Significant
	X _{.1.3}	0.790	13.561	0.000	Significant
Communicative Pattern	X _{.2.1}	0.815	11.378	0.000	Significant
	X _{.2.2}	0.843	11.772	0.000	Significant
	X _{.2.3}	0.650	-		
Decision Making Style	X _{.3.1}	0.810	15.802	0.000	Significant
	X _{.3.2}	0.779	14.928	0.000	Significant
	X _{.3.3}	0.819	-		
Consequences of Failure	X _{.4.1}	0.801	15.964	0.000	Significant
	X _{.4.2}	0.829	15.622	0.000	Significant
	X _{.4.3}	0.815	-		
Norms and Behaviors	X _{.5.1}	0.847	-		
	X _{.5.2}	0.831	17.195	0.000	Significant
	X _{.5.3}	0.842	17.510	0.000	Significant

Source: Data Output in 2018

Referring to Table 1, the variable of organizational culture (X2) obtains loading factor values on all indicators above 0.5 with a sig. value <0.05. This shows that the sub variables in organizational culture (X) have valid indicators and are able to form these variables properly.

Table 2: The Results of Standardized Regression Weight Confirmatory of Learning Motivation Variable (Y)

Dimension	Item	Loading Factor	CR	Prob	Desc.
Learning Desire and Eagerness	Y _{11.1}	0.853	-		
	Y _{11.2}	0.833	18.017	0.000	Significant
	Y _{11.3}	0.839	18.395	0.000	Significant
Learning Encouragement and Needs	Y _{12.1}	0.792	-		
	Y _{12.2}	0.819	15.980	0.000	Significant
	Y _{12.3}	0.870	17.365	0.000	Significant
Dreams and Aspirations	Y _{13.1}	0.847	-		
	Y _{13.2}	0.844	18.517	0.000	Significant

Dimension	Item	Loading Factor	CR	Prob	Desc.
Learning Appreciation	Y _{13.3}	0.803	16.938	0.000	Significant
	Y _{14.1}	0.841	-	-	-
	Y _{14.2}	0.825	17.021	0.000	Significant
	Y _{14.3}	0.843	17.767	0.000	Significant
Conducive Learning Environment	Y _{15.1}	0.808	-	-	-
	Y _{15.2}	0.814	16.050	0.000	Significant
	Y _{15.3}	0.822	16.132	0.000	Significant

Source: Data Output in 2018

Based on Table 2, the variable of learning motivation (Y) also obtains loading factor values on all indicators above 0.5 with a sig. value <0.05. This shows that the sub variables in learning motivation (Y) have valid indicators and can form these variables properly.

The analysis results of structural model

Structural model is considered as proper if the development of hypothetical model is theoretically supported by empirical data. The complete SEM analysis results can be seen in the following Figure 1:

1) Organizational Culture (X)

Organizational culture variable (X) has five indicators, that is leadership style (X.1), communicative patterns (X.2), decision making style (X.3), consequences of failure (X.4), and norms and behaviors (X. 5) as shown in Figure 1:

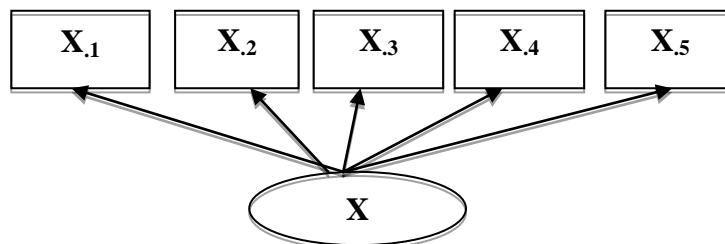


Figure 1. Organizational Culture (X)

Based on the results of SEM data results, here is the obtained structural model:

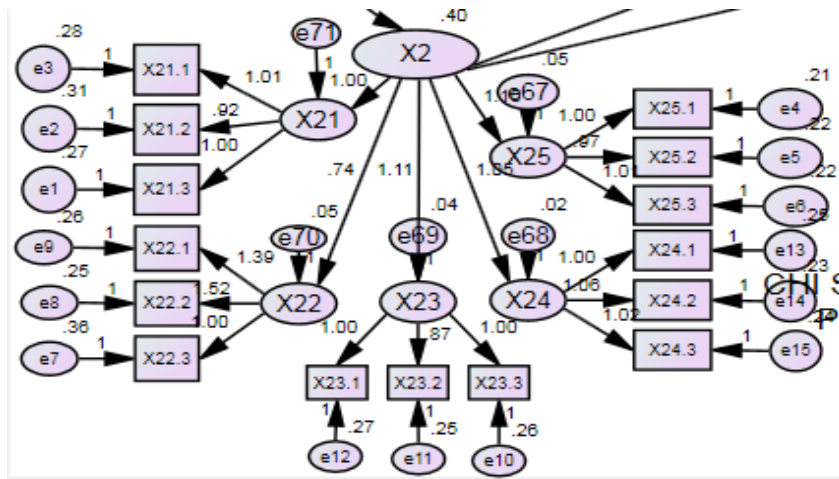


Figure 2. Structural Model of Organizational Culture (X)

If we refer to Figure 2, an information collected that each manifest variable assigned to form exogenous latent variables of organizational culture obtains a significant value. This can be defined that each of the manifest variable positively contributes to the formation of exogenous latent variables of the organizational culture.

2) Learning Motivation (Y)

Learning motivation variable (Y) has four indicators such as learning desire and eagerness (Y1), learning encouragement and needs (Y2), dreams and aspirations (Y3), and the existence of learning appreciation(Y4) as seen in the following Figure 3:

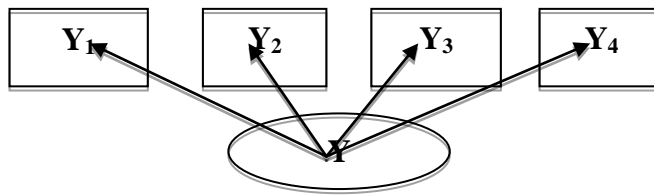


Figure 3. Learning Motivation (Y)

Based on the results of SEM data results, here is the obtained structural model:

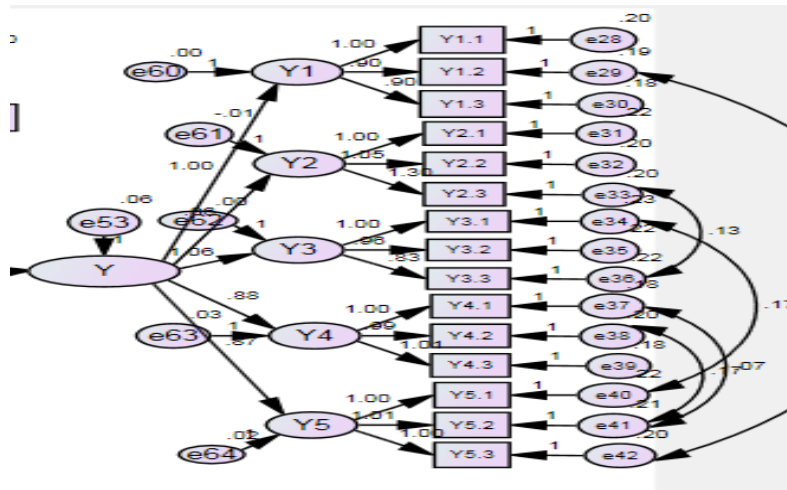


Figure 4. Structural Model of Learning Motivation (Y)

Referring to Figure 4, it shows that each manifest variable assigned to form endogenous latent variables of learning motivation obtains a significant value. This can be defined that each of the manifest variable positively contributes to the formation of endogenous latent variables of the learning motivation.

A detailed description of the analysis results of the structural model can be seen in the following Figure 5:

