

# *The Influence of Organizational Culture on Improving the Performance of Educational Staff*

## *Case Study at Institut Bisnis dan Informatika Kesatuan*

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**Abstract** – This study aims to analyze the influence of organizational culture on improving the performance of education personnel at IBI Kesatuan. The variables used are loyalty and responsibility as independent variables, performance as the dependent variable and teamwork as the intervening variable. Quantitative data obtained from the questionnaire resulted as many as 58 (fifty eight) education personnel respondents at IBI Kesatuan, then the data was measured using Path Analysis through the SPSS v.22 program. Analysis of model 1 indicates that loyalty has a positive effect on teamwork, while responsibility does not have a positive effect on teamwork. From the analysis of model 2, it is found that loyalty has a positive and significant effect on performance, Responsibility has a positive and significant effect on performance, while Teamwork has no significant effect on performance. However, simultaneously obtained the results that the influence of loyalty, responsibility and teamwork together give a very strong influence on performance.

**Keywords** – Organizational Culture, Loyalty, Responsibility, Teamwork, Performance.

### I. INTRODUCTION

Employee performance, like other social and behavioral variables, is generally a complex variable that is not only determined by one or two factors. But it is determined by many factors which are sometimes very complicated. Not only increasing human resources (HR), the organization is also required to continue to improve its competitiveness through improving the quality of management. Therefore, in order for the organization to develop optimally, maintaining a harmonious and sustainable relationship with employees is very important.

Likewise, in higher education organizations, in addition to educators, there are education personnel. Educational staff in higher education generally receive less attention within their institutional environment. As stated by the Director General of Science and Technology and Higher Education Resources, Ali Ghufroon Mukti (2019) (*Al-Basith Ichsan, 2019. Qualifications and Competencies of Education Personnel Need to be Improved. KEMENDIKBUD- Jakarta. - Yahoo Search Results*, no date) which states that Currently, what has not received much attention is the education staff. In fact, data covering the number, qualifications, and competence of education personnel are still very minimal. Not many university leaders are aware of the strategic role of education personnel for the advancement of a higher education institution.

Educational staff are personnel in charge of planning and implementing administration, management, development, supervision, and technical services to support the educational process in educational units. (Law No. 20 of 2003, Article 39 (1)). Education personnel play a role in supporting the implementation of education, starting from setting a regular learning schedule, complete school infrastructure that is adequate and meets the standards, success and comfort of a school environment that is

always maintained, strict school management and strict supervision. All of these factors are the strategic role of education, whether it is TU staff, librarians, laboratory assistants, janitors, school guards, school supervisors and principals. Assessment of educational success is not only measured by the factor of educators (teachers and lecturers), but also must be seen from various points of view.

The implementation of certain educational processes requires work that is integrated with the implementation of the educational administration completion process. Without a clear direction and purpose, the *record process* will certainly not be organized and will be deleted according to time. Viewed from the aspect of the national education system, the role of education staff towards students in a higher education institution is still considered dominant and very important in the implementation of the tridharma of higher education. In administrative governance, even though today's information system technology, with its sophistication, is unavoidable, the presence of education personnel is still dominant in higher education governance.

The Institut Bisnis dan Informatika Kesatuan (IBI), which is one of the private higher education institutions in the city of Bogor and has been established since 1972 until now. It cannot be separated from the hard work of its managers until IBI Kesatuan was able to obtain the conditions it is today. This achievement certainly cannot be separated from the efforts of every element in it, both by educators and by educational staff.

The role of the education staff will be influenced by the work culture that is formed by itself from the environment in which work activities take place. Facing various challenges in the era of globalization, of course, it is necessary to have reliable human resources who have the quality of empowerment that are more effective in order to be able to overcome the various challenges that arise. In this situation everyone is required to be able to overcome complex problems from various related parties and this requires a good pattern of cooperation in the form of *teamwork*.

The phenomenon that occurs in IBI Kesatuan, from the observations, there are still obstacles to lack of coordination between employees, communication is not well established, and the lack of openness among fellow employees, so that it will affect the work results, namely the responsibility of employees in completing work and also impacting their performance.

So with this background, it is necessary to conduct research related to organizational culture in which there is responsibility and loyalty as well as its role in *teamwork* which has an impact on performance.

The objectives of this research are as follows:

1. Analyzing whether there is an influence of *Loyalty* (Loyalty) on *Teamwork* ( Cooperation ) on educational staff at the Bogor Institute of Business and Informatics?
2. Analyzing whether there is an effect of *Responsibility* (Responsibility) on *Teamwork* ( Cooperation ) on educational staff at the Bogor Kesatuan Institute of Business and Informatics?
3. Analyzing whether there is an effect of *Teamwork* ( Cooperation ) on improving the performance of education personnel at the Bogor Institute of Business and Informatics?
4. Analyzing whether there is an influence of *Loyalty* (Loyalty) on improving the performance of education personnel at the Bogor Institute of Business and Informatics?
5. Analyzing whether there is an influence of *Responsibility* on improving the performance of education personnel at the Bogor Institute of Business and Informatics?
6. Analyzing whether there is an influence of *Loyalty* (Loyalty) on improving the performance of education personnel at the Bogor Institute of Business and Informatics through *Teamwork* ( Cooperation ) as an intervening variable?
7. Analyzing whether there is an effect of *responsibility* on improving the performance of education personnel at the Bogor Institute of Business and Informatics through *Teamwork* ( Cooperation ) as an intervening variable?

## II. LITERATURE REVIEW

### 2.1 Organizational culture

The role of organizational culture for higher education institutions has a high level of urgency in improving the performance of higher education institutions. Pabundu (2010:1), explained that in Indonesia, organizational culture was introduced in the 1990s when there was much discussion about cultural conflicts, how to maintain Indonesian culture and the cultivation of new values. Along with that, organizational culture is then included in the curriculum of various education, training, guidance and counseling programs, both in universities and government agencies as well as in various large private companies in Indonesia.

According to Kusdi (2011: 12) culture or culture comes from the Sanskrit language, namely *buddhayah*, which is the plural form of *buddhi* (mind or reason) which is defined as matters relating to human mind and reason. In English, culture is called *culture*, which comes from the Latin word *Colere*, which means to cultivate or work. Wibowo (2007: 15) explains that culture is a systematic human activity passed down from generation to generation through various learning processes to create a certain way of life that best suits the environment in which they live.

