The Influence of School Organizational Culture and Teacher Self-Efficacy on Work Ethic

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Abstract: The objectives of this study: (1) describe the culture of school organization, teacher self-efficacy, and work ethic of state high school teachers in Pasuruan City; (2) describe the influence of school organizational culture, self-efficacy on work ethics, either partially or simultaneously; (3) knowing that there are differences in characteristics between SMA and SMK. The research method used is through a quantitative approach with descriptive data analysis and multiple linear regression. The results showed: school organizational culture, teacher's self-efficacy, and teacher's work ethic of state high school in Pasuruan City were fairly in a good category; there is a significant influence on school organizational culture, teacher's self-efficacy, and teacher's work ethic partially or simultaneously has a significance value of 0.000 <0.05;

Keywords: school organizational culture, self-efficacy, work ethic

INTRODUCTION

The world of education has a strategic role and is an investment in the formation of human resources quality. Through good education, students can be born as actors of national development that ready to face all advances in the future era. Good education is education that is organized by empowering all the components included in it. One of the components of education that is highly optimized is the teacher. The role of the teacher cannot be replaced, including education rely on technology. The technological advancement's era indicates that being a teacher has a difficult task. Teachers should improve they intellectual quality and have a high attitude also outlook on work.

Attitudes and views towards work are the work ethic that shows teachers professionalism in carrying out their work. Work ethic was determined by the ability to perceive the work and will eventually built work ethic form a high or low according to

Pongoh (2013). A teacher with high work ethic will determine of success in business and learning process in schools Sukatno & AM, (2017). Working for those who has the high work ethic is a meaningful process and requires the persistence and media to implementate. Unlike those who has the low work ethic, assume that work is a burden and a barrier to getting pleasure. Work ethic of teachings from Ki Hajar Dewantara is the foundation of true and authentic success. According to Ki Hajar Dewantara, if a person and an organization adhere to a work paradigm, believe in and are committed to a predetermined work paradigm, it will give birth to a distinctive work attitude and behavior, that will be the work ethic and culture Triningsih & Mundilarno, (2018).

Work ethic not just grow, but needs to be encouraged from within oneself. One of the factors that can trigger the urge to always do a good job is confidence in own abilities. In achieving a goal, belief in own abilities or self-efficacy can affects work ethic and persistence. The effects that arise can be seen through a number of changes in a person's attitude, behavior, state of cognition and actions in dealing with problems Asdar, (2015)

Self-efficacy is a belief for own ability to improve the quality of performance. Individuals with high self-efficacy takes the difficult tasks as challenges rather than avoided the task. People needs healthy personal efficacy in ensuring the strength of the business to succeed. Individuals who have high self-efficacy believe that they are capable of being the cause of something. Safaria, (2016) state that this makes them more active in exploring themselves and their inner Schwarzer environment Safaria (2016). As part of an important element in the world of education, high self-efficacy should be personally embedded in the teacher. Teachers' beliefs that their abilities affect their general orientation towards educational activities Bandura, (1997). Teachers who have high self-efficacy will do everything in their power to educate the nation's children Wigati, (2018). In addition, high self-efficacy can trigger a person's attitude at work, because self-efficacy determines how people feel, think, motivate themselves, and behave Bandura, (1997)

Apart from being triggered by a belief in self abilities, work ethic is closely related to the culture in self environment. Cultural values that are owned by an organization or community will form a personality that is manifested in the form of a person's attitude and behavior, therefore cultural factors greatly affect the work ethic of a person in Novliadi Pongoh, (2013). Organizational culture is a form of beliefs, basic assumptions, values, norms of behavior, ideology, attitudes, habits, and expectations of the organization which are represented through the behavior and actions of organizational members Rahmi, (2014). Improving the quality of human resources through this cultural dimension is focused on the

academic culture which guides the behavior of educators. The world of education terminates organizational culture with the term 'academic culture' which basically regulates educators so that they understand how they should behave towards their profession, adapt to their colleagues and work environment, and apply relative to their leadership policies Zazin, (2017). School organizational culture is a concern of observers and managers of education, because school culture is seen as fundamental in the ability to improve and maintain school quality. The impact of organizational culture interventions will further change the teacher culture. Changes in teacher culture have an impact on the change in the teaching and learning process. The impact of changes in the teaching and learning process can be seen from the learning outcomes of students, which in turn can create quality national education. The prevailing culture in schools can be a predictor of quality differences between schools because each school has unique patterns of interaction between components, both internally and externally.

