



Leadership Style, Motivation, and Organizational Culture on Job Satisfaction and Teacher Performance

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Article History

Received

12 March 2022

Received in revised form

3 April 2022

Accepted

27 April 2022

Published Online

27 May 2022

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Abstract

The purpose of this study was to determine and analyze the influence of leadership style, work motivation, organizational culture on job satisfaction and teacher performance at the Taruna Andalan School of the Kerinci Citra Kasih Foundation. The population of this study were all teachers at the Taruna Andalan School as many as 85 people. While the sample technique used is the saturated sample technique. Where this technique all members of the population are sampled. Based on the sampling technique, the sample of this study was set at 85 samples. The data analysis technique in this study used descriptive analysis and PLS structural equation model (SEM) analysis. The results of this study indicate that leadership style, work motivation, organizational culture have a positive and significant impact on teacher job satisfaction. Leadership style, job satisfaction have a positive and significant impact on performance. Meanwhile, work motivation and organizational culture are not significant on performance. The results of the intervening research are very interesting to study further because the variables that have an influence tend to be related to the characteristics of the teachers at the Taruna Andalan School. Leadership style, work motivation and organizational culture have no significant effect on teacher performance. For further researchers, it is expected to replace other variables if they want to examine the same object.

Keywords: Leadership Style, Motivation, Organizational Culture, Job Satisfaction, Teacher Performance

1.0 INTRODUCTION

Creating job satisfaction (Sari, Sudarno, Nyoto, & Suyono, 2022) in human resources is not easy because job satisfaction can be created if the variables that influence it include work motivation (Bakhroini, Junaedi, & Putra, 2022), leadership (Van Vugt & von Rueden, 2020), and organizational/company culture can be properly accommodated and accepted by all employees in an organization/company. Organizational performance depends on individual performance or in other words individual performance will contribute to organizational performance, meaning that the behavior of organizational members both individually and in groups gives strength to organizational performance because motivation (Isik et al., 2018) will affect organizational performance.

From the existing conditions at the Taruna Andalan School, problems were found in teacher performance which was still not on target (Very Good) resulting in work productivity not meeting targets and phenomena related to performance were found, namely teacher performance which was not up to the standard desired by the Foundation. Problems that arise related to job satisfaction at the Taruna Andalan School, the Kerinci Citra Kasih Foundation, Pelalawan Regency include:

- It has an impact on the teacher's service to their students because of the lack of job satisfaction obtained while working at the Andalan Taruna School
- On the other hand, the low performance of teachers can be seen from the supervision results of the school principal
- Lack of teacher job satisfaction caused by internal factors and internal factors of the school environment.

Several studies were conducted by Atik Novitasari et al (2012) and Aziizah (2018), Arifin et al (2018) and Kuswoyo et al (2018), Ni Kadek and Eni (2015) and Salih (2020), Hera and Dadang (2015) and Mia Sumiati (2019), Yusuf (2016) and Aziizah (2018), Hardika (2017) and Kadir (2017) have proven that there is a relationship between leadership style, motivation, organizational culture (Joseph & Kibera, 2019) on job satisfaction (Rosenberg & Bonsaksen, 2022) and teacher performance (Asl & Osam, 2021). However, every research that has been done previously has different independent variables, dependent variables, populations and samples. This research was

conducted on a theoretical basis that existed previously with different research objects to complement and strengthen the results of previous studies regarding the influence of leadership style, organizational culture (Putra & Renaldo, 2020), motivation on job satisfaction (Hafni, Renaldo, Chandra, & Thaeif, 2020) and teacher performance (Purwati & Satria, 2017).

Based on the background and observations found several problems that need to be investigated. i Low teacher performance resulting in work productivity that is not on target, the results of the Graduation Competency Standards are still low so that the quality of graduate students is not optimal, this reflects the quality and performance of teachers in schools is still low. The impact on teacher service to their students is due to the lack of job satisfaction obtained while working at the Taruna Andalan School. On the other hand, the low performance of teachers can be seen from the supervision results of the principal, the lack of teacher job satisfaction caused by internal factors and internal factors in the school environment. The variables to be examined are leadership style, organizational culture motivation on job satisfaction and teacher performance. The drafted conceptual framework describes the direct influence of each variable. The purpose of this study was to analyze the influence of leadership style, organizational culture motivation on job satisfaction and teacher performance.

2.0 LITERATURE REVIEW

Employee Performance Theory

The definition of performance according to (Mangkunegara, AA., 2017) is: employee performance (work achievement) is the result of work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. Therefore it is concluded that HR performance is work performance or work results (output) both in quality and quantity achieved by HR per unit time in carrying out their work duties in accordance with the responsibilities given to them.

According to (Simanjuntak, 2018) performance is the level of achievement of results for carrying out certain tasks. Company performance is the level of achievement of results in order to achieve company goals. Performance management is the overall activity carried out to improve the performance of a company or organization, including the performance of each individual and work group in the company. Individual performance, group performance and company performance are influenced by many internal and external organizational factors.

According to (Nurmansyah, 2018) performance comes from the notion of performance. There are also those who provide an understanding of performance as a result of work or work performance. But actually performance has a broader meaning, not only the result of work but including how the process of a job takes place.