According to the Big Indonesian Dictionary, culture is literally defined as thoughts, reason, or a number of certain patterns of attitudes, beliefs, and feelings that underlie, direct, and give meaning to a person's behavior in a society. Sweeney & McFarlin (2002:334) argue that culture ideally communicates clearly messages about how we do things or act, behave around here ("*how we do things around here*"). From this thought it can be interpreted that culture provides direction on how a person should behave, behave, act in a commKesatuan, the word "here" in the above sense refers to a particular commKesatuan, whether in the form of an organization, company, or society.

From the several understandings put forward, it can be stated that culture is a way of life including ways of thinking, acting and so on in a particular commKesatuan (organization/company/society), so that the characteristics of a commKesatuan can be distinguished from others.

### 2.2 Organizational Culture Indicator

The indicators of organizational culture according to Robbins (2006:279) are as follows:

1. *Innovation and risk taking*

That is related to the extent to which members of the organization or employees are encouraged to be innovative and dare to take risks

2. *Attention to detail*

That is related to the extent to which members of the organization or employees are expected to pay attention to accuracy, analysis, and attention to details (details).

3. *Outcome orientation*

That is the extent to which management focuses on results, not on the techniques and processes used to obtain those results.

4. *People orientation* (individual orientation)

That is the extent to which management decisions take into account the effect of outcomes on people in the organization.

5. *Team orientation* ( team orientation)

That is related to the extent to which organizational work activities are carried out in work teams, not on individuals

6. *Aggressiveness*

That is the degree to which people in the organization exhibit aggressiveness and are competitive, not relaxed.

7. *Stability* (Stability)

That is the extent to which organizational activities emphasize maintaining the status quo as opposed to growth or innovation.

**2.3 Organizational Culture OF IBI Kesatuan**

Based on the Guidelines for Evaluation and Monitoring of Educational and Non-Educational Personnel of BPM IBI Kesatuan, in general there are two basic values that underlie the organizational culture and governance of IBI Kesatuan, namely "moral" and "ethical". The basic value of "moral" implies that all programs, activities, and governance practices of IBI Kesatuan are oriented towards compliance with all applicable laws and regulations. The basic value of "ethics" contains internal and external meanings. Internally, the entire academic commKesatuan of IBI Kesatuan is required and expected to be ethical individuals with the development and progress of the institution, that the institutional interests of IBI Kesatuan must be placed above personal and group interests.

Meanwhile, externally "ethics" means that all actions and steps of IBI Kesatuan must be oriented to the maximum benefit for the community. This "ethical" value naturally has similarities with the concept that the best human being is the one who can benefit everyone.

IBI Kesatuan has an organizational culture that is the quality culture of IBI Kesatuan, namely "TOLERANCE" :

T = *Teamwork* (Cooperation)

O = *Objective*

L = *Loyalty*

E = *Empathy* ( Empathy, participate in feeling what other people feel)

R = *Responsibility* (Responsibility)

A = *Achievement* Motivation

N = *Net Working* (Creating Cooperation/Creating Networks)

C = *Customer Satisfaction* (Service User Satisfaction)

E = *Entrepreneurship* (Entrepreneurial Spirit)

**2.4 Thinking Framework**

The framework of thinking is a model or also a picture in the form of a concept in which it explains a relationship between one variable and another.

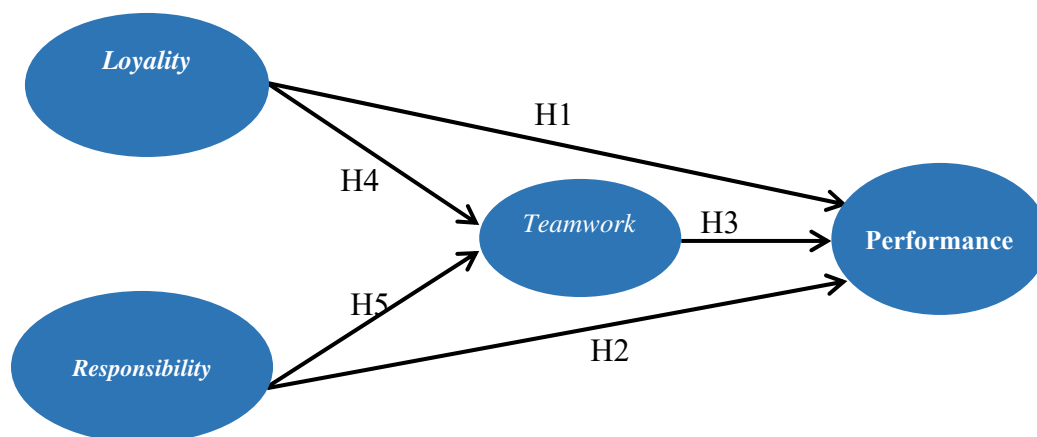


Figure 1. Framework of Thinking

## 2.5 Hypothesis

Based on the description of the identification of the problem and the framework of thinking above, in this study the author proposes a hypothesis or provisional assumption as follows:

- H1 : Loyalty is suspected to have a positive and significant effect on *Teamwork* ( Cooperation )
- H2 : It is suspected that responsibility *has a positive and significant* effect on teamwork .
- H3 : It is suspected that teamwork *has* a positive and significant effect on employee performance
- H4 : Loyalty is suspected *to* have a positive and significant effect on employee performance.
- H5 : It is suspected that responsibility *has* a positive and significant effect on employee performance.
- H6 : Loyalty is suspected *to* have a positive and significant effect on employee performance through *teamwork* as an intervening variable.
- H7 : It is suspected that responsibility *has* a positive and significant effect on employee performance through *teamwork* as an intervening variable.

