



THE ROLE OF WORK MOTIVATION AND ORGANIZATIONAL CULTURE IN IMPROVING JOB SATISFACTION AND TEACHER PERFORMANCE IN RIMBA MELINTANG DISTRICT, RIAU, INDONESIA

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Layla Hafni^{a*}, David^b, Kuswoyo^c

^{a,b,c}Department of Business, Institut Bisnis dan Teknologi Pelita Indonesia, 28156, Pekanbaru, Indonesia

*Corresponding author

layla.hafni@lecturer.pelitaindonesia.ac.id

Abstract

This study aimed to determine the effect of work motivation, organizational culture and job satisfaction on teacher performance in Public Elementary schools in Rimba Melintang District, Riau Province, Indonesia. This analysis was conducted on 19 elementary schools with 190 respondents. The samples were taken and collected through a questionnaire. Data analysis used path analysis to analyze patterns of relationships between variables with the aim of knowing the direct and indirect effects of a set of exogenous variables (motivation and organizational culture) on endogenous variables (satisfaction and performance). The results showed that job satisfaction and teacher performance on motivation and organizational culture processed and tested using path analysis showed that there was an influence of motivation and organizational culture on satisfaction but not on employee performance. The novelty of this study lied in the results of data analysis. It indicated that partially, motivation and culture had a positive and significant influence on job satisfaction and performance but not so with the influence of motivation and work culture on performance through satisfaction. Motivation and organizational culture had no significant effect on performance based on the variable of job satisfaction. The study recommends that the schools should provide soft skills training (personality) and communication for teachers to act in accordance with religious, legal and social norms. They also should improve work ethic and responsibility. Educators also need to have an understanding that they are the role models in the community. Performance based benefits need to be formulated appropriately in order to improve the performance of the teaching staff.

Keywords: Conflict, Reward, Organizational Culture, Job Satisfaction, Employee performance

1.0 INTRODUCTION

Teachers must improve their professionalism to develop their performance in the world of education. Performance reflects a sense of responsibility in carrying out the task, which certainly will encourage morale, and the achievement of organizational goals to advance the level of teacher work productivity (Ardiana, 2017).

Work motivation is something that can motivate/encourage work. Work Motivation is a tendency of a person (individual) or employee to participate in involving themselves in sharing activities in work environments with a specific goal (Tetuko, 2012). The teacher is motivated to become an educator because he has the motivation to educate. The success of the teacher in teaching is caused by encouragement/motivation. This is a sign of the achievements made by the teacher in accordance with their needs. Teaching activities carried out by the teacher because it is in accordance with their own interests. Teachers who are motivated at work will trigger job satisfaction because it encourages teachers to improve their performance.

Mangkunegara (2008) said motivation is a condition in a person who encourages the desire of individuals to carry out certain activities to achieve goals. Existing motivation in a person will manifest a behavior directed at the goal of achieving the satisfaction goal. (Caesar, Wahyudi, & Indrawati, 2017b; Tetuko, 2012; Tietjen et al., 2012).

Job satisfaction is a general attitude towards one's work that shows the difference between the number of awards received by employees and the value they believe they should receive (Robbins & Judge, 2013). Job satisfaction is a positive and negative attitude implemented individually towards their work. The results of the study (Tetuko, 2012) stated the result of one's work depends on the suitability of the characteristics of the individual with the organizational culture contained in an organization.

The Robbins & Judge (2013) stated one study of organizational culture suggests employees in companies with strong cultures are more committed to their companies than employees in companies whose cultures are weak corroborates the importance of organizational culture concerning employee performance. Companies with a strong culture will also use their recruitment efforts and socialization practices to foster employee commitment. There is plenty of evidence to suggest that organizational culture is associated with high organizational performance. The results of the studies (Maryam Al-Sada, 2017; Melina Taurisa & Ratnawati, 2012; Pawirosumarto, Bachelor, & Muchtar, 2017; Tetuko, 2012) prove organizational culture influences employee job satisfaction. In contrast to the results of the studies (Pawirosumarto, Bachelor, & Gunawan, 2017), organizational culture does not significantly influence employee performance at Parador Hotels and Resorts.