According to (Suryadharma, 2015) performance management is a process designed to improve the performance of organizations, groups, individuals driven by managers. Basically performance management is a process that is carried out in synergy between managers, individuals and groups towards a job within the organization. This process is based more on the principle of management by objectives than management by command, although it also includes the need to emphasize high performance expectations through such contracts.

In conducting performance appraisal, it requires an appropriate technique or measurement tool to suit the conditions, to minimize negative things for employees. To measure employee performance, dimensions and several indicators can be used which will be explained in more detail, namely the Performance Appraisal determined according to the SOP at the YKCK Mainstay Taruna School as follows:

1. RPP with indicators including:
 - a. Apperception
 - b. Strategy
 - c. Teaching aids
 - d. Assessment Instrument
2. Teacher observation indicators include:
 - a. Appearance of the teacher
 - b. Student involvement in learning
 - c. Discipline when teaching
 - d. Emotional control (Renaldo, Sudarno, & Hutahuruk, 2020) of teachers
3. Reporting on the assessment of learning outcomes indicators include:
 - a. Make a description of the achievement of attitude competence
 - b. Determine NA daily assessment
 - c. Make a description of the achievement of knowledge competence (Gazali, Panjaitan, & Chandra, 2022)
4. Indicators of professional responsibility include:
 - a. Discipline
 - b. Communication
 - c. Loyalty
 - d. Responsibility
5. Portfolio indicators include:
 - a. Competition or academic achievement

- b. Certificate of expertise
 - c. Sharing knowledge
6. 6S activities and VMB indicators include:
- a. Carry out the principles of the 6S and VMB
 - b. Execute each meeting

Job Satisfaction Theory

One of the company's efforts to retain employees is to pay attention to job satisfaction. Job satisfaction is a very important factor to get optimal work results. Job satisfaction is a general attitude of an individual towards his work. Job satisfaction is a positive feeling about work resulting from an evaluation of its characteristics (Robbins, 2018).

(Sutrisno, 2017) suggests job satisfaction is a pleasant or unpleasant emotional state for workers to view their work. Job satisfaction reflects one's feelings towards his work. Meanwhile, according to (Suwatno, 2014) job satisfaction is a worker's feelings towards his work, whether he likes or likes or dislikes or dislikes as a result of the interaction of workers with work environment or as a perception of mental attitude, as well as the result of workers' assessment of their work. Workers' feelings towards their work reflect their attitude and behavior (Nyoto, Renaldo, Karuppanan, Bhuiyan, & Kumarasamy, 2021) at work.

According to (Sutrisno, 2017) defining employee job satisfaction is an important issue that is considered in relation to employee work productivity and dissatisfaction is often associated with high levels of job demands and complaints. Job satisfaction in general concerns a person's attitude towards his job. Because it concerns attitude, the notion of job satisfaction (Awang, Aji, Osman, Al-Mashhadani, & Deli, 2020) includes various things such as the conditions and tendencies of a person's behavior.

According to (Wibowo, 2016) indicators of job satisfaction are:

1. The work itself
2. Salary/Wage
3. Supervision
4. Colleagues

Leadership Style Theory

The leadership style (Marliza, Nyoto, & Sudarno, 2022) of a leader is a factor that determines the success of achieving organizational goals. And the application of leadership style from one organization to another varies according to organizational conditions and work patterns of members of the organization, so that in practice this leadership style will improve the performance of organizational members. Leadership style is a variety of behavior patterns that are preferred by leaders in the process of directing and influencing workers (Oktavianus, Leadership Style and Organizational Culture Its Influence on Employee Performance in Malayang Village 1 Manado, 2017) Leadership style is a pattern of management behavior designed to combine interest and effort personal and organizational to achieve goals (Nurmansyah, 2018).

Leadership style describes a combination of consistent and underlying philosophy, skills, traits and attitudes. Leadership style shows, directly or indirectly, about a leader's belief in the abilities of his subordinates. This means that leadership style is behavior and strategy as a result of a combination of philosophies, skills, attitudes, traits, which are often applied by a leader when he tries to influence the performance of his subordinates (Rivai; 2014; 42).

Leadership style has dimensions and indicators according to (Nurmansyah, 2018), including:

1. The structure of the initiative consists of several indicators:
 - a. Arranging work sections
 - b. Employment relations
 - c. Purpose
2. Consideration consists of several indicators:
 - a. Trust
 - b. Retrieval of ideas
 - c. Level of concern

Motivation Theory

(Samsudin, 2016) says that motivation is the process of influencing or pushing from the outside towards a person or work group so that they want to carry out something that has been set. Motivation or driving force is intended as a natural urge to satisfy and maintain life.

Gie in (Samsudin, Sadili, 2016) states that motivation is the work done by managers in providing inspiration, encouragement and encouragement to other people, in this case employees, to take certain actions. Giving this encouragement is to activate people or employees so that they are excited and can achieve the results desired by these people.

Allen in (Nurmansyah, 2018) states that motivation is the work done by a manager in inspiring, encouraging and encouraging others to take action