### III. METHODS

This research was conducted at the Institut Bisnis dan Informatika Kesatuan (IBI), which is located at Jalan Ranggagading No. 1. Bogor. West Java. This research lasted for 7 months, from January to July 2021. The type of research used is a type of quantitative research, namely research that emphasizes testing theories through measuring research variables with numbers and analyzing data with statistical procedures (Sugiyono, 2008: 7). As for this research approach using a questionnaire, the data obtained in the form of answers from employees to the questions/statements posed. So this type of research is an *explanatory research type*. Research *e x planator y* is type research that means explain connection causal Among the variables that affect hypotheses and \_ general data presented is form calculated numbers \_ through statistical tests ( Sugiyono , 2012).

In this study using a path analysis model ( *path analysis* ) because between the independent variable and the dependent variable there is a mediation that affects. This study consists of three variables, namely *independent variables* , including *Loyalty* and *Responsibility* , *Teamwork* as the intervening variable, and Employee Performance as the *dependent variable* .

The population in this study were all permanent education staff at the Bogor Institute of Business and Informatics, totaling 58 (fifty eight) people. The sampling technique used in this research is *purposive sampling* . *Purposive sampling* . The number of samples used in this study amounted to 58 (fifty eight) education personnel with permanent employee status at the Bogor Kesatuan Institute of Business and Informatics and a minimum working period of 1 (one) year based on the decree of appointment as permanent employee. The research instrument in this study was a lift or questionnaire and documentation.

### IV. ANALYSIS AND DISCUSSION

#### 4.1 Research Description

Research using associative descriptive method with a quantitative approach. Data collected through observation using a closed questionnaire with a Likert scale. From the data obtained, analysis was performed using *Path Analysis* with the help of SPSS v.22 software. The purpose of this research is to analyze the effect of loyalty and responsibility on employee performance through cooperation as an intervening variable. For this purpose, data were collected by distributing questionnaires to 58 respondents of Education Personnel at the Kesatuan Business and Informatics Institute (IBIK). This study uses 2 independent variables, namely loyalty and responsibility, performance as the dependent variable, and cooperation as an intervening variable. The total number of questions for all variables submitted in this research questionnaire is 37 question items.

Respondents in this study have characteristics with diverse backgrounds. The background of the respondents focused on gender, length of work, and education, so that the following results were obtained:

1) Gender Characteristics

Table 5.1. Characteristics of Respondents by Gender

Gender	Frequency	Percentage
Man	29	50%
Woman	29	50%
Total	58	100%

Source: Processed data, 2021

Obtained data in Table 5.1. above that the number of male and female respondents has the same number of 29 people for male and female sex or the percentage for each gender is 50% of the total respondents. This is because IBI Kesatuan does not discriminate between genders in terms of work.

2) Long Working Characteristics

Table 5.2. Characteristics of Respondents based on Length of Work

Length of work	Frequency	Percentage
15 years	18	31%
6 – 10 Years	11	19%
11 – 15 Years	6	10.3%
16 – 20 Years	14	24.1%
21 – 25 Years	7	12.1%
26 – 30 Years	2	3.4%
Total	58	100%

Source: Processed data, 2021

In Table 5.2. The results above show that the group with a working period of 1 year to 5 years is the more dominant group, which is as many as 18 people. The second dominant group is the group with a working period of 16 to 20 years, as many as 14 people, followed by the group with a working period of 6 years to 10 years as many as 11 people, then the group with a working period of 21 years to 25 years as many as 7, then there are 6 people working for 11 years up to 15 years, and the group with 26 years up to 30 years working as many as 2 people. This situation shows that in addition to regeneration in staffing, there is also a regular increase in the number that is adjusted to the growth of the Kesatuan IBI educational institution.

3) Characteristics of Recent Education

The following is a description of the characteristics of the respondents who are differentiated based on their education.

Table 5.3. Characteristics of Respondents based on Last Education

Educational stage	Frequency	Percentage
S2	6	10.3%
S1	30	51.7%
D3	8	13.8%
D1	1	1.7%
SMA/SMK	13	22.4%
Total	58	100%

Source: Processed data, 2021

Based on Table 5.3. above, it can be seen that the group with the highest education level is Bachelor (S1) as many as 30 people, then D-3 as many as 8 people, and S-2 as many as 6 people. Furthermore, the education group equivalent to SMA/SMK is 13 people and the D-1 education group is 1 person. This situation shows that the role of education personnel gets good attention as shown by the composition of the level of education owned by the most respondents is Bachelor (S1). This is in accordance with the provisions in the IBI Kesatuan staffing regulations that the minimum requirement to become an employee is to have a minimum qualification of Bachelor (S1). In addition, the level of education will affect the ability of employees to complete work and problems that will also have an impact on the performance of the employee concerned.

## 4.2 Research Analysis

This sub-chapter is a part that explains the results of the analysis carried out in order to provide an understanding of the results obtained (interpretation) so that they are easier to understand. Interpretation is carried out starting from the feasibility of the instrument used, the feasibility of the data and finally the results of the further analysis produced. The results of this interpretation are also used as material for discussion in the next sub-chapter.

### 4.2.1 Validity Test and Research Instrument Reliability Test

#### 1. Validity test

The validity test was carried out on the instrument used in this study, in the form of a questionnaire. Assessment of the validity of the instrument by looking at the calculated correlation coefficient (R) and comparing it with the R table. The test results are shown in Table 5.8 below.

Table 5. 8. Validity Test Results

Variable	$r_{count}$	$r_{table}$	Interpretation
Loyalty			
1	0.780	0.266	Valid
2	0.841	0.266	Valid
3	0.849	0.266	Valid
4	0.808	0.266	Valid
5	0.760	0.266	Valid
Not quite enough answer			
1	0.778	0.266	Valid
2	0,874	0,266	Valid
3	0,826	0,266	Valid
4	0,820	0,266	Valid

5	0,802	0,266	Valid
6	0,801	0,266	Valid
Teamwork			
1	0,770	0,266	Valid
2	0,709	0,266	Valid
3	0,682	0,266	Valid
4	0.607	0.266	Select
5	0.731	0.266	Select
6	0.788	0.266	Select
7	0.719	0.266	Select
Kinerja Karyawan			
1	0.829	0.266	Select
2	0.805	0.266	Select
3	0.799	0.266	Select
4	0.804	0.266	Valid
5	0,819	0,266	Valid
6	0,472	0,266	Valid
7	0,801	0,266	Valid
8	0,817	0,266	Valid
9	0,818	0,266	Valid
10	0,711	0,266	Valid
11	0,829	0,266	Valid
12	0,814	0,266	Valid
13	0.780	0.266	Valid
14	0.618	0.266	Valid
15	0.892	0.266	Valid
16	0.870	0.266	Valid
17	0.857	0.266	Valid
18	0.872	0.266	Valid
19	0.926	0.266	Valid

Source: Processed data, 2021

It can be seen in Table 5.8 that, all questions are valid, as indicated by each correlation coefficient (R) greater than the R table ( $R_{count} > R_{table}$ ). So with these results, the instrument can be declared valid and can be used in research.

