



## The Influence of Group Cohesivity and Working Discipline on the Performance Teachers of Private Senior high school In East Jakarta

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### Abstract:

*This research aims to find out: (1) the effect of group cohesiveness toward performance; (2) the effect of work discipline toward performance; (3) the effect of group cohesiveness toward work discipline. This research uses survey method. Hypothesis testing with path analysis testing. The unit of analysis in this study is teacher on senior high school in East Jakarta with a sample of 199 people selected using random sampling techniques. The results showed that: (1) there is a direct positive effect of group cohesiveness toward performance; (2) there is a direct positive effect of work discipline toward performance; (3) there is a direct positive effect of group cohesiveness toward work discipline.*

**Keywords:** Group Cohesiveness, Work Discipline, and Performance

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## INTRODUCTION

Education is a systemic effort to create superior and quality human resources. Schools become part of education in creating quality human resources. The school is one of the alternative educational service institutions. To carry out the mission, realize the vision, achieve goals, and carry out its functions the school requires professional staff, organizational work procedures and resources that support both financial and non-financial.

According to Surakhmad (2009: 364) regarding the quality of learning, that learning is very low in quality when compared to life aspirations that are getting higher and the world is progressing rapidly, the quality of teachers in the past has become irrelevant to today's needs, even to continue and maintain a level of excellence the past will also cause to be unproductive. This clearly will not provide good quality of learning for students, and student learning outcomes are also not good. Therefore, the teacher is very important in improving his professional competence to produce good performance for an institution, in this case the school.

The teacher is one of the human resources who has the most important role in school. One of the success of an education is the participation of the teacher. A good teacher performance will determine the success of student learning outcomes at school. Good teacher performance will have a positive impact on teaching and learning activities in the classroom in particular. Students will feel the importance of the role of the service that the teacher provides to him.

The teacher is the backbone in educational activities especially those related to teaching and learning activities. Therefore, the role of teachers in the effort to succeed in education is always enhanced, the performance or work performance of teachers must always be increased given the challenges of the education world to produce quality human resources who are able to compete in the global era. Performance (*performance*) can be interpreted as the achievement of work in accordance with the rules and standards that apply to each organization, in this case the school.

The demand for teacher performance is influenced by many factors. These factors include teacher discipline, work environment, school principal leadership, group cohesiveness, social relationships between colleagues, and so forth. The teacher will show good performance if driven by several factors. Because, the good performance produced by teachers will be the foremost spotlight for low-performing teachers in the work environment and the principal's assessment.

As explained earlier, the low performance of teachers is influenced by many factors, one of which is the teacher's work discipline. Work discipline is one of the internal factors that needs to be considered in an effort to improve teacher performance. The level of discipline between teachers is certainly different. However, this discipline should be owned by the teacher from the beginning the teacher entered in an institution, namely the school. Schools become an example of the application of discipline, especially for teachers. Because of the high discipline of a teacher will be an example for students' disciplinary attitude. If work discipline cannot be implemented and implemented properly by the teacher, it will have a negative impact on the teacher's performance.

From the findings of Hamdan (2018) states that the variable cohesiveness of teacher groups with teacher performance has an insignificant relationship. The direct effect of the group cohesiveness on the teacher's performance is 0.0162 or 1.62%. While the indirect effect of the cohesiveness of the teacher group through the leadership of the madrasa head on teacher performance is 0.0622 or 6.22%. So the number of direct and indirect effects of teacher cohesiveness variables on teacher performance is 0.0461 or 4.61%. While the remaining 95.39% is influenced by other variables outside the cohesiveness variable of the teacher group that is not included in the model. Thus, this condition shows that teacher cohesiveness has a negative and not significant effect on teacher performance of 0.0461 or 4.61%, teacher performance in a group adheres to a synergy that is where teachers who are gathered in a group are required to work together to achieve goals group, the completion of group tasks in accordance with procedures and deadlines that have been determined.