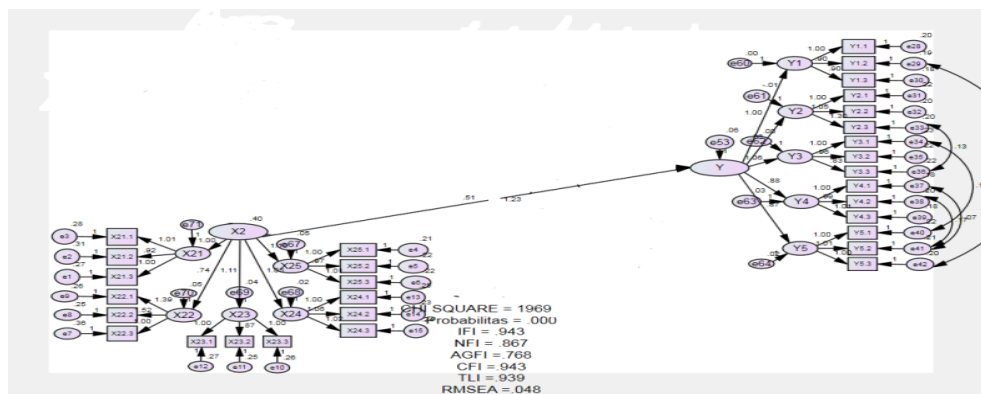


Figure 5. Analysis Results of Structural Model

Based on the analysis, the relationship of organizational Culture (X) and learning motivation (Y) shows positive path coefficient as (0.510) and p value = 0.000 ($p < 0.05$). Hence, there is a significant positive influence of organizational culture (X) towards learning motivation (Y).

IV. Discussion

The results showed that there is a significant influence of organizational culture on learning motivation. This is supported by the indicators of organizational culture such as leadership style, communicative pattern, decision making style, consequences of failure, and norms and behaviors.

Crow & Crow, as quoted by Tabrani (1994: 121), clarify the importance of motivation in learning. They stated that learning must be motivated in various ways so that the prioritized interests in learning activities can be built from the existing interests in children. Based on this, it is clear that the benefits of motivation are greatly impacted teaching and learning activities.

As what have been discussed by Basic Courses of Education or abbreviated as *MKDK* in its Indonesian term of IKIP Surabaya Team (1995: 81), there are at least five motivational benefits in teaching and learning process. Firstly, motivation is able to encourage students to participate in learning activities. Secondly, the motivation of act is the choice of the type of activity in which a person wishes to carry out the activity. Thirdly, motivation can give clues to learning behavior. The fourth benefit is that motivation can determine the level of success or failure of students' learning activities. The last is it can function as a driver in the achievement of expected learning outcomes.

There are several elements that influence motivation to learn including dreams, abilities, conditions and the atmosphere of students' learning environment. With the presence of ideals or aspirations, the students will have a direction and goals that are able to consolidate all thoughts, feelings and actions to lead to a goal's achievement. Student's ability is an academic intellectual ability used to manage and process the information obtained into knowledge. Meanwhile, students' conditions which include physical, psychological and sensory conditions will affect themselves in participating in teaching and learning activities. Equally important, learning environment is a place for learning activities with an external influence on the sustainability of these activities.

As noted by Robbins (2003), there are three forces to maintain an organizational culture, specifically: (1) selection practices, where the process aims at identifying and employing individuals with required intellectual, skills and ability to work successfully in an organization; (2) top management, where its actions have a big impact on an organizational culture. Their words and behaviors in implementing norms are very influential on the members of an organization; (3) socialization, which is intended to lead new employees to adjust on the organizational culture. This socialization process includes three stages, namely pre-arrival stage, encounter stage, and metamorphosis stage.

Organizational culture is believed to be the main determining factor for the success of an organization's performance. The success of an organization in implementing aspects or values of organizational culture can encourage it to grow and develop in a sustainable manner.

Schein (in Andreas Lako, 2004: 30) points out that organizational culture as a pattern of basic assumptions found, created or developed by a particular group with the intention that an organization learns to overcome or cope the arise of problems due to external adaptation and internal integration that have been going well enough. That is why it is necessary to teach new members in the proper way to understand, think and feel about these problems.

In the case of PIP Makassar in implementing education, it aims at producing quality academic people which is measured by terms of mastery of science and technology, as well as noble, active, creative, and innovative attitudes and characters. These goals are hard to achieve because they are constrained by various factors, both students' internal and external factors related to the services provided (Marzuki Mahmud, 2012). One obstacle to achieving these goals is students' dissatisfaction with the services provided. This can be caused by students themselves who have less information and are reluctant to know deeper about the institution as a whole which make them unable to identify their rights and obligations to obtain a good service. In contrast, it can also be caused by the staff, lecturers, and other personnel. These conditions indicate that to achieve its goals, a higher educational institution must provide proper services which are able to facilitate students and also the lecturers, administrative staff, and other supporting parties.