## 2. Reliability Test

The reliability test was carried out on the research instrument with the aim of knowing the consistency of the instrument when used. The following are the results of the reliability test on the instruments used in this study. To determine the reliability of each variable, *Cronbach's alpha test* was used. A variable is declared reliable if *Cronbach's alpha* ( $\alpha$ ) > 60%. The following presents the results of the reliability test for each variable in this study.

Table 5.9. Loyalty Instrument Reliability Test ( $X_1$ )

Reliability Statistics	
Cronbach's Alpha	N of Items
.808	6

Source: Processed data, 2021

The results of Cronbach's reliability test obtained an alpha value of 0.808 which indicates that the instrument meets the reliability category.

Table 5.10. Responsibility Instrument Reliability Test ( $X_2$ )

Reliability Statistics	
Cronbach's Alpha	N of Items
.802	7

Source: Processed data, 2021

Cronbach's reliability test results obtained an alpha value of 0.802 which indicates that the instrument meets the reliability category.

Table 5.11. Cooperation Instrument Reliability Test ( $X_3$ )

Reliability Statistics	
Cronbach's Alpha	N of Items
.775	8

Source: Processed data, 2021

Cronbach's reliability test results obtained an alpha value of 0.775 which indicates that the instrument meets the reliability category.

Table 5.12. Performance Instrument Reliability Test ( $Y$ )

Reliability Statistics	
Cronbach's Alpha	N of Items
.767	20

Source: Processed data, 2021

Cronbach's reliability test results obtained an alpha value of 0.767 which indicates that the instrument meets the reliability category.

From the results of Cronbach's Alpha test on all research instruments, the results are reliable. This situation indicates that the instrument can be used in research.

#### 4.2.2 Descriptive Statistical Analysis

Before the research data is processed further, a statistical descriptive test is conducted, to ensure that the data is categorized (distributed) normally. Because in statistical data processing using data from samples, it is required to meet the requirements for Normality or Normal distribution. If the data has met the normality requirements, then the data can be processed and analyzed further. There are various ways to test that the data meets the requirements of normality in which this study uses Descriptive Statistical Analysis by comparing the calculated average value to the data of each variable which is then compared

with the standard deviation. If the arithmetic mean has a higher value than the standard deviation, then the data is categorized as having met the normal criteria.

Following are the results of descriptive statistics, which are presented in table 5.13. the following:

Table 5.13. *Descriptive Statistics*

Variable	mean	Std. Deviation	N
Performance	81.0172	11.13315	58
Loyalty _	21.7931	2.76417	58
Responsibility _	25.2586	3.66855	58
Teamwork ( Cooperation )	31.5172	3.17469	58

*Source: Processed data, 2021*

On the Table. 5.13. it can be seen that each variable has a higher mean ( *mean* ) when compared to its respective standard deviations.

1. The performance variable has a arithmetic mean of 81.0172 which is greater than the standard deviation of 11.13315.
2. Loyalty variable has an average value of 21.7931 which is greater than the standard deviation of 2.76417.
3. Likewise, the Responsibility variable has an average value of 25.2586 which is greater than the standard deviation of 3.66855, and
4. *Teamwork* variable has an average count of 31.5172 which is greater than the standard deviation of 3.17469.

From the description it can be said that all the variables used are categorized as normal.

#### **4.2.3 Classic assumption test**

The classical assumption test aims to provide certainty that the data in the regression equations obtained have accuracy in estimation, so that they are not biased with consistent results.

##### **1) Data Normality Test**

The results of the data normality test showed that the data was categorized as normal, as shown in the following diagram:

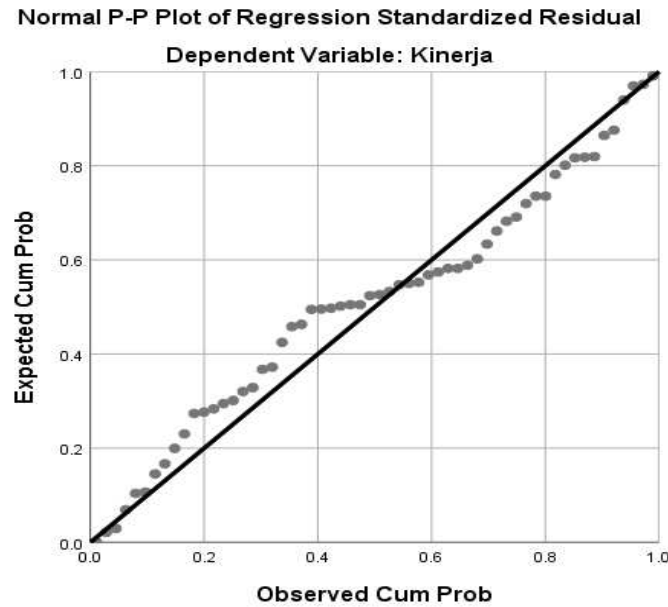


Figure 5.1. Normal PP Plot Performance Variable Graph

Source: Processed data, 2021

Based on Figure 5.1 the normal PP Plot graph, it can be seen that the data points do not spread far from the line, so it can be concluded that the data used in this study is categorized as normal.