School as an organization involves so many individuals who have different tendencies from one another. Therefore, schools cannot be separated from the culture that was created. Based on data from Primary Secondary Education (Dapo.Dikdasmen) Data of the Ministry of Education and Culture, Pasuruan City consists of four State Senior High Schools (SMA) and two State Vocational High Schools (SMK). These SMAN and SMKN have different organizational cultures. The role of the school organizational culture is to maintain and maintain the commitment of the school community so that the continuity of the mechanisms and functions that are mutually agreed upon can realize the goals to be achieved. School is also an institution where to prepare and equip students for higher education so that they are able and ready to live in the community. Regarding preparing and equipping students, the role of the teacher cannot be replaced. Therefore, a teacher must have high self-efficacy so as to be able to trigger the work ethic of the teacher in carrying out his duties to provide quality teaching to his students.

Research result Aziizah (2018) shows that leadership style and organizational culture affect the job satisfaction and teacher's performance, either directly or indirectly. Khayati & Sarjana, (2015) shows the results of research that self-efficacy has a positive effect on performance. While Tampubolon & Hutagaol, (2015) concluded that self-efficacy and work ethic with teacher job satisfaction are strongly correlated. Researchers assume that every State SMA & SMK must have its own organizational culture that can trigger the work ethic of the teacher. In addition, each individual has his own level of efficacy which can affect a person's work ethic in carrying out his duties.

This research was conducted at SMA & SMK which have state status because they already have standardization with the research location in Pasuruan City and teachers as research subjects. This study composes the school organizational culture as a variable (X1), teacher self-efficacy (X2), and teacher work ethic (Y). Researchers chose the research location in Pasuruan City because of the lack of research on education with the headings of organizational culture, efficacy, and work ethic of teachers in the city. The objectives of this study: (1) describe the culture of school organization, teacher self-efficacy, and work ethic of state high school teachers in Pasuruan City; (2) describe the influence of school organizational culture, self-efficacy on work ethics, either partially or simultaneously; (3) knowing that there are differences in characteristics between SMA and SMK.

METHOD

This research was conducted through a quantitative approach. The variables that are looking for influence are school organizational culture (X1), and self-efficacy (X2) on teacher work ethic (Y) with data analysis using multiple linear regression models. Meanwhile, to find out the differences in the characteristics of SMA and SMK used comparative analysis through the F test statistic.

The population in this study were 376 public high school teachers in Pasuruan. The number of samples in this study was taken by using the Slovin formula with the acquisition of a calculation of 197 people. The technique of determining the size of the sample in each school uses proportional random sampling because the sample members are taken randomly without paying attention to the strata in the population. The instrument in this study was a closed questionnaire using a rating scale consisting of four column of answer choices.

Before being used to measure the research variables in the study, the questionnaire was first tested for validity and reliability. This study used data analysis in the form of descriptive statistics and multiple linear regression. Descriptive analysis with standard formula was used to describe the school organizational culture (X1), self-efficacy (X2), and the work ethic of the teacher (Y). Furthermore, the analysis of the normality assumption test, linearity test and homogeneity test is carried out. If all three assumption tests are met, the data are analyzed through multiple linear regression to determine their relative and effective contribution.

RESULTS

Data Description

School Organizational Culture

The school organizational culture variable was measured by 15 valid items and the results of data analysis showed a score: maximum = 60; minimum = 35; mean = 46.16; and standard deviation = 5.051. It is known from the results of data analysis that the mean value of the school organizational culture variable is 46.16 which is located at the interval 43.63 - 48.68. So that the organizational culture of the State Senior High School in Pasuruan City is in the quite good category.