Based on observations and investigations in the field, teachers in the Rimba Melintang district, Rokan Hilir district, still, have problems or obstacles in achieving teacher performance especially elementary school (SD) teachers. The problem faced by elementary school teachers in reaching the performance is their weakness in making learning tools so that the learning process is not yet optimal. The teachers have several tasks of creating learning programs, carrying out a learning program, conducting evaluations, conducting analysis, and following-up from the results of the analysis. However, the majority of elementary school teachers in the Rimba Melintang district made learning programs only to fulfill administrative tasks. They were less aware that the learning program, which was a learning scenario applied for a semester or a year in the future.

Teachers in making learning programs often mimic the existing program or belong to other teachers or just copy and paste from the internet so that teachers pay less attention to the learning programs. They have created it when applying it in the learning process. The weakness of making learning programs and syllabus is one example that shows job satisfaction and teacher performance is less than optimal. This will affect the achievement of student learning outcomes that are less satisfying or decrease the value of student learning outcomes.

The decrease in student learning outcomes is indicated by several factors such as the lack of work motivation of teachers, organizational culture and possible due to teachers not satisfied working at the school.

Job satisfaction and teacher performance can be categorized as optimal if the teachers carry out the task well and try to complete the tasks and responsibilities. In terms of job satisfaction, Ida (2015) described the factors supporting in completing work, such as supervision, salary and benefits, opportunities to get promotions and advancements, working conditions, the experience of skills, fair and non-detrimental work assessment, good social relations in work, fast resolution of complaints and good treatment from leaders towards employees.

The teacher's performance is not optimal to develop the potential of students. Various efforts had been made but had not fully demonstrated significant changes in performance. Problems occurred certainly could not continue to happen; solutions had to be sought so that significantly job satisfaction and teacher performance became more optimal. Following the findings of (Caesar et al., 2017; Melina Taurisa & Ratnawati, 2012; Muhammad Fauzi, Moch Mukeri Warso, 2016; Sari, 2009; Tetuko, 2012), they were succeeded in proving that job satisfaction significantly influenced performance. (Pawirosumarto, Bachelor, & Gunawan, 2017) showed different findings, which satisfaction was not a notable effect on employee performance.

Based on the issues above, it is necessary to find out the conditions of job satisfaction and teacher performance in the Rimba Melintang District, Riau Province in terms of work motivation and organizational culture.

2. Literature Review

The influence of motivation on job satisfaction

Employees who are motivated to do their jobs thoroughly will increase the quality and job satisfaction because the strength or weakness of one's motivation or work motivation will determine the scope of job satisfaction. According to Bangun (2012), motivation is an action to influence others to behave properly. Motivation will affect the increase in performance, and decrease the level of turnover and work absenteeism.

Research studies conducted by (Kadek, Juniari, & Riana, 2015; Tetuko, 2012; Tietjen et al., 2012) stated motivation has a significant effect on employee job satisfaction.

Based on the description above, the research hypothesis is:

H1: Allegedly, work motivation affects Job Satisfaction in Public Elementary Teachers in Rimba Melintang District

The Effect of motivation on performance

Employees who have high motivation tend to have good performance; conversely, those who have low performance are likely because of low motivation. According to (Kadek et al., 2015), the level of employee performance can be observed from how much motivation given by the institution to its employees. The appreciation and recognition of the work and supported by a fair supervision system will be able to increase motivation and encourage employees to complete their work. Someone who has a high motivation for his work tends to do the job well and optimally.

Onanda (2015) stated that additional cash cannot always motivate employee work, but bonuses are more likely to motivate employee work. Management must have a clear chain of communication with employees, in order to make it easier for them to know the needs of employees.

This opinion is supported by the results of research studies (Caesar, Wahyudi, & Indrawati, 2017a; Diamantidis & Chatzoglou, 2019; Sari, 2009; Shahzadi, Javed, Pirzada, Nasreen, & Khanam, 2014), which proved that work motivation influenced performance.

Based on the description above, the research hypothesis is:

H2: Allegedly, motivation influences the performance of Public Elementary School Teachers in Rimba Melintang District

The Effect of Organizational Culture on Job Satisfaction

Someone's job satisfaction and the results of his work depend on the suitability of the characteristics of the individual with the organizational culture in an organization. Organizations that grow strong must be able to spur many people to develop for the better. The more aspects of organizational culture are in accordance with individual desires; the higher the job satisfaction.

Maryam Al-Sada's findings (2017) prove that supportive organizational culture has a positive effect on job satisfaction. However, bureaucratic organizational culture negatively affects employee job satisfaction with educational institutions in Qatar.