2) Multicollinearity Test

The purpose of the multicollinearity test is to determine whether or not there is multicollinearity in the regression model in this study. The effect of collinearity can make it difficult to see the effect of the explanatory variable on the variable being explained. To prove this, it can be seen from the value of the *Variance Inflation Factor* (VIF). The results of the multicollinearity test of research data are shown in the following table:

Table 5.14. Multicollinearity Test Results

Coefficients <sup>a</sup>											
Model		Unstandardized Coefficients		Stand	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	s. coef. Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	.106	5.229		.020	.984					
	Teamwork	.206	.239	.059	.861	.393	.669	.116	.040	.469	2.130
	Tanggung jawab	2.213	.219	.729	10.106	.000	.924	.809	.473	.420	2.380
	Loyalty	.850	.322	.211	2,638	.011	.799	.338	.123	.341	2,929

a. Dependent Variable: Performance

Source: Research data processed, 2021

Based on Table 5.14 above, the results show that the *Variance Inflation Factor* (VIF) value shows that all independent variables consisting of loyalty, responsibility and cooperation have a VIF value < 10, it can be interpreted that there is no multicollinearity between independent variables in the regression model in this study. this.

### 3) Autocorrelation Test

The autocorrelation test is mainly carried out if the data is time series data, where the current data is influenced by the previous data. This study did not use time series data, because the data were obtained directly through observation using a questionnaire. If the research data is autocorrelated, the results can be shown in Table 5.15 below:

Table 5.15. Autocorrelation Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. Change	
1	.939 <sup>a</sup>	.882	.875	3.93037	.882	134,449	3	54	.000	2,306
a. Predictors: (Constant), Loyalty, Teamwork, Responsibility									DL - 1.5405 DU - 1.6105	
b. Dependent Variable: Performance									There are no autocorrelation symptoms	

Source: Processed data, 2021

Based on Table 5.15, it can be seen that the value of DW = 2.306, according to Durbin Watson's decision rule, it can be seen that the value lies in the range  $dt < d < du$ , which means that there is no autocorrelation symptom.

### 4) Heteroscedasticity Test

Heteroscedasticity test is intended to test whether there is an inequality of variance from the residuals in the regression of one observation to another observation. If the variance and residual from one observation to another observation remain, it is called homoscedasticity and if it is different it is called heteroscedasticity. A good regression model is a model that does not occur heteroscedasticity.

The results of the heteroscedasticity test on the observational data in this study resulted that there was no heteroscedasticity which could be explained by the results of graphic analysis, namely the scatterplot graph, the points formed must be spread randomly, spread both above and below the 0 (zero) on the Y axis. If this is met, then there is no heteroscedasticity and the regression model is feasible to use. As shown in the following image.

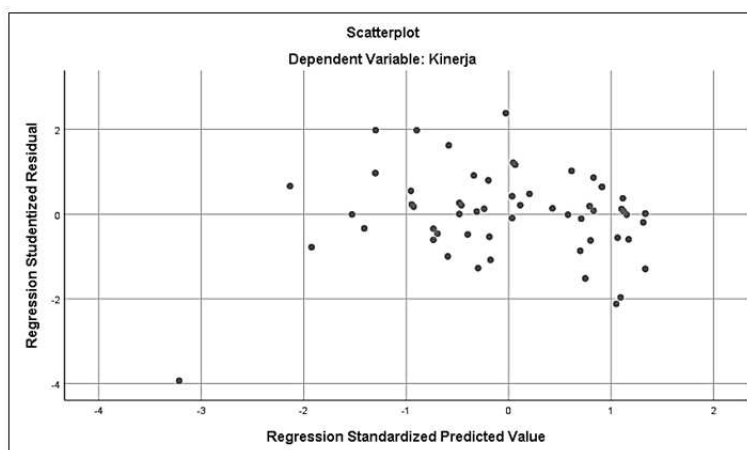


Figure 5.2. Heteroscedasticity Test Results

Source: Research data processed, 2021

Based on Figure 5.2. it can be seen that the points spread above and below the number 0 on the Y axis, it can be concluded that there is no heteroscedasticity.

### 4.3 Data Interpretation

The interpretation of the results of the analysis is intended to give meaning to the results of the analysis so that they are better understood. The results of the interpretation are then used as material for discussion.

#### 4.3.1 Correlation Analysis

Correlation analysis is intended to determine the strength of the influence of each independent variable on the dependent variable. Interpretation is carried out on the results of the correlation analysis as noted in Table 5.12 which can be described as follows:

Table 5.16. Correlation Analysis

Correlations		Performance	Loyalty _	Responsibility _	Teamwork ( Cooperation )
Pearson Correlation	Performance	1,000	.799	.924	.669
	Loyalty _	.799	1,000	.749	.714
	Responsibility _	.924	.749	1,000	.630
	Teamwork ( Cooperation )	.669	.714	.630	1,000
Sig. (1-tailed)	Performance	.	.000	.000	.000
	Loyalty _	.000	.	.000	.000
	Responsibility _	.000	.000	.	.000
	Teamwork ( Cooperation )	.000	.000	.000	.

Source: Processed data, 2021

From Table 5.16, the following results are obtained:

1. There is a strong relationship between the Loyalty to Teamwork *variable* , which is 0.714 with a significance of  $0.00 < 0.05$ . While the influence of loyalty on performance is 0.799 with a significance of  $0.00 < 0.05$ . This situation is caused by the attitude of respondents who tend to agree more dominantly, namely 87.25% of the total respondents consisting of Strongly Agree (SS) as much as 48.97% and Agree (S) as much as 38.28%. Disagree 12.41% and the remaining respondents with a tendency to disagree by 0.345%.
2. There is a strong relationship between Responsibility for *Teamwork* that is equal to 0.630 with a significance of  $0.00 < 0.05$ . While the influence of responsibility on performance is very strong as indicated by a correlation coefficient of 0.924. This situation is caused by the attitude of respondents who tend to agree more dominantly, namely 86.70% consisting of Strongly Agree (SS) as much as 37.36% and Agree (S) as much as 49.43%.
3. Meanwhile, there is a strong relationship between *Teamwork* and Performance, which is 0.669 with a significance of  $0.00 < 0.05$  (Significant). This situation can also be seen from the attitude of respondents towards *Teamwork* where respondents who tend to agree are 87.25%. The remaining 12.41% disagree and 0.345% disagree

**4.3.2 Simultaneous Test**

**1. Simultaneous test for 1 . model**

Simultaneous test was conducted between the influence of Loyalty (X1 ) and Responsibility (X2 ) together on Teamwork (X3 ) which is shown in Table 5.17