Penelitian conducted Pudjiastuti and Sriwidodo (2011) which states that the work discipline does not have a significant influence on the performance of teachers. This is due to the coefficient of work discipline equal to 0.022 with a probability level of this variable exceeds 0.05 so it can be concluded that the work discipline variable does not have a significant effect on teacher performance. Teachers of SMP Negeri 1 Purwodadi are still lacking in discipline in carrying out their tasks so that they negatively affect performance, this can be seen in everyday situations. For example, teachers arrive late at school, are late for class, do not wear uniforms, then this shows poor performance.

## THEORY STUDY

### 1. performance

Robbins and Coulter's(2014: 297) says *Performance is all of these things. It's the end result of an activity. And whether that activities hours of intense practice before a concert or race or whether it carries out job responsibilities as effectively as possible, performance is what results from that activity.* Performance is the final result of the activity. These conditions are the time of intense practice before carrying out work responsibilities as effectively as possible, performance is the result of these activities (Robbins and Coulter, 2014).

It can also be interpreted that performance is all actions that are controlled by individuals and contribute to the achievement of organizational goals (Ratundo and Sackett in Umam, 2018: 188). Performance is the result of work related to organizational goals, such as quality, efficiency, and effectiveness criteria. Effective or not the performance shown by employees can be seen in terms of time given.

Then, Colquitt, LePine and Wesson (2015: 32) say *job performance is formally defined as the value of the set of employee behavior that contributes, either positively or negatively to organizational goal accomplishment.* Performance is formally defined as a set of behavioral values that have a positive or negative contribution to achieving organizational goals (Colquitt, LePine and Wesson, 2015). The performance of each person is certainly different, not always positive, but some are showing negative performance.

Another opinion expressed by Rue, Ibrahim and Byars (2016: 222) that *Performance refers to the degree of achievement of the tasks that make up an employee's job. Job performance is the net effect of an employee's effort as modified by abilities and role (or task) perceptions.* Performance refers to the degree of task completion. Therefore a manager or supervisor can see, supervise, and assess the success of an employee's performance based on his role in completing a given task (Rue, Ibrahim, and Byars, 2016).

Based on the description of the concept above, it can be synthesized that performance is the performance of individuals in the form of daily professional responsibility implementation activities, both positive and negative contributions in achieving organizational goals based on indicators: 1) planning, 2) implementation, 3) assessment, 4) additional tasks.

### 2 Group Cohesiveness Group

cohesiveness according to Robbins and Judge (2015: 291) defines group cohesiveness as follows: *cohesiveness of the degree to which members are attracted to each other and motivated to stay in the group.* Group cohesiveness is the level where group members are attracted to each other and motivated to remain in the group (Robbins and Judge, 2015). Interest among group members will be strong if they have high motivation. This is based on achieving group goals. If in the group among members are not interested in each other, it is difficult to achieve common goals. Of course this often happens in a group.

Mcshane and Glinow (2018: 230) say *Team cohesion refers to the degree of attraction people feel toward the team and their motivation to remain members. It is a characteristic of the team, including the extent to which members are attracted to the team, are committed to the team's goals or tasks, and feel a collective sense of team pride.* It can also be interpreted that group cohesiveness is a feeling of individual attraction towards the group and their motivation to stay with the group where it is an important factor in group success. This is characteristic of the team, and the extent to which group members are interested in the team, commit to goals, and feel a sense of collective pride (Mcshane and Glinow, 2018).

Colquitt, LePine, and Wesson (2011: 425) say *for a number of different reasons, members of the team can develop strong emotional bonds to other members of their teams and*

*to the team itself. this emotional attachment, which is called cohesion, tends to foster high levels of motivation and commitment to the team, and as a consequence, cohesiveness tends to promote higher levels of team performance.* For a number of different reasons, team members can develop strong emotional ties with other team members and to the team itself. Cohesiveness is a strong emotional bond between group members. This emotional bond is called cohesion which encourages a high level of motivation from group commitment. As a result, group cohesiveness tends to promote higher levels of group performance (Colquitt, LePine, and Wesson, 2011: 425).

In addition, Schermerhorn, Hunt, Osborn, and Uhl-Bien (2012: 179) said *the cohesiveness of a group team is the degree to which members are attracted to and motivated to remain part of it.* Team cohesiveness can mean that the extent to which group members are interested and motivated to become part of the group (Schermerhorn, Hunt, Osborn, and Uhl-Bien, 2012).