The results of the studies (Melina Taurisa & Ratnawati, 2012; Pawirosumarto, Bachelor, & Gunawan, 2017; Tetuko, 2012) also stated that organizational culture had a positive and significant effect on job satisfaction.

Based on the description above, the following research hypothesis is:

H3: Allegedly, organizational culture influences Job Satisfaction in Public Elementary Teachers in Rimba Melintang District.

The influence of organizational culture on performance

Organizational culture is the values and symbols understood and shared by all members of the organization. This culture uniquely belongs to certain organizations and functions as a differentiator between one organization and another (Pawirosumarto, Bachelor, & Gunawan, 2017).

According to research studies (Indra Yudha, 2018; Melina Taurisa & Ratnawati, 2012; Sudirjo & Kristanto, 2006), organizational culture significantly influenced performance

H4: Allegedly, organizational Culture influences Performance on Public Elementary School Teachers in Rimba Melintang District.

The Effect of Job Satisfaction on Performance

Leaders must strive to meet the job satisfaction of their employees. Employees who are satisfied when working for their company contribute positively to improving their performance. Employees who get job satisfaction at work tend to be more effective at work than employees who do not get job satisfaction. Besides, employees will also feel compelled to do work to achieve the desired results.

According to (Caesar et al., 2017; Melina Taurisa & Ratnawati, 2012; Muhammad Fauzi, Moch Mukeri Warso, 2016; Sari, 2009; Tetuko, 2012), job satisfaction had a significant effect on improving employee performance in an organization.

Based on the description above, the research hypothesis is:

H5: Allegedly, job satisfaction affects the performance of the Public Elementary School Teachers in Rimba Melintang District.

2.0 METHODOLOGY

Path Diagram of Structural Model

The model tested following the hypothesis is wanted to test the effect of work motivation and organizational culture on job satisfaction and performance. This model can be seen in Figure 1 below.

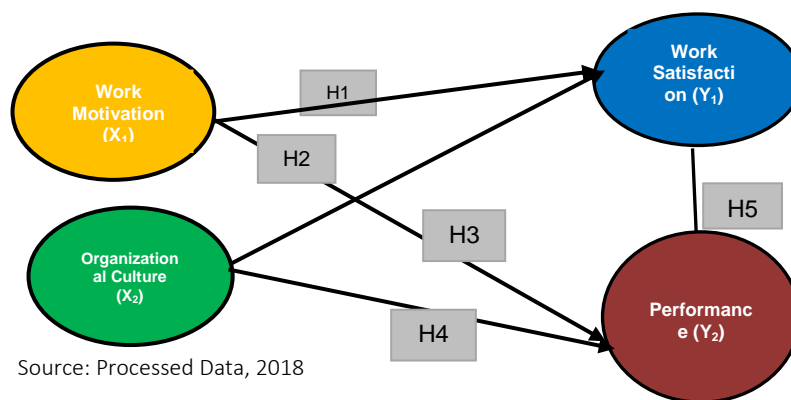


Figure 1 Research Framework

Data collection technique

Data collection techniques used a questionnaire (Questionnaire). Questionnaires were data collection techniques by giving a set of questions or written statements to respondents.

This technique then collected responses, opinions, and attitudes of respondents on the influence of work motivation, organizational culture, job satisfaction, and performance. Selection of respondents' answers utilized a questionnaire with rating scale techniques; the scale of measurement at the level of the ordinal scale.

Concerning the measurement scale in the preparation of the questionnaire, the researcher adopted a numerical scale (Numerical Scale), which utilized a Likert scale; 1-5 choice of answers to measure the attitudes of respondents.

Population and Samples

The population in this study was all elementary school teachers in Rimba Melintang District with 190 people from 19 schools. Because all teachers were sampled, the sampling technique in this study used census techniques.

Hypothesis Testing Path Analysis (Path Analysis) with PLS-SEM

This study had three independent variables and two dependent variables. The indicators for each variable were 21 indicators applied to 28 question instruments. In accordance with the opinion of Ghozali (2014), if the existing data met the assumptions required by the covariance-based SEM, the researcher had to analyze the data with hard modeling through AMOS or Lisrel software. However, if the data did not meet the required assumptions then we could still analyze existing data by lowering our goals. That means, we were no longer looking for causality relationships between variables but were looking for predictive linear relationships using component-based SEM.