Teacher Self Efficacy

The self-efficacy variable was measured by 17 valid items and the results of data analysis showed a score: maximum = 67; minimum = 39; mean = 52.36; and standard deviation = 5.942. It is known from the results of data analysis that the mean value of the self-efficacy variable is 52.36 which is located at the interval 49.31 - 55.30. So that the self-efficacy of state high school teachers in Pasuruan City is in the quite good category.

Teacher Work Ethic

Work ethic variable was measured by 18 valid items and the results of data analysis showed a score: maximum = 69; minimum = 45; mean = 59.41; and standard deviation = 5.387. It is known from the results of data analysis that the mean value of work ethic variable is 59.41 which is located in the interval 56.71 - 62.10. So that the work ethic of state high school teachers in Pasuruan is in the quite good category.

Test Data Analysis Requirements

The results of the normality test using the Kolmogorov-Smirnov through SPSS 18.00 for Windows obtained the probability value (asymp. Sig) of the school organizational culture variable $(X1) = 0.482$; self-efficacy $(X2) = 0.463$; work ethic $(Y) = 0.107$. The results of the significance test shown by the three variables> 0.05, it can be stated that the data is normally distributed.

The results of the linearity test using the Test of Linearity through SPSS 18.00 for Windows obtained the Sig. Deviation from linearity of $(X1) =$
0, 803> 0.05; $(X2) = 0, 731> 0.05$, it can be concluded that the relationship between the research variables is linear.

The results of the homogeneity test using the Homogeneity of Variance Test through SPSS 18.00 for Windows obtained the probability value (asymp.sig) of the school organizational culture variable $(X1) = 0.085$; self-efficacy $(X2) = 0.453$; work ethic $(Y) = 0.283$. The results of the significance test shown by the three variables are> 0.05, so it can be stated that the data comes from homogeneous data.

Hypothesis test

The first hypothesis proposed is that there is a significant influence between the culture of the school organization on the work ethic of state high school teachers in Pasuruan City. The test uses the t test formula with a significance level of 0.05. The significance value obtained is 0.000, so it can be seen that 0.000 <0.05. So it can be concluded that there is a significant influence between the culture of the school organization on the work ethic of state high school teachers in Pasuruan City.

The second hypothesis proposed is that there is a significant influence between self-efficacy on the work ethic of state high school teachers in Pasuruan City. The test uses the t test formula with a significance level of 0.05. The significance value obtained is 0.000, so it can be seen that 0.000 <0.05. So it can be concluded that there is a significant influence between self-efficacy on the work ethic of state high school teachers in Pasuruan City.

The third hypothesis proposed is that there is a significant influence between school organizational culture and self-efficacy on the work ethic of state high school teachers in Pasuruan City. Testing using the formula F test formula with a significance level of 0.05. The significance value obtained is 0.000, so it can be seen that 0.000 <0.05. So it can be concluded that there is a significant influence between school organizational culture and self-efficacy simultaneously on the work ethic of state high school teachers in Pasuruan City.

Regression equation test

The regression equation test in this study refers to the two predictor multiple regression analysis. The results of multiple linear tests in this study are as follows:

$$\hat{Y} = 16{,}912 + 0{,}329X1 + 0{,}322X2$$

The interpretation of the regression equation model is:

1. The constant value is 16,912. This means that if the variable school organizational culture (X1) and self-efficacy (X2) do not exist, then the work ethic variable (Y) is 16.912.
2. The regression coefficient X1 is 0.329. This means that if the value of the organizational culture variable increases by one unit, while the other predictor variables are constant, the level of the teacher work ethic variable (Y) will increase by 0.329 units. The regression coefficient is positive, so it can be said that the direction of the influence of the variable X1 on Y is positive.

3. The regression coefficient X2 is 0.322. This means that if the value of the self-efficacy variable (X2) increases by one unit, the level of the teacher work ethic variable (Y) will increase by 0.322 units. The regression coefficient is positive, so it can be said that the direction of the influence of the X2 variable on Y is positive.