Based on the description of the concept above, it can be synthesized that group cohesiveness is an engagement between members in a work group, where they have a sense of responsibility and work together to achieve group goals. Indicators of group cohesiveness include: 1) attractiveness towards work groups, 2) cooperation in groups, and 3) achievement of goals.

### **3 Discipline Work**

Discipline is obedience and accuracy in a rule that is carried out consciously without coercion (Darmadi, 2018: 60). In this case the teacher must consciously obey the rules that apply in school. It aims to achieve school goals and improve teacher performance in carrying out all activities in the school environment.

Work discipline is associated with punishment. Legal regulations indicate what penalties must be imposed on employees who do not comply with applicable rules and standards. Most superiors try to enforce discipline when it has been violated and it becomes necessary to make decisions about punishment (Bugdol, 2018: 13).

Discipline is someone's loyalty to the rules, norms, instructions that are stated to apply to individuals and groups (Mohtar, 2019: 45). This applies in every institution, including schools. Schools have rules that must be obeyed. It is expected that the existing and applied regulations can have a positive impact on the discipline of school residents. Where in the end can also have a positive impact on the performance of school residents.

It can also be said that discipline, namely employee supervision is carried out by himself which becomes the attitude or behavior of an organization (Mondy in Mohtar, 2019: 47). If a school has rules that must be obeyed by each of its citizens, discipline can be a measure of its citizens in behaving in the school environment as long as they carry out their duties and responsibilities.

Based on the description of the concept above, it can be synthesized that work discipline is the obedience of individuals to the rules that apply in an institution where its members obey and carry out all the orders that have become its provisions. The form of work discipline is an action that must be carried out in accordance with the duties and functions as a member of an agency. Indicators in measuring teacher work discipline include: 1) time, 2) work assignments and responsibilities, 3) obeying the rules.

From the description of the concept study above, a research hypothesis can be formulated as follows: (1) Group cohesiveness has a direct positive effect on performance; (2) Work discipline has a direct positive effect on performance; (3) Group cohesiveness has a direct positive effect on work discipline.

## RESEARCH METHODOLOGY

This research was conducted at Private High Schools in East Jakarta from October 2019 to January 2020. This study used a quantitative approach with a survey method with a path analysis approach to examine the direct effect of group cohesiveness and work discipline on performance. The population in this study were 755 private high school teachers in East Jakarta with a study sample of 199 respondents obtained from calculations using the formula *Isaac and Michael* with an error rate of 10%. The type of instrument in this study is the questionnaire.

Analysis of the data used for this research is descriptive analysis and inferential analysis. Descriptive analysis is used in terms of data presentation, central size, and size of distribution. Descriptive data analysis can be presented in the form of distribution tables and histograms. The central size is the mean, median, and mode. The size of the spread is the standard variance and deviation. Inferential analysis is used to test hypotheses that are preceded by estimated error normality tests and regression analysis.

## RESULTS AND DISCUSSION

From the path analysis calculation results, the direct effect of group cohesiveness on performance, the correlation coefficient ( $r$  nilai) of 0.756 and the path coefficient ( $\rho_{31}$ ) of 0.576. While the coefficient value calculated of 14.87 The coefficient value of  $t_{table}$  for  $\alpha = 0.01$  amounted to 2.345. Because the value of the t-coefficient is greater than the value of  $t_{table}$ , thus group cohesiveness has a direct positive effect on performance. In other words, if group cohesiveness is improved and improved, it will result in improved performance.

The research findings are in line with the statements of Colquitt, LePine, and Wesson (2011: 425): *for a number of different reasons, members of the team can develop strong emotional bonds to other members of their teams and to the team itself. this emotional attachment, which is called cohesion, tends to foster high levels of motivation and commitment to the team, and as a consequence, cohesiveness tends to promote higher levels of team performance.*

For a number of different reasons, team members can develop strong emotional ties with other team members and to the team itself. Cohesiveness is a strong emotional bond between group members. This emotional bond is called cohesion which encourages a high level of motivation from group commitment. As a result, group cohesiveness tends to promote higher levels of group performance (Colquitt, LePine, and Wesson, 2011: 425).