Table 5.17. Simultaneous Test Effect of X<sub>1</sub> and X<sub>2</sub> on X<sub>3</sub>

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df 1	df 2	Sig. F Change
1	.728 <sup>a</sup>	.531	.513	2.21442	.531	31,077	2	55	.000
a. Predictors: (Constant), Responsibility, Loyalty									

Source: Processed data, 2021

From Table 5.17, the following results are obtained:

1. That there is a strong influence of *Loyalty* (Loyalty) (X1 ) and *Responsibility* (X2 ) together on *Teamwork* ( Cooperation ) (X3 ) with a correlation coefficient of 0.728.
2. The contribution given by *Loyalty* (X1 ) , *Responsibility* (X2 ) and *Teamwork* ( Cooperation ) (X3 ) is indicated by the coefficient of determination (R Square ) of 0.531 or 53.1%.
3. The effect is very significant as indicated by the calculated F value (31.077) which is greater than the F table (2.77) or with a significance of  $0.000 < 0.05$ .

This loyalty and responsibility is theoretically needed in Teamwork and can be seen in every work unit in the IBI Unit which is shown that there are no unfinished or delayed work exceeding the time limit or as needed. This situation was formed in the Kesatuan IBI because senior employees in each work unit on certain occasions supervised their staff. Supervision can be carried out in general or in special units by providing periodic trainings, usually on semester holidays.

In the current pandemic of covid-19, general supervision is carried out through online facilities, while face-to-face is carried out for special purposes with limited participants. Supervision is carried out with the aim of increasing the

ability of employees to carry out their work and indirectly fostering a sense of responsibility towards their work and fostering loyalty to the institution.

**2. Simultaneous test for 2 . model**

Table 5.1 8. Simultaneous Test of the Effect of Independent Variables (X1, X2, and X3) on the Dependent Variable Y

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.939 <sup>a</sup>	.882	.875	3.93037	.882	134,449	3	54	.000
a. Predictors: (Constant), Teamwork, Responsibility, Loyalty									

Source: Processed data , 2021

Based on the results of simultaneous analysis, it is known that :

- 1) Loyalty (X<sub>1</sub>), Responsibility (X<sub>2</sub>) and Cooperation (X<sub>3</sub>) together have a very strong influence on Performance (Y) which is indicated by the correlation coefficient value of 0.939 .
- 2) Contributions made Loyalty (X<sub>1</sub>), Responsibility (X<sub>2</sub>) and Cooperation (X<sub>3</sub>) is 0.882 or 88.2%.
- 3) The effect is very significant as shown by the calculated F value (134.449) which is greater than the F table ( 3.158843 ) or with a significance of 0.000 <0.05.

Loyalty and Responsibility and Teamwork are theoretically needed to improve Institutional Performance. This situation can be seen in every work unit in IBI Kesatuan which consists of a team that is formed by itself following the work culture in each unit which is inherited by senior employees through directions given in between working hours.

**4.3.3 Path Analysis**

In this study, path analysis was used to see the direct and indirect effects of the variables used. As the intervening variable is Cooperation ( *Temawork* ). The process and results of path analysis are differentiated in the two models. Model 1 is intended to determine the effect of the independent variable, namely Loyalty as X<sub>1</sub> and the Responsibility variable as X<sub>2</sub> on the dependent variable, namely Cooperation as X<sub>3</sub> . Path analysis model 2, aimed to see the effect of X<sub>1</sub> and X<sub>2</sub> respectively on performance as Y and the effect of X<sub>1</sub> and X<sub>2</sub> respectively indirectly through X<sub>3</sub> on Y.

**1. Path Analysis Model 1**

In the path analysis model 1, it is shown the effect of two independent variables, each Loyalty (X<sub>1</sub>) and Responsibility (X<sub>2</sub>) on the dependent variable, namely Cooperation (X<sub>3</sub>) . From the equation obtained, it is expected to describe the nature of the influence of each independent variable used on the dependent variable.

Table 5.19. Results of Path Analysis Model 1

( Table Coefficients)

Coefficients <sup>a</sup>											
Model		Unstand. coef.		Stand s. coef.	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	12,971	2,371		5.472	.000					
	Loyalty _	.634	.160	.552	3.956	.000	.714	.471	.366	.439	2.280
	Responsibility _	.187	.121	.216	1.551	.127	.630	.205	.143	.439	2.280

a. Dependent Variable: Teamwork

Source: Processed research data, 2021

In Table 5.19 the regression coefficients are obtained which can be written in the form of an equation, as follows:

$$X_3 = 12.971 + 0.634.X_1 + 0.187.X_2$$

From these equations it can be seen that:

1. Loyalty (X<sub>1</sub>) has a positive effect on Teamwork ( Cooperation ) (X<sub>3</sub>) . This means that every increase in the value of the Loyalty Variable ( X<sub>1</sub> ) will increase the value of Teamwork ( Cooperation ) (quality of Cooperation in Teams). The effect is significant, which is indicated by the t- count value of 3.956, which is greater than the t- table value of 1.672029 with a significance of 0.000 > 0.05.
2. The variable of responsibility (X<sub>2</sub>) has a positive effect on the variable of teamwork ( cooperation ) (X<sub>3</sub>) . This means that every increase in the value of Variable X<sub>2</sub>, can increase the value of Teamwork (quality of Cooperation in Teams). However, the effect is not significant, as shown by the t- count value of 1.511 which is smaller than the t- table value of 1.672029 with a significance of 0.127 > 0.05.

The value of R<sup>2</sup> or R Square contained in Table 5.11 **Model Summary** is 0.531, this shows that the contribution of the influence of X<sub>1</sub> and X<sub>2</sub> to X<sub>3</sub> is 53.1% and the remaining 46.9% is the influence of the variables. others that were not included in the study. Meanwhile, the value of e1 is obtained from the formula  $e1 = (1-0.531) = 0.6848$ .