Relative and Effective Contribution of School Organizational Culture Variables (X1), Self-Efficacy (X2), to Teacher Work Ethics (Y)

The calculation of the relative and effective contribution in this study refers to the results of multiple linear regression analysis. Based on the calculation results, it can be seen that the relative contribution of the school organizational culture variable (X1) is 14.3% and the self-efficacy variable (X2) is 17%. Meanwhile, the effective contribution of variables X1 and X2 simultaneously to variable Y was 47.8% and the remaining 52.15% was the contribution of other variables outside the variables of this study.

Comparative Analysis

In accordance with the objectives of the analysis to determine whether it is true that SMA and SMK have the same characteristics, the hypothesis is:

Ho $= \sigma^{2pr} \leq \sigma 2lk$

Ha $= \sigma^{2pr} \geq \sigma 2lk$

The corresponding test statistic is F = S2pr / S2lk. Before calculating the F value, it is necessary to know the sample standard deviation value. The standard deviation can be calculated by the formula:

$$\frac{\sqrt{\sum X^2 - \frac{(X)^2}{n}}}{n-1}$$

so that F = 17.7 / 1.7 = 10.4. Furthermore, performing a significance test by examining the F value table using the dk numerator = 105 and dk denominator = 89, obtained a theoretical F value of 1.39 at the 5% significance level. Because the value of Fcount is more than F table, Ho is rejected, or it can be concluded that the data indicates a difference in characteristics between SMA and SMK.

DISCUSSION

Organizational culture

The distribution of questionnaires was carried out to 194 respondents with types of organizational culture that have the potential to develop in the midst of the school organizational system according to Lok, Crawford and Wallach in Burhanuddin & Supriyanto, (2018)as a measurement indicator. The results obtained by a mean value of 46.16. This shows that the organizational culture in Pasuruan City Senior High School is in a fairly good category. That way the application of the school organizational culture in the middle of the school organization system can be further enhanced in an effort to improve school quality.

Organizational culture is a form of beliefs, basic assumptions, values, norms of behavior, ideology, attitudes, habits, and expectations of the organization which are represented through the behavior and actions of organizational members Rahmi, (2014). Organizational culture that has the potential to develop in the midst of a school organizational system according to Lok, Crawford and Wallach in (Burhanuddin & Supriyanto, 2018) are: (1) a bureaucratic culture, namely a culture that more describes aspects of formality by implementing a strict and structured bureaucratic system, there are clear lines of individual responsibility and authority. The technical elements of management are developed and maintained through strong binding elements in the form of regulations, policies and procedures. A bureaucratic culture is an organization that is really well-established, solid, mature, power-oriented, applies the precautionary principle, and is stable; (2) a supportive culture includes a sense of openness, mutual trust in each other, perceived security at work, fairness, and harmony will feel very thick, the organizational process is more emphasized on management behavior that is concerned with social, humanitarian interactions. collaborative, and mutual benefits. A supportive culture prioritizes human relations, is social, and collaborative; (3) an innovative culture, namely an environment that gives the participants freedom to think, express opinions, thoughts and feelings to work Widyanti, (2015). Innovative culture has a work environment with people who have high work ambitions and as a forum for channeling the creativity of the members, filled with various challenging jobs. The three types of organizational culture proposed by Lok, Crawford and Wallach in Burhanuddin & Supriyanto, (2018) is an organizational culture that is currently the belief, values and norms in behavior, ideology, attitudes and habits in every state high school in Pasuruan City.

Self Efficacy

There are three dimensional aspects that become indicators of measuring the self-efficacy variable of state high school teachers in Pasuruan City according to (Bandura, 1997) are: (1) the level dimension (level), which relates to the degree of difficulty of the task when the individual feels able to do it. This dimension has implications for the choice of behavior that he feels capable of doing and avoiding behavior that is outside the limits of his perceived ability; (2) the dimension of strength (strength), related to the strength level of an individual's belief or expectation regarding his ability. This dimension is usually directly related to the level dimension, namely the higher the difficulty level of the task, the weaker the confidence that is felt to complete;

(3) the dimension of generalization (generality), which relates to the broad field of behavior in which individuals feel confident in their abilities. Is it limited to a certain activity and situation or to a series of activities and various situations.