As Wold's (1985) statement in Ghozali (2014), Partial Least Square (PLS) was a powerful analysis method, because it was not based on many assumptions. The data did not have to be normally distributed (indicators with a scaled category, ordinal, interval to ratio could be used in the same method) and the number of samples did not have to be large.

The use of PLS-SEM in this study was used to test and measure the direct and indirect effects of motivation, organizational culture, job satisfaction, and performance variables.

3.0 RESULTS AND DISCUSSION

The Characteristics of Respondents

Characteristics of Respondents were analyzed based on age, sex, education, marital status, and work experience with the following details:

Table 1. Characteristics of Respondents by Age

Demographics / Characteristics	Category	Frequency (F)	Percentage (%)
Age group	18 – 27 Years old	15	7.89
	28 – 37 Years old	91	47.89
	38 – 47 Years old	53	27.89
	> 47 Years old	31	16.32
	Total	190	100
Sex	Men	58	30.53
	Women	132	69.47
	Total	190	100
Education	Senior High School	26	13.68
	Diploma Degree	9	4.74
	Bachelor Degree	155	81.58
	Total	190	100
Work Experience	1- 9 Years	52	27.37
	10 - 19 Years	119	62.63
	20 - 29 Years	15	7.89
	> 29 Years	4	2.11
	Total	190	100
Professional Certificate Status	Certified	66	37.74
	Not Certified	124	65.26
	Total	190	100

Source: Processed Data, 2018

Workers dominated the Rimba Melintang Public Elementary School at a productive age (47.89%). Women (69.47%) dominated the number of teachers.

Elementary school teachers in the Rimba Melintang district, in general, had a bachelor's or master's degree with a dominance of 81.58% and, in general, had worked for approximately 10-19 years (62.63%).

Only 37.74% of teachers had professional educator certificates, while the remaining 65.26% were not certified.

Validity test

A validity test was used to measure the validity of a questionnaire. A questionnaire is valid if the statement on the questionnaire can reveal something that will be measured for the questionnaire.

All indicators of motivation, organizational culture, job satisfaction, and performance variables had correlations greater than 0.30. It means the statement items on the variable were valid for further testing.

Reliability Test

A reliability test was a tool used to measure the consistency of answers from respondents. If the answers were not consistent, then the research instrument (questionnaire) could be relied upon (reliable)

Table 2. Research Instrument Reliability Tests

Variable	Cronbach's Alpha	Description
Motivation (X ₁)	0.666	Reliable
Organizational Culture (X ₂)	0.844	Reliable
Satisfaction (Y ₁)	0.675	Reliable
Employee Performance (Y ₂)	0.846	Reliable

Source: Processed Data, 2018

Based on Table 2, the reliability test results of motivational variables, organizational culture, and employee satisfaction and performance show each variable has a reliability value > 0.06. Hence, all variables in this research instrument were considered reliable.

One-Way ANOV Analysis

This analysis examined the significant difference in mean between groups of more than 2 groups on something; in this case about the average value of motivation, organizational culture, job satisfaction and performance in terms of differences in the characteristics of respondents.

The following are ANOVA test results for each variable based on Education, years of service, age, sex and teacher certification in Public Elementary School of Rimba Melintang District, Rokan Hilir Regency, Riau.

Table 3. ANOVA Test Results Based on Education, Working Period, Age, Sex and Certification

Variable	Indicator	Average		F-test				
		Indicator	construct	Education	Working period	Age	Sex	Certification
Motivation (X1)	X11	3.363	3.937	0.139	0.817	0.291	0.602	0.578
	X12	3.263		0.730	0.966	0.267	0.391	0.187
	X13	3.674		0.971	0.989	0.94	0.637	0.024**
	X14	4.121		0.594	0.563	1.203	0.122	0.099*
	X15	4.168		0.362	0.216	0.072	0.709	0.040**
	X16	4.053		0.324	0.112	0.336	0.949	0.010*
	X17	4.168		0.584	0.608	0.667	0.397	0.023**
	X18	4.347		0.588	0.031**	0.1	0.641	0.116
	X19	3.832		0.052	0.709	0.801	0.614	0.699
	X110	4.000		0.676	0.174	0.503	0.42	0.795
	X111	4.153		0.829	0.815	0.612	0.059**	0.356
X112	4.105	0.220	0.251	0.487	0.481	0.176		
Organizational Culture (X2)	X21	4.000	4.026	0.762	0.668	0.988	0.447	0.617
	X22	4.005		0.794	0.458	0.783	0.931	0.418
	X23	4.047		0.273	0.753	0.817	0.03**	0.302
	X24	4.021		0.284	0.875	0.771	0.966	0.087*
	X25	4.163		0.399	0.612	0.827	0.89	0.199
	X26	4.026		0.565	0.561	0.478	0.18	0.107
	X27	3.916		0.837	0.220	0.523	0.865	0.751
Job Satisfaction (Y1)	Y11	3.974	3.847	0.679	0.983	0.905	0.888	0.849
	Y12	3.363		0.487	0.613	0.384	0.712	0.295
	Y13	3.816		0.761	0.369	0.778	0.751	0.974*