So that the structure path diagram 1 is obtained as follows:

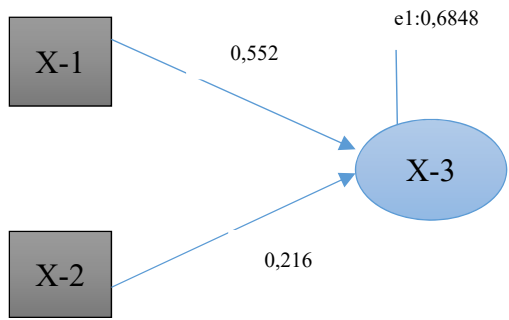


Figure 5.3. Structural Model Path Diagram 1

2. Path Analysis Model 2

In the path analysis model 2, it is shown the effect of two independent variables, respectively Loyalty (X1 ) and Responsibility (X2 ) on the dependent variable, namely Performance (Y) and the indirect effect of X1 and X2 through X3 on Y From the equation obtained, it is hoped that it can describe the nature of the influence of each independent variable used on the dependent variable

Table 5.20. Results of Path Analysis Model 2

( Table Coefficients)

Coefficients <sup>a</sup>											
Model		Unstandardized Coefficients		Stand. coef.	T	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error				Beta	Zero-order	Partial	Partial	Tolerance
1	(Constant)	.106	5.229		.020	.984					
	Loyalitas	.850	.322	.211	2.638	.011	.799	.338	.123	.341	2.929
	Tanggungjawab	2.213	.219	.729	10.106	.000	.924	.809	.473	.420	2.380
	Teamwork	.206	.239	.059	.861	.393	.669	.116	.040	.469	2,130

a. Dependent Variable: Performance

Source: Processed data, 2021

In Table 5.20 above, it can be seen that the model of equation 2 can be written as follows:

$$Y = 0.106 + 0.850.X1 + 2.13.X2 + 0.206.X3$$

From these equations can be described as follows:

1. That the Loyalty variable (X1 ) has a positive effect on the performance variable ( Y ) and is significant as

indicated by the  $t_{\text{count}}$  value of 2.638 which is greater than the  $t_{\text{table}}$  of 1.672029 with a significance of  $0.011 < 0.05$ .

2. The responsibility variable ( $X_2$ ) has a positive effect on the performance variable (Y) and is significant as indicated by the  $t_{\text{count}}$  value of 10.106 which is greater than the  $t_{\text{table}}$  value. 1.672029 with a significance of  $0.000 < 0.05$ .
3. Whereas *The Teamwork* variable ( $X_3$ ) has a positive effect on the performance variable (Y) but it is not significant, which is indicated by the  $t$  arithmetic value of 0.861 which is smaller than the  $t$  table 1.672029 with a significance of  $0.393 > 0.05$ .

So that the structure path diagram 2 is obtained as follows:

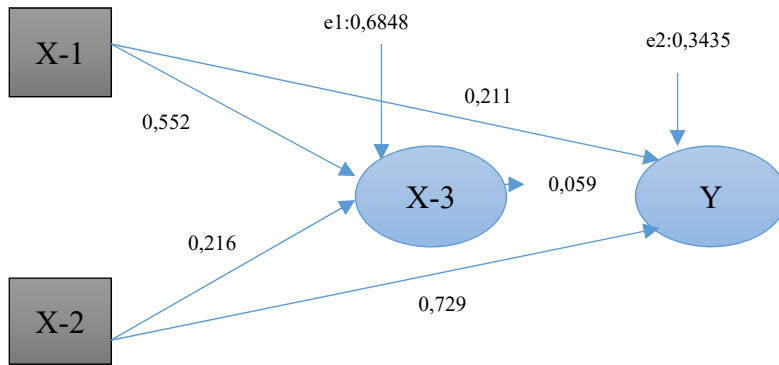


Figure 5.4 Structural Model Path Diagram 2

#### 4.4 Findings

The hypothesis testing proposed in this study was carried out from the results of a partial test through a  $t$  test, to prove the effect of the independent variable on the dependent variable. If the value of  $t_{\text{count}}$  is greater than  $t_{\text{table}}$ , then the proposed hypothesis is accepted. The  $t_{\text{calculated}}$  value can be seen in the regression results and the  $t_{\text{table}}$  value with a significance value of less than 0.05.

Based on Table 5.19 and Table 5.20 above, the results of hypothesis testing are explained as follows:

1. The Influence of Loyalty on *Teamwork* ( Cooperation ) .  
 From the results of the analysis, it is known that loyalty has a positive and significant effect on cooperation. The significance value is  $0.000 < 0.05$ , then  $H_0$  is rejected and  $H_a$  is accepted. So it can be explained, that "there is a significant influence of Loyalty on *Teamwork* ( Cooperation )".
2. The Influence of *Responsibility* on *Teamwork* ( Cooperation )  
 The results of the analysis show that responsibility has a positive but not significant effect as indicated by a significance value of  $0.127 > 0.05$ , then  $H_0$  is accepted and  $H_a$  is rejected. So that it can be explained, that "there is no significant influence of *Responsibility* (Responsibility) on *Teamwork* ( Cooperation )".
3. The Effect of *Teamwork* ( Cooperation ) on Performance  
 From the results of the analysis, it was found that *Teamwork* ( Cooperation ) had a positive but not significant effect as indicated by a significance value of  $0.393 > 0.05$ .  $H_0$  is accepted and  $H_a$  is rejected. So it can be explained, that "there is no significant influence of *Teamwork* ( Cooperation ) on Performance".
4. The Effect of *Loyalty* on Performance

From the results of the analysis, it is known that loyalty has a positive and significant effect on performance. The significance value is  $0.011 < 0.05$ , then  $H_0$  is rejected and  $H_a$  is accepted. So that it can be explained, that "there is a significant influence of *Loyalty* on Performance".

5. The Influence of *Responsibility* on Performance

From the results of the analysis, it is known that responsibility has a positive and significant effect. The significance value is  $0.000 < 0.05$ , then  $H_0$  is rejected and  $H_a$  is accepted. So that it can be explained, that "there is a significant influence of *Responsibility* (Responsibility) on Performance".