Teachers who have a high level of cohesiveness tend to show high performance. Of course this is based on the cohesiveness of the members in a team in achieving organizational goals. A high level of cohesiveness between members makes it easy for them to help one another and provide knowledge in completing the tasks and responsibilities of the group. So that the group work results obtained are maximum.

From the calculation of path analysis, the direct effect of Work Discipline on Performance, the correlation coefficient ( $r_{23}$ ) is 0.563 and the path coefficient ( $\rho_{32}$ ) is 0.317. While the coefficient t value is calculated 4.58, and the value of the coefficient  $t_{table}$  for  $\alpha = 0.01$  is 2.345. This gives meaning that discipline has a direct positive effect on performance.

The findings of the study are in line with the statements of Robbins, and Coulter (2014: 99): *Disciplinary actions are never easy or pleasant: however, discipline can be used to both control and correct employee performance, and managers must know how to discipline .*

Discipline is never easy or fun. However, discipline can be used to control and improve employee performance, and managers must know how to discipline (Robbins, and Coulter, 2014).

Work discipline is very important for teachers in carrying out their duties and responsibilities as an educator. Especially controlling and improving teacher performance. Principals need to supervise and must know how to impose sanctions on undisciplined teachers.

From the calculation of path analysis, the direct effect of Group Cohesiveness on Work Discipline, the correlation coefficient ( $r_{12}$ ) of 0.562 and the path coefficient ( $\rho_{21}$ ) of 0.562. While the coefficient t value is calculated 3.62. The coefficient value of  $t_{table}$  for  $\alpha = 0.01$  is 2.345.

This gives the meaning that group cohesiveness has a direct positive effect on work discipline. Increased group cohesiveness resulted in an increase in work discipline.

The findings of the study are in line with Mondy's statement (Mohtar, 2019: 47): discipline, namely employee supervision carried out by himself which becomes the attitude or behavior of an organization. Thus, work discipline is an attitude of respect, respect, obedience and obedience to the rules that apply both written and unwritten and able to carry it out and receive sanctions if it violates the duties and authority given to it.

Work discipline for teachers is very important, especially in terms of completing tasks and responsibilities as a group member.

Table 1. Summary of Hypothesis Testing Results

Hypothesis	Statistical Hypothesis	tcount	ttable	Decision	Conclusion
Group cohesiveness has a direct positive effect on performance	H0: $\beta_{31} \leq 0$ H1: $\beta_{31} > 0$	14.87 **	2,345	H0 is rejected	Positive direct effect
Work discipline has a direct positive effect on performance	H0: $\beta_{32} \leq 0$ H1: $\beta_{32} > 0$	4.58 **	2,345	H0 is rejected	Positive direct effect
Group cohesiveness has a direct positive effect on work discipline	H0: $\beta_{21} \leq 0$ H1: $\beta_{21} > 0$	3.62 **	2,345	H0 is rejected	Positive direct effect

## CONCLUSION

Based on the results of testing the proposed research hypothesis it is proven that the Group Cohesiveness ( $X_1$ ) and Work Discipline ( $X_2$ ) variables directly influence the Performance ( $X_3$ ). Therefore, from the results of calculation and testing of hypotheses as stated in the previous chapter, some conclusions can be drawn as follows:

Teachers as group members must be able to complete each task and responsibility that is part of it. If the duties and responsibilities of each member can be carried out properly, then the results achieved will be maximal.

The three hypotheses are summarized in the following table:

- 1 Group cohesiveness has a direct positive effect on performance. That is, an increase in group cohesiveness resulted in increased performance of private high school teachers in East Jakarta.
- 2 Second, Work Discipline has a direct positive effect on performance. This means that an increase in work discipline results in an increase in the performance of private high school teachers in East Jakarta.
- 3 Group cohesiveness has a direct positive effect on Work Discipline. That is, increasing group cohesiveness resulted in an increase in the work discipline of private high school teachers in East Jakarta.

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