	Y14	4.089		0.705	0.810	0.856	0.608	0.776
	Y15	3.995		0.795	0.390	0.669	0.917	0.088*
Performance (Y2)	Y21	4.258	4.303	0.828	0.830	0.761	0.923	0.103
	Y22	4.232		0.753	0.005**	0.025**	0.851	0.404
	Y23	4.363		0.808	0.016	0.411	0.951	0.702
	Y24	4.358		0.120	0.012**	0.053***	0.141	0.414

*=P-value<0.1; **=P-value<0.5; ***=P-value<0.01

Source: Processed Data, 2018

Analysis of Differences in Respondents' Opinions on Motivation variables

In the One Way Anova test, the criteria for rejecting or accepting a hypothesis are based on p-value (significance). If the p-value <0.05, then there are differences in the assessment of respondents based on characteristics. If the p-value was > 0.05, the opposite was applied.

From table 3 above, the Motivation indicator (X1) has different motivations based on years of working period (0.031), sex (0.059) and certification (0.024; 0.009; 0.04; 0.010; 0.023). Based on the Anova analysis, men have higher motivation than women. This was because men play the role of teachers as well as family heads so that their work motivation was higher than female teachers were.

Regarding working period, based on the ANOVA test (attached), teachers who had a longer working period had higher work motivation. That means, the more professional a teacher, the more he understood his responsibilities and duties; his motivation to work was higher.

In terms of Certification, there were differences in values between teachers who were already certified and teachers who were not certified. Teachers who had been certified had higher motivation than teachers who had not been certified.

The Analysis of Differences in Respondents' Opinions on Organizational Culture variables

The complete table of ANOVA test results for Organizational Culture variables can be seen more clearly in the appendix. From the test results, there were differences of opinion about organizational culture based on sex characteristics and respondents' certification. In table 3 above, for organizational culture indicators (X2), all p-values indicate > 0.0, except for indicators X23 and X24. The p-value = 0.030 <0.05 for X24 and 0.08 < 0.1 for X24. The organizational culture indicator (X23) contains 'the orientation of teachers towards work'. The average answer of male teachers was higher compared to female teachers. In terms of Certification, certified teaching staff was more concerned with the outcome of their work than teachers who are not certified. This was following the certification system because certification did indeed assess the work of an educator.

Analysis of Differences in Respondents' Opinions on Job Satisfaction variables

Table 3 shows the differences of opinion about job satisfaction based on teacher certification (p-value Y15 = 0.088); <0.1 means there are differences in answers between the teaching staff based on the certification obtained. The average respondent's answers indicated the teaching staff who were not certified had higher job satisfaction compared to those who were not certified. This indicated certification did not guarantee job satisfaction. Allegedly, it was due to the difficulty of the requirements to complete the certification report every year as well as the demands of teaching hours.

The Analysis of Differences in Respondents' Opinions on Performance variables

The table shows there are differences of opinion among respondents regarding performance variables based on years of service and age. The longer the work period of a teacher, the he tended to have better the performance. The working period of more than 29 years was the work period with the highest average performance value. As for the age category, teachers at the age of 38 - 47 years were the most productive and mature age to produce a good performance, because, at that age, a teacher was highly experienced and professional in mastering learning materials and concepts.

Path Analysis for Hypothesis Testing with PLS-SEM

Outer Model Evaluation (Measurement Model)

There were three criteria in using data analysis techniques with SmartPLS to assess the outer model, namely convergent validity, Discriminant Validity, and Composite Reliability.