The results of the descriptive analysis obtained a mean value of 52.36. The value of this value shows that the self-efficacy of state high school teachers in Pasuruan City is in a fairly good category. This means that most of the state high school teachers in Pasuruan City do not fully believe in their own abilities, are persistent in doing business, and are able to overcome difficulties in any situation. In this context, self-efficacy in a person can be obtained, changed, increased or decreased through one or a combination of four sources (Bandura, 1997) namely: (a) performance experience, experience of success greatly affects the efficacy, while failure will reduce it; (b) Virkarius experience, comparing personal experiences with the experiences of others who have similarities; (c) social persuasion, information obtained from outside can increase confidence in one's abilities; and (d) emotional generation, the emotional state that follows an activity will affect the efficacy in that activity area.

Teacher Work Ethic

Work ethic is an attitude and will that becomes a person's working spirit which is manifested by doing work responsibly. This attitude can be in the form of hard work, responsibility, loyalty, honesty, cooperation, enthusiasm, discipline, effectiveness, diligence and achievement (Pongoh, 2013). The work ethic of state high school teachers in Pasuruan City is measured based on indicators of eight working paradigms according to (Sinamo, 2016). The results of the distribution of questionnaires to 194 respondents and the calculation of descriptive analysis obtained a mean value of 59.41. The value obtained illustrates that the work ethic of most of the state high school teachers in Pasuruan City is in a fairly good

category and should need to be further improved. There are eight work paradigms that must be used as a guide for teachers so that they complement the formulation of their teacher work ethic(Sinamo, 2016)namely: (1) work is a gift; (2) work is a mandate; (3) work is a vocation; (4) work is actualization; (5) work is worship; (6) work is an art; (7) work is honor; and (8) work is service.

The Influence of School Organizational Culture on Work Ethics

Based on the results of the hypothesis test, this study concluded that there is a significant influence between the culture of the school organization on the work ethic of state high school teachers in Pasuruan City. The results of this study are consistent with the results of the research conducted Presetyanto (2014)concluded that organizational culture has a significant effect on the work ethic of PNS teachers in DIY. The positive coefficient value is interpreted as the better the internalization of the organizational culture adopted by the employees, the better the employee's work ethic will be.

The world of education terms organizational culture with the term 'academic culture' which basically regulates educators so that they understand how they should behave towards their profession, adapt to colleagues and their work environment, and apply relative to the policies of their leaders so that a system of values, habits (habits) is formed. , academic image, and work ethic internalized in his life so as to encourage self-appreciation for increased work performance, whether formed by the organization's environment or strengthened organizationally by academic leaders who issue a policy that is accepted when someone enters the organization (Zazin, 2017). Work ethic in the teachings of Ki Hajar Dewantara, if a person and an organization adhere to a work paradigm, believe in and are committed to a predetermined work paradigm, it will give birth to their distinctive work attitudes and behavior, that will be the work ethic and culture (Triningsih & Mundilarno, 2018).

Organizational culture in educational institutions depends on the continued involvement of teachers and students so that it is not only realizing personal and professional skills with career development, but also harmonizing relationships between schools, intragroup relationships to improve climate (Vasyakin et al., 2016). Therefore, organizational culture is an important determinant of employee conformity with the organization. The authors state that a good fit between employees and the organization is essential. Differences in employee perceptions with existing values can lead to a decrease in employee work ethic (Bingöl et al., 2013).