Educational activities is not only oriented to a fixed result of an educational process by producing a number of graduates, but also the focus of attention towards the quality of service in the implementation of teaching and learning process. The quality of educational services needs to be considered not because it influences the educational outcomes, but also from the aspect of competition among educational institutions to invite student candidates to join them.

One possible implication is that PIP Makassar continues to improve the quality of proper learning to create good and competent graduates. For this reason, students or cadets are entitled to the quality learning provided by an educational institution or higher education. Referring to Government Regulation No. 60 of 1999 concerning Higher Education Article 109, it is stated that one of the rights of students is to obtain the best teaching and academic services in accordance with their interests, talents, hobbies and abilities, and also have the right to receive guidance from lecturers in the study programs they participate to complete their studies. These rights will be fulfilled if the teaching staff or lecturers carry out their responsibilities properly. Because in the provision of educational services, a teacher or lecturer not only acts as a media to share knowledge, but also as a motivator, supervisor, assessor and guide in the learning process.

V. Conclusion

Based on the results of the research on the influence of academic services on the cadets' learning motivation at Merchant Marine Polytechnic of Makassar or PIP Makassar, it is concluded that:

1. there is a significant influence of organizational culture on the learning motivation of PIP Makassar cadets;
2. The coefficient value of organizational culture on learning motivation obtains a positive path coefficient as (0.510) and p value = 0.000 ($p < 0.05$).

References

- [1]. Armstrong, Michael. (2010). *Menjadi Manajer yang lebih baik lagi*, Binarupa Aksara, Jakarta.
- [2]. Cravens. (2008). *Strategic Marketing*. Texas Christian University, Richard E. Irwin Inc.
- [3]. Herzberg. (2009). *Teori Dua Faktor*. <http://repository.ipb.ac.id>. diakses tanggal 19/07. 2018.
- [4]. Davis, Keith & Newstrom, John W. (1985). *Human Behavior at Work: Organizational Behavior*. Mc Graw-Hill, Inc.
- [5]. Flipppo, Edwin, B. (2008). *Manajemen Personalia*. Alih Bahasa Moh. Masud. 6th Ed. Jakarta: Erlangga.
- [6]. Gibson, Ivancevich dan Donnelly. (2011). *Organization Perilaku Struktur Proses*. 8th Ed. translated Nunuk Ardiani. Jakarta : Binarupa Aksara
- [7]. Hamalik, Oemar. (2011). *Kurikulum dan Pembelajaran*. Jakarta : Bumi Aksara.
- [8]. Irawan, H. (2012). *10 Prinsip Kepuasan Pelanggan*. Jakarta: PT. Elex Media Komputindo Gramedia.
- [9]. Latan, Hengky dan Gudono. (2012). *SEM Struktural Equation Modeling*, Yogyakarta: Fakultas Ekonomika dan Bisnis UGM.
- [10]. Maryuningtyas, Indah. (2005). *Pengaruh Motivasi Kerja Terhadap Kinerja Pelayanan kepada Masyarakat*, (Studi tentang Pelayanan Kartu Pencari Kerja di Kantor Dinas Tenaga Kerja dan Transmigrasi Kotamadya Jakarta Selatan Provinsi DKI Jakarta) Tesis, Bandung; Program Pascasarjana UNPAD.
- [11]. Pratisto, Arif. (2009). *Statistik Menjadi Mudah dengan SPSS 17*, Jakarta: PT. Alex Media Kompetindo.
- [12]. Robbins, Stephen P. (2008). *Perilaku Keorganisasian Jilid 1*. 9th Ed. Jakarta: PTIndeks Kelompok Gramedia.
- [13]. Sugiyono. (2012). *Metode Penelitian Kombinasi (Mixed Methods)*. Alfabeta: Bandung.
- [14]. Sunusi, Syamsul, and Syam, Agus. (2009). *Implementasi Pengawasan dalam Meningkatkan Kinerja Pegawai pada Dinas Pendidikan Kota Makassar*. Lembaga Penelitian UNM: Makassar.

Mustamin " The Influence Of Organizational Culture On Cadets' Learning Motivation At Politeknik Ilmu Pelayaran Makassar (Merchant Marine Polytechnic Of Makassar)" IOSR Journal of Research & Method in Education (IOSR-JRME) , vol. 9, no. 6, 2019, pp. 27-33.