Convergent Validity

Convergent Validity of the measurement model with reflexive indicators was assessed based on the correlation between item scores or component scores. The results of the analysis were evaluated with PLS software. Individual reflexive measures were classified as high if they correlated more than 0.70 with the measured variable. However, according to Chin (1988) in Ghozali (2014), for initial research, the measurement scale of loading values 0.5 to 0.6 was considered sufficient. This research study used a loading factor limit of 0.5. The results of processing using PLS displayed two indicators that did not meet the proper convergent validity values, namely indicators X12 and X19. The rest, the value of the outer model or correlation between other variables had fulfilled convergent validity because all indicator variables had loading factor values above 0.50. It means all indicators deserved to be included in further analysis.

For exogenous constructs, the Organizational Culture indicator (X26: Aggressiveness) was the strongest measure of the other indicators because it had the greatest outer loading value (0.855). By paying attention to the average value of outer loading, each variable

possessed 7 organizational culture indicators that were the strongest in responding to the performance of educators through job satisfaction.

Discriminant Validity

Discriminant validity was implemented to ensure that each concept of each latent variable was different from the other variables. A research model is said to have good Discriminant validity if each loading indicator value of a latent variable has a loading value that is greater than the loading value, if it is correlated with other latent variables. Discriminant validity test results of this study can be seen in table 4 below:

Table 4. Discriminant Validity

Average Variance Extracted (AVE)			Correlation			
Variable	AVE	Root of AVE	X1	X2	Y1	Y2
X1	0.393	0,627	1.000	0.697	0.723	0.223
X2	0.484	0,696	0.697	1.000	0.654	0.362
Y1	0.408	0,639	0.723	0.654	1.000	0.229
Y2	0.571	0,756	0.223	0.362	0.229	1.000

Source: PLS Processed Data 2018

The results of the three variables have an AVE value above 0.50 and all variables have a root value of AVE higher than the correlation coefficient between one variable with another variable so that the data have good discriminant validity.

Composite Reliability

Validity and reliability criteria can also be seen from the reliability value of a variable and the value of the Average Variance Extracted (AVE) of each variable. The variable has high reliability if the composite reliability value is above 0.70 and AVE is above 0.50.

Table 5. Composite Reliability

Variable	Composite Reliability
Control System (X_1)	0.881
Leadership (X_2)	0.865
Motivation (Y_1)	0.772
Performance (Y_2)	0.840

Source: PLS Processed Data 2018

Table 5 explains that all variables meet the composite reliability because the value is above the recommended number, which is above 0.7 that meets the reliable criteria.

Based on the results of the overall evaluation, both convergent, discriminatory validity, composite reliability, which has been described above, indicators as measurement for latent variables are valid and reliable measurement.

Inner Model Evaluation (Structural Model Testing)

Inner model testing or structural model was carried out to see the relationship between variables, significance values and the R-square of the research model. The structural model was evaluated using R-Square, for the dependent variable of t-test as well as the significance of the coefficient of structural path parameters. Evaluation of the inner model with PLS-SEM started by looking at the value of R-Square.

R-Square value for the Job Satisfaction variable (Y_1) was 0.566. This means that the percentage influence of motivation and organizational culture on job satisfaction was 56.6%, while the remaining 43.4% was influenced by other factors.

Furthermore, the R-Square value for the Performance variable (Y_2) was 0.133 means that 13.3% of the performance variable was influenced by job satisfaction as an intervening variable of motivation and job satisfaction, while the remaining 86.7% was caused by other factors.

Hypothesis testing

Bootstrapping method was a new sampling procedure repeatedly of N new samples from original data of size n. The simultaneous test used a t-test statistic, which was useful to test the significance of the effect of exogenous variables (X_i) as a whole against endogenous variables Y. The test aimed to compare the T value resulting from the calculation of T-statistics with T-Tables. If the T-Statistic value was smaller than the T-table (T-Statistic < T-table), then the hypothesis applied null. Conversely, the null hypothesis would be rejected if the T-Statistic value was greater than the T-table (T-Statistic > T-table).

For a more detailed explanation of the answers to the hypotheses of this research study, it can be seen in the table of the path analysis results below.

