

The effect of the work culture, self learning and innovation to lecture's task performance in polytechnic of health

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Abstract: This study aimed at determining the effect of work Culture, self Learning and Innovation to lecture's task performance. It was a quantitative research approach using survey method and techniques of path analysis. The research sample was taken using the Proportionate Stratified Random Sampling technique as well as by questionnaires. The Processing of data was by Test Validity/Reliability used measurement model Pearson Product Moment. Normality/Linearity Test used Chi squared measurement model and Correlation Regression data processing used equation technique. The results of the study showed that both independent and dependent variables were in the sufficient category. Partially, Work Culture, Self Learning and Innovation proved to have a significant influence on the performance of Jakarta III Ministry of Health polytechnic task performance. The results of the study also showed that the independent variables simultaneously (together) have a significant influence on the performance of the lecturers' assignments. The higher the Work Culture, Self Learning and Innovation, the higher the effect on the performance of. Improving lecturer task performance requires an increase in Work Culture, Self Learning and Innovation that is synergistic and significant through a series of efforts and leadership policies.

Keywords: Work Culture, Self Learning, Innovation, Task Performance

1 Introduction

From the initial research conducted in the Midwifery Department of the Jakarta III Health Polytechnic, there were a number of complaints. For instance, the teaching performance of Jakarta III Polytechnic Health stagnated and even experienced a significant decline in the number of lecturers. This problem is shown by the low competitiveness of students in the hospitals, health centers, and clinics. Besides, alumnis finds it difficult to secure jobs apart from there being a lower number of applicants for new student at the Jakarta III Health Polytechnic. The low performance of by lecturers is an output influenced by input that includes innovation, work culture and learning independence. The problem is attributed to the claim that lecturers do not attend class but instead they only give assignments without feed back. The following are some of the things that can affect the discharge of duties by lecturers:

1. The work culture is not conducive. The values, norms, belief systems, and thought patterns of members are still low in advancing organizational goals. It appears that

interpersonal interactions are still low in conflicts, both in career competition, learning assignments and division problems among others.

2. Self-Motivated lecturers are limited. There is still a low sense of responsibility to increase knowledge less diligent and resilient in mastering the material provided, teaching a minimum of reference exploration.
3. The high number of lecturers comfortable with the pattern of old work patterns hinders innovations. Innovation is perceived a threat that requires lecturers to get out of their comfort zone.
4. Low interest in lecturers' self-development because performance is not rewarded.
5. Lecturers teach less innovative using makeshift tools and material not fitting the core material.

2 Method

This study used a quantitative approach through survey methods. The population sample was made up of Lecturers in four Departments in Jakarta III Health Polytechnic. They included the Midwifery, Nursing, Medical Laboratory Technology and Physiotherapy Departments. The object of research was the quantity of lecturers, the unit of analysis. To obtain the overall sample, researchers used a formula from Slovin based on an error rate of 5%. Thus for population 133 with a 5% error rate the correct number of samples was 100 lecturers.

Data collection used questionnaire techniques, interviews, and observation, followed by the constructs of the conceptual and operational definitions of each research variable. The survey research was achieved with careful preparation of the schedules and questionnaires, which included factual, opinions and attitudes. Data processing was done in the following ways: (a) for Validity / Reliability Test, Pearson Product Moment measurement model was used, (b) for Normality / Linearity Test used Chi squared measurement model (X²) was utilized and (c) the Correlation Regression Data processing was quite involving. It, however, used correlation with regression equation techniques. Path analysis was done to determine whether the path construct was empirically tested. The next analysis was meant to find direct and indirect effects using correlation and regression to determine the last dependent variable. Exogenous / free variable, consisting of: 1) Work Culture (X₁); 2) Independent Learning (X₂); 3) Innovation (X₃) and one endogenous / bound variable, namely Lecturer Task Performance (Y). See at: <https://osf.io/k2byr/>

3 Results

The relationships between Lecturer Task Performance and Work Culture, self learning, innovation, Self learning relationship and work culture Innovation all showed strong and positive patterns. The regression line equation obtained was good enough to explain the variables studied. From the p value at 5% alpha, it can be concluded that simple regression matches data with the regression line equation. The results of all statistical tests showed that there were significant relationships between the two variables.