The Effect of Self-Efficacy on Work Ethics

Based on the results of the hypothesis test, this study concluded that there was a significant influence between self-efficacy on the work ethic of state high school teachers in Pasuruan City. The results of this study are consistent with the research(Asdar, 2015)which concluded that self-efficacy has an influence on a person's work ethic and persistence, the effects shown can be seen through a number of changes in attitudes, behavior, cognitive states and one's actions in dealing with problems. Also supported by research results(Rahmayanti & Kumala, 2019) who concluded that self-efficacy greatly affects various life activities. Work ethic is a set of positive work behaviors rooted in thick awareness, fundamental beliefs, accompanied by total commitment to an integral work paradigm. (Sinamo, 2011). Work behaviors are shaped by environmental influences as well as personal factors such as self-efficacy and self regulation. Work behavior is shaped by environmental influences as well as personal factors such as self-efficacy and self-regulation (Bandura, 1997). From this statement, it can be seen that a person's work ethic is high if he has fundamental beliefs, namely about his own abilities. Self-efficacy refers to beliefs about a person's ability to organize and carry out actions for the achievement of results (Bandura, 1997). Self-efficacy affects people's choices in making and carrying out the actions they are after and helps determine the extent of effort that a person will exert in an activity (Bandura, 1997). Thus a person's behavior can be predicted through self-efficacy even though in reality the behavior is sometimes different from his actual ability. So, high self-efficacy in a person can trigger how one's attitude is at work, because self-efficacy determines how people feel, think, motivate themselves, and behave (Bandura, 1997).

The Influence of School Organizational Culture and Self-Efficacy on Work Ethics

Based on the results of the hypothesis test, this study concluded that there was a significant influence between school organizational culture and self-efficacy on the work ethic of state high school teachers in Pasuruan City. Wallach's research in (Burhanuddin & Supriyanto, 2018) about an innovative culture which is a work environment with people who have high work ambitions and as a forum for channeling the creativity of the members, filled with various challenging jobs. Findings of Suangpo, Phumipattarakom, and Siriwoharn in (Somprach et al., 2015) concluded that the organizational culture of the bureaucracy influences the incentives and work motives of the personnel, and that at a high level. One of the factors that can affect a person's work ethic is culture,Cultural values that are owned by a

community will form a personality which is manifested in the form of a person's attitude and behavior. Cultural factors greatly affect a person's work ethic according to Novliadi (Pongoh, 2013). This is confirmed by the findings (Daoruwan, 2009) stated that organizational culture is the main factor that helps organizational members to understand their work and choose the right approach to solving problems. Therefore, organizational culture somplements the rational managerial tools by playing an indirect role in shaping and influencing behavior. Organizational culture complements managerial tools by playing an indirect role in shaping and influencing behavior(Coman & Bonciu, 2016).

Self efficacy refers to beliefs about a person's ability to organize and carry out actions for the achievement of results (Bandura, 1997). Self-efficacy affects people's choices in making and carrying out the actions they are after and helps determine the extent of effort that a person will exert in an activity (Bandura, 1997). Research result(Beason, 2001)states that with the work ethic of every professional individual who will not submit low quality work, the professional worker will do everything possible to uphold his self-respect. If he feels that a given job is beyond his ability, then he will refuse to do the job, thus internalization of high self-efficacy in a person will result in a good work ethic as well.

This can be interpreted in the eight work paradigms that complement the formulation of a teacher's work ethic (Sinamo, 2016), namely: (1) a teacher who believes that his teacher life is a form of grace will devote himself with full sincerity and sincerity to become a vessel of knowledge, a moral example, and a skill builder. He will seriously become a role model for society, school and especially for all his students; (2) as a mandate holder, a teacher will really believe in his competence and integrity; (3) a teacher who believes that work is a calling, makes a teacher able to empower himself to work with full motivation. He will religiously live his role as the performer of sacred duties and noble missions; (4) a teacher who believes that work is an arena for self-actualization will work hard and utilize all biological, psychological and spiritual abilities that he has by himself will be physically and mentally healthy. If the teaching profession is believed to be a vehicle for healthy life, even in carrying out work with positive feelings; (5) the ability to realize and believe that teaching activities are not just an activity of earning wages, but also a form of worship which has a dimension of greatness and nobility, has enormous consequences. This awareness affects the motivation, feelings, attitudes, quality of work, even the personality and character of the teacher; (6) Even the teaching profession, if it is believed and lived up to the art level, will definitely bring excitement. This comes from various interactive teaching activities, creative, and artistic that will actually cheer the heart; (7) Fundamentally, honor is