Table. 6 Path Analysis Results

Hypothesis	Relationship	Original Sampel (O)	T-Statistics (O/STDEV)	P-Values	Conclusion
H1	Work Motivation (X1) → Job Satisfaction (Y1)	0.520	5.605	0.000	Accepted
H2	Work Motivation (X1) → Performance (Y2)	0.067	0.477	0.634	Rejected
H3	Organizational Culture (X1) → Job Satisfaction (Y1)	0.291	0.027	0.003	Accepted
H4	Organizational Culture (X2) → Job Satisfaction (Y2)	0.398	4.022	0.000	Accepted
H5	Job Satisfaction (Y1) → Performance (Y2)	0.018	0.156	0.867	Rejected

Sumber: Processed Data, 2018

Hypothesis 1 Testing: The Effect of Motivation on Job Satisfaction

Hypothesis 1 stated motivation had a positive and significant effect on job satisfaction. Test results on the parameter coefficient between motivation and job satisfaction showed a positive relationship with a coefficient of 0.520 and a T-statistic value of 5.605 and significant with a P-value of 0.000. Hence, Hypothesis was accepted.

Hypothesis 2 Testing: The Effect of Motivation on Performance

Hypothesis 2 stated motivation did not significantly influence the performance. The test results on the parameter coefficient between motivation on performance showed no positive relationship with a coefficient value of 0.067 and a T-statistic value of 0.477 (T-statistic value below the T-Table value; $0.477 < 1.973$) and not significant with a P value of 0.634 (greater than 0.05). Hence, the hypothesis was rejected.

Hypothesis 3 Testing: The Effect of Organizational Culture on Job Satisfaction

Hypothesis 3 stated organizational culture had a positive and significant effect on job satisfaction. The test results on the parameter coefficient between organizational culture on job satisfaction showed a positive relationship with a coefficient of 0.291 and a T-statistic value of 3.027 and significant with a P value of 0.003. Hence, the hypothesis was accepted.

Hypothesis Testing 4: The Effect of Organizational Culture on Performance

Hypothesis 4 described organizational culture significantly influenced performance. The test results on the parameter coefficient between organizational culture on performance showed a positive relationship with a coefficient value of 0.398 and a T-statistic value of 4.022 (T-statistic values above the T-Table value; $4.022 > 1.973$) and significant with a P-value of 0.000 (greater from 0.05). Hence, the hypothesis was accepted.

Hypothesis 5 Testing: The Effect of Job Satisfaction on Performance

Hypothesis 5 explained that job satisfaction had a positive and significant effect on performance. The test results on the parameter coefficient between job satisfaction on performance showed no positive relationship with a coefficient of 0.018 and a T-statistic value of 0.156 (T-statistic value < t-table of 1.973) and not significant with a P-value of $0.876 > 0.05$. Therefore, the hypothesis was rejected.

Discussion

The Effect of Motivation on Job Satisfaction

The results of the data analysis indicated that motivation had a positive and significant effect on job satisfaction. The results of the analysis were in line with research studies conducted by (Kadek et al., 2015; Lilis Suryani and Komarudin, Key, & Work, 2014; Tetuko, 2012). They proved motivation affected job satisfaction.

From the results of descriptive analysis, the work motivation of teachers was good. The indicator with the lowest value was the physiology indicator, which included salary, allowances, and available school infrastructure. For schools, especially local governments needed to pay special attention to teacher welfare benefits and improve school infrastructure adequately in accordance with the ideal standard of education.

Discrimination test results also showed men had higher work motivation than women. This was because men play the role of educators as well as family heads so that their work motivation was higher than that of female educators. If the allowance given to male teachers could meet the needs of family life, both basic to tertiary needs, then that would certainly increase the work motivation of educators.

In terms of years of service, ANOVA test results (attached) for educators who had longer work periods showed higher work motivation. Hence, the more professional an educator was, the more he understood his responsibilities and duties, and the higher his work motivation. For this reason, it was necessary to improve education and training for teaching staff, so they could be more professional and understood their responsibilities as an educator.

In terms of Certification, it was evident there were differences in values between certified teaching staff and those who had not yet been certified. Educators who were already certified had higher motivation in their field of work than educators who were not certified. Principals needed to motivate teachers who had not yet received certification so that they immediately completed the certification requirements established to increase their work motivation.

The Effect of Motivation on Performance

The results of data analysis proved that work motivation did not significantly influence performance. The results of this study were not in line with research studies conducted by (Ardiana, 2017; Kadek et al., 2015; Lilis Suryani and Komarudin et al., 2014; Tetuko, 2012; Zubaidah, 2015) which concluded that the work motivation system influenced the performance of educators.