The results of a simple regression analysis obtained $F_0 = 56,652$; $db1 = 3$, $db2 = 96$, $p\text{-value} = 0,000 < 0.05$ or H_0 is rejected. Thus, the variable work culture (X1), Self Learning (X2) and innovation (X3) affect the task performance variable (Y).

The results of a simple regression analysis was $F_0 = 33,729$; $db1 = 2$, $db2 = 97$, $p\text{-value} = 0,000 < 0.05$ or H_0 is rejected. Thus, the work culture variable (X1) and Self Learning (X2) influenced the variable innovation (X3)

The results of a simple regression analysis was $F_0 = 22,386$; $db1 = 1$, $db2 = 98$, $p\text{-value} = 0,000 < 0.05$ or H_0 is rejected. Thus, the work culture variable (X1) has a positive direct effect on the self learning variable (X2).

Table 1. Normality Test Variables Task Performance (Y), Work Culture(X₁), Self Learning(X₂ and Innovation (X₃))

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Task Performance	,079	100	,123	,984	100	,282
Work Culture	,052	100	,200*	,991	100	,705
Self Learning	,070	100	,200*	,985	100	,339
Innovation	,058	100	,200*	,989	100	,575

Table 2. Summary of Linear Regression Test Results

Variable	Equation	Linearity Test		Conclusion
		P Value	$\alpha=0.05$	
Y on X ₁	$\hat{Y} = 50,135 + 0,753 X_1$	0.000	0.05	Significant and Linear
Y on X ₂	$\hat{Y} = 31,977 + 0,744 X_2$	0.000	0.05	Significant and Linear
Y on X ₃	$\hat{Y} = 45,918 + 0,732 X_3$	0.000	0.05	Significant and Linear
X ₂ on X ₁	$X_2 = 46,661 + 0,538 X_1$	0.000	0.05	Significant and Linear
X ₃ on X ₁	$X_3 = 52,698 + 0,558 X_1$	0.000	0.05	Significant and Linear
X ₃ on X ₂	$X_3 = 89,956 + 0,477 X_2$	0.000	0.05	Significant and Linear

4 Discussion

The results of the hypothesis testing above were discussed by linking the theory and the results of relevant previous studies.

4.1 Work culture has a positive direct effect on task performance

The work culture plays an important role in achieving lecturer task performance. A different educational environment have an impact on cultural patterns and colors. In a thick culture, there is a high agreement from members to maintain what is believed to be true from various aspects. This is meant to improve the task performance of lecturers at the Jakarta III Ministry of Health Polytechnic. The joint agreement is passed from one generation to the next, leading to a process in adapting culture to employees. Cultural socialization is done when the institution accepts new employees to align their behavior with the existing culture.

Work culture is a philosophy based on the view of life as values that become traits, habits and drivers, and cultured in improving the performance of lecturers in carrying out their duties.

4.2 Self Learning has a Direct and Positive Effect on Task Performance

Self Learning does not mean studying alone. This is a learning process without instructions or without being assigned tasks by other people or institutions, such that the instructors take personal initiative. In their approach, lecturers try themselves first to improve their abilities through learning, both formal and informal. A strong desire to improve their performance will always encourage them to increase their capacity. It determines the direction of learning, the process, strategies, and resources that can satisfy the desires to meet the demands of science. It helps in making academic decisions, and carry out activities meant to improve performance.