rooted in superior quality. A teacher who believes that the teaching profession is an honor will display superior teaching methods and performance; (8) believe in and live teacher training as a service requires transcendence. This means that teacher training must be applied beyond its simple meaning. Technically, teachers must be able to teach beyond stakeholder expectations. So, if the teacher is undergoing and believing in his profession in a professional manner, it means that the teacher is serving the community and nation. That is why the teacher's job is a noble job. A teacher who believes that the teaching profession is an honor will display superior teaching methods and performance; (8) believe in and live teacher training as a service requires transcendence. This means that teacher training must be applied beyond its simple meaning. Technically, teachers must be able to teach beyond stakeholder expectations. So, if the teacher is undergoing and believing in his profession in a professional manner, it means that the teacher is serving the community and nation. That is why the teacher's job is a noble job. A teacher who believes that the teaching profession is an honor will display superior teaching methods and performance; (8) believe in and live teacher training as a service requires transcendence. This means that teacher training must be applied beyond its simple meaning. Technically, teachers must be able to teach beyond stakeholder expectations. So, if the teacher is undergoing and believing in his profession in a professional manner, it means that the teacher is serving the community and nation. That is why the teacher's job is a noble job. teachers must be able to teach beyond the expectations of stakeholders. So, if the teacher is undergoing and believing in his profession in a professional manner, it means that the teacher is serving the community and nation. That is why the teacher's job is a noble job. teachers must be able to teach beyond the expectations of stakeholders. So, if the teacher is undergoing and believing in his profession in a professional manner, it means that the teacher is serving the community and nation. That is why the teacher's job is a noble job.

Differences in characteristics between SMA and SMK

Based on the results of the comparative analysis, it can be seen that the price of Fcount is more than F table, so Ho is rejected, or it can be concluded that the data indicates a difference in characteristics between SMA and SMK. Indication of differences in characteristics between SMA and SMK can be seen at least in terms of educational objectives and characteristics of their students. The purpose of education in high school is to form students into believers and devotees of God Almighty, with noble character, noble personality, knowledgeable, competent, critical, creative, innovative, healthy, independent,

confident, tolerant, socially sensitive, democratic, responsible for attending further education to Higher Education (Muhadi et al., 2017). The specific objectives of vocational secondary education are to prepare students to become productive people, able to work independently, to fill existing job vacancies as middle-level workers according to the competence in the skill program they choose; prepare students to be able to choose careers, be resilient and persistent in competence, adapt to the work environment and develop a professional attitude in their area of expertise; equip students with science, technology and art in order to be able to develop themselves in the future either independently or through higher education levels; and equip students with competencies in accordance with the chosen expertise program (Law on National Education System 2003).

Apart from being seen from the point of view of educational goals, the characteristics that distinguish SMA and SMK students can be seen from the characteristics of their students, especially at the gender level where the characteristics of high school students (Neuroticsm, extraversion, openness, friendliness, and conscience) are sufficient and in the high category; characteristics of vocational students (Neuroticsm, extraversion, openness, friendliness, and conscience) are quite high and category; Female high school students have a higher conscience than male students; Neuroticsm, extraversion, openness, and friendliness between male students were not significantly different from female students in SMA; Neuroticsm, extraversion, openness, friendliness, and conscientiousness among male students are not significantly different from female students in SMK(Sitanggang & Saragih, 2013).

CONCLUSION

The organizational culture of the State Senior High School in Pasuruan City is in the quite good category with a mean value of 46.16; The self-efficacy of state high school teachers in Pasuruan was in the quite good category with a mean value of 52.36; the work ethic of state high school teachers in Pasuruan City is in the quite good category with a mean value of 59.41; there is a significant effect of organizational culture on the work ethic of state high school teachers in Pasuruan with a significance value of 0.000 <0.05; there is a significant effect of self-efficacy on the work ethic of state high school teachers in Pasuruan with a significance value obtained, namely 0.000 <0.05; There is a significant influence of organizational culture and self-efficacy on the work ethic of State Senior High School teachers in Pasuruan City with a significance value obtained of 0, 000 <0.05; There is a difference in the characteristics between SMA and SMK with the acquisition of Fcount = 10.4> Ftable = 1.39 at the 0.05 significance level, so that Ho is picked up.

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