The difference in the results of this study allegedly because the benefits provided did not meet what expected and could only meet the basic needs. Inadequate school facilities and infrastructure were also suspected to be the cause of the lack of work motivation of educators.

Based on the results of the descriptive analysis, the majority of respondents felt happy to work as educators in state-owned elementary schools, especially for teachers who were State Civil Apparatus (PNS). PNS teacher status is a guarantee for welfare until old age later with the existence of health insurance and pensions.

The Effect of Organizational Culture on Job Satisfaction

The results of the data analysis showed organizational culture had a positive and significant effect on job satisfaction. The results of this study were in line with the research studies of (Hakim & Hadipapo, 2006; Ikhsan, 2016; Melina Taurisa & Ratnawati, 2012; Sari, 2009; Tumbelaka, Alhabsji, & Nimran, 2016). From the results of the descriptive analysis, the majority of educators agreed that the culture of the teaching staff organization was very good with the highest indicators of teamwork had been well established. Educators generally placed high trust in coworkers who had high loyalty to the team and coordinated with colleagues in completing their work.

Likewise, with other tests, there were differences of opinion about organizational culture based on sex characteristics and respondents' certification. The average answers of male respondents were higher than those of female educators. In terms of Certification, certified educators were more concerned about the results of their work than educators who were not certified. This was in accordance with the certification system because certification aims to assess the work of an educator.

The Effect of Organizational Culture on Performance

The results of the data analysis revealed that Organizational Culture had a positive and significant effect on performance. Under the results of the studies (Hakim, 2009; Ikhsan, 2016; Melina Taurisa & Ratnawati, 2012; Sari, 2009; Tumbelaka et al., 2016), which stated organizational culture influenced performance, this study also proved that organizational culture influenced the performance of educator.

From the results of descriptive analysis, it is known that the lowest value for organizational culture variables was on the stability indicator. Respondents acknowledged that they did not understand the overall vision and mission aligned with their career development and the school did not have a clear strategy for their career development. Besides, employee day activities and family gatherings were rarely completed.

For this reason, the school had to provide an overall understanding of the vision and mission of the teaching staff so that it would be in harmony with their career development; the activities could be carried out through seminars, training, workshops or employees and family gatherings.

The Effect of Job Satisfaction on Performance

The results of data analysis proved that job satisfaction did not have a positive and significant effect on performance. The results of a research study conducted by (Sari, 2009) were not in line with the study.

From the results of descriptive analysis, the majority of respondents had high job satisfaction.

The highest indicator was the supervision role of the principal. Respondents acknowledged that the principal had given instructions to subordinates well. Leaders also took time for subordinates and assisted subordinates in providing an understanding of a job.

Indicators addressed were the direct compensation side. The salaries and benefits provided had not satisfied the teaching staff. For this reason, the role of local governments was needed to adjust salaries and benefits according to the needs of teaching staff.

From the discrimination test results, there were differences of opinion about job satisfaction based on the certification. The average respondent's answers indicated educators who were not certified had higher job satisfaction compared to educators who were not certified. This indicated certification did not guarantee job satisfaction. Allegedly, this was due to the difficulty of fulfilling the requirements to complete the certification report annually. Besides, it was also caused by the demands of teaching hours. Hence, it made the difference of opinion.

4.0 CONCLUSION

Based on the results of data analysis and discussion, motivation has a positive and significant effect on job satisfaction but does not significantly influence performance. Organizational culture holds a positive and significant effect on job satisfaction and performance. Job satisfaction does not significantly influence performance.

The performance of educators needs to be improved by providing soft skills (personality) and communication training for educators so that they act following religious, legal and social norms and improve work ethics and responsibilities. Educators require getting an understanding that they are the role models in the community.

Physiological factors include salary, benefits, facilities, and infrastructure. It needs special attention from the leaders, especially the local government. Performance-based benefits need to be formulated appropriately to improve the performance of teaching staff.

The school should provide educators with an overall understanding of the vision and mission to be in line with their career development. This activity can be done through seminars, training, workshops, or employee and family gatherings.

The issue of salary, fair and transparent benefits, and promotion policies for employee positions should also be addressed. Thus, the potential and well-performing employees have the opportunity to occupy positions in accordance with their work performance.

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