4.3 Innovation Influences Positive Positive Against Performance of tasks

Innovative lecturers will try to use a variety of ways to improve their performance in their traditional tasks. These involves (1) Lecturers displaying images according to teaching material, (2) videos that are either true stories that provide inspiration, fact assessment, (4) group work, (5) giving a problem phenomenon in the community, (6) teaching critical thinking, and (7) displaying material with power point media as a form of facilitating material mapping. This will stimulate students to think deeply and ultimately be able to do things that will be required of them as a reliable health workers. As a form of lecturer innovation in improving performance, it is necessary to pay attention to all the factors that influence and inhibit lectures, including motivation, creating a comfortable classroom atmosphere, and providing free opportunities to think and instill values and habits of life that shapes personality.

4.4 Work culture has a positive direct effect on innovation

The development of the work culture of lecturers and employees is important because the work culture of their acts as a catalyst & inhibitor of innovations. The work culture is an innovative driver of the soul of lecturers for every college that wants to survive and excel in the national and global arena. It creates innovation for lecturers in an institution, especially universities and has an important role to play in developing a work culture in these high institutions. Therefore, it is important to form a work cultures that are dynamic, progressive, productive and harmonious in organizations. The culture will determine the creation of new and innovative fresh ideas.

4.5 Self Learning Directly Influential Positive Effects on Innovation

In providing the quality of service to students, lecturers are required to continuously enhance and develop knowledge, both formally and informally, advance skills, and value of what they offer, and uphold the dignity of their profession. Formally, self-learning can be done through various activities such as participating in trainings, seminars, and attending workshops on an ongoing basis. Lecturers as educational staff must have learning

independence to hone their insights and be more innovative. An innovative element of a lecturer is how he is able to create an effective learning process using a variety of techniques that are not saturating and easily adopted. This helps to achieve the competency targets to be set.

4.6 Work culture has a positive direct effect on self learning

The work culture stimulates lecturers to improve the quality and performance. The demand for excellence and high performance will inspire a lecturer to promote self-service in his institution. The lecturer's work culture is a philosophy based on a view of life as values that are traits, habits and drivers cultivated in an educational institution and reflected in attitudes to behavior, ideals, opinions, views and actions that always add insight and knowledge. It is also based on educational success and rooted in values owned and the behavior that becomes the habit. A lecturer's work culture is a set of behavioral patterns inherent in all individuals at the Jakarta III Polytechnic and have implications on the desire to learn to improve skills.

The implications of the results of this study are explained as follows:

- a. If the Work Culture influences Task Performance, Self Learning and Innovation, then for improvements can be done by:
 - 1) Influence, direct and include lecturers and staff in solving problems and illustrating how they should behave in the teaching as well as learning process.
 - 2) As much as possible, provide management information to help develop Task Performance by offering coaching and training to have skills.
- b. If Self Learning influences Task Performance and Innovation, then effectiveness can be realized by:
 - 1) Coaching. Lecturers are given responsibility to make decisions in the teaching and learning process.
 - 2) Providing training and development. Lecturers must be trained on how to deal with the assignments and work development. Task Performance and Innovation will increase, through Education, Workshop, and Seminar.
- c. If Innovation affects Task Performance, then it becomes prudent to
 - 1) Maintain self motivation. An innovative lecturer has high self-efficacy with regards to the ability to improve Task Performance.
 - 2) Control the mind and emotions (attention control) to maximize responsiveness to improving Task Performance. An innovative lecturer will try to focus on improving Task Performance and eliminate thoughts that have the potential to interfere with the mind and emotions.

5 Conclusion

1. Work culture has a positive and direct effect on Task performance. This finding shows that improving the quality of Work Culture will improve the Task Performance of lecturers.
2. Self Learning has a direct positive effect on Task Performance. These findings indicate that the improvement of programmed and well-planned Self Learning will improve the Lecturer Task Performance.
3. Innovation has a positive direct effect on Task Performance. Therefore, empirically increasing Innovation will improve their performance.

4. Work Culture has a positive direct effect on Innovation. These findings illustrate that improving its quality will improve Innovation.
5. Self Learning has a positive direct effect on Innovation. These results indicate that empirically increasing self-programmed and well-planned learning will facilitate innovations.

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