6. The Effect of *Loyalty* on Performance through *Teamwork* ( Cooperation )

It is known that the direct influence given by Loyalty to Performance is  $0.211$  (beta coefficient). While the indirect effect of *Loyalty* (Loyalty) through *Teamwork* ( Cooperation ) on Performance, is the multiplication of the beta value of *Loyalty* (Loyalty) to *Teamwork* ( Cooperation ) with the Beta value of *Teamwork* ( Cooperation ) on Performance, namely:  $0.552 \times 0.059 = 0.033$ . Then the total influence given by Loyalty (Loyalty) to Performance is the direct influence of *Loyalty* ( Loyalty) on Performance coupled with the indirect influence of *Loyalty* (Loyalty) through Performance, namely:  $0.211 + 0.033 = 0.244$ . Based on the results of these calculations, it is known that the value of direct influence is  $0.211$  and the influence of *Loyalty* through *Teamwork* is  $0.033$  which means that the value of direct influence is greater than the value of indirect influence . significant effect on performance with **e1 of 0.6848**.

7. The Influence of *Responsibility* through *Teamwork* ( Cooperation ) on Performance

results obtained, that the direct effect given by *Responsibility* to Performance is  $0.729$ . While the indirect effect of *Responsibility* (Responsibility) through *Teamwork* ( Cooperation ) on Performance is the multiplication between the beta value of *Responsibility* (Responsibility) on Performance with the beta value of *Teamwork* ( Cooperation ) on Performance, namely :  $0.729 \times 0.059 = 0.043$ . Then the total effect given by *Responsibility* to Performance, is the direct effect plus the indirect effect, namely:  $0.729 + 0.043 = 0.772$ . Based on the results of these calculations, obtained a direct influence value of  $0.729$  and an indirect effect of  $0.043$  which means that the value of direct influence is greater than the indirect value, this result shows that directly *Responsibility* has a significant influence on performance with **e2 of 0.3435**.

There are variations in the relationship between variables directly or indirectly which can be explained through the pattern of relationships that occur in models 1 and 2.

From the results of the analysis conducted, it is known that loyalty has a positive effect on team work and performance significantly, which is shown by most respondents (87.25%) giving statements that tend to agree. This is supported by research by Mamesah and Kawet (2016) that work loyalty has a significant influence on employee performance.

This situation needs to be responded to by the leadership of the institution. Responses can be made through the unit or the highest leadership of the institution with the hope that employee loyalty can be maintained properly not only for now, but also in the future. So that loyalty to the institution does not shift to loyalty to work.

The responsibility variable, although it has a positive effect on cooperation, is not significant. In model 1, the responsibility variable is a direct relationship to the cooperation variable which has a positive but not significant effect. This situation is due to the fact that responsibilities in cooperation are not focused on one worker in handling one type of work, but are divided into several sub jobs. Responsibilities that are in the sub-work if combined, it will produce a good performance. In other words, a team is a group of people with expertise backgrounds who work together to achieve a common goal. This can be proven where the relationship between the Responsibility variable has a positive and significant influence on performance. This is supported by Yusuf's research (2018) that responsibility has a significant effect on employee performance.

Meanwhile, cooperation has a positive effect on performance, but it is not significant. The results of this study are not in accordance with the previously stated hypothesis, but are in line with research conducted by Auromiqo, et al (2019) which states that *teamwork* has no effect on performance. This situation can be explained, that the team is a special form of work group that is

different from other forms of work groups. The importance of teamwork is also often associated with career development as well as for measuring the performance of the institution as a whole. Collaboration isn't just about getting things done together. Because *teamwork* in work actually helps in building effective communication, understands the point of view of other workers/employees, and learns to manage conflict well.

As in IBI Kesatuan, which has many supporting units, these are work units that will form one work goal in the same institution, namely IBI Kesatuan. Exemplified in the work of assessing the quality of the Institute through accreditation, each unit will work and communicate with each other to prepare according to needs. Teamwork or work teams are groups whose individual efforts result in higher performance. Likewise, IBI Kesatuan, which started pioneering and building up to what it is today, is of course built from teams in each unit which then join forces to achieve common goals within the large institution of IBI Kesatuan.

The indirect effect of the Loyalty and Responsibility variables on the performance variable through cooperation shows the results, that the direct influence shows a greater influence on performance when compared to through *teamwork*. *Teamwork* generates positive synergies through coordinated efforts. This means that the performance achieved by a team is better than the performance per individual in an organization.

## V. CONCLUSION

The purpose of this study was to determine the effect of Loyalty and Responsibility on improving Employee Performance through Cooperation as an intervening variable at the Bogor Institute of Business and Informatics.

1. *Loyalty* has an effect on *Teamwork* ( Cooperation ). This means that hypothesis 1, which states that *Loyalty* has a positive and significant effect on *Teamwork* ( Cooperation ) on Education Personnel at IBI Kesatuan. Accepted and proven.
2. *Responsibility* (Responsibility) affects the *Teamwork* ( Cooperation ). This means that hypothesis 2, which states that there is no positive and significant influence on *Teamwork* ( Cooperation ) on Education Personnel at IBI Kesatuan. Rejected.
3. *Teamwork* ( Cooperation ) has an effect on performance. This means that hypothesis 3, which states that *Teamwork* ( Cooperation ) has no positive and significant effect on improving the Performance of Education Personnel at IBI Kesatuan . Rejected.
4. *Loyalty* (Loyalty) has an effect on Performance Improvement. This means that hypothesis 4, which states that *Loyalty* has a positive and significant effect on the Improvement of Educational Personnel Performance at IBI Kesatuan. Accepted and proven.
5. *Responsibility* has an effect on performance. This means that hypothesis 5, which states that *Responsibility* has a significant effect on the Performance Improvement of Education Personnel in IBI Kesatuan. Accepted and proven.
6. *Loyalty* has an effect on Performance through *Teamwork* ( Cooperation ) as an intervening variable. This means that hypothesis 6, which states *Loyalty* (Loyalty) directly has a positive and significant impact on the Performance Improvement of Education Personnel in IBI Kesatuan through *Teamwork* ( Cooperation ). Accepted and proven.
7. *Responsibility* affects performance through *teamwork* ( cooperation ) as an intervening variable. This means that hypothesis 7, which states that *Responsibility* has a positive and significant effect on the Performance Improvement of Education Personnel at IBI Kesatuan through *Teamwork* ( Cooperation ) as an intervening variable. Accepted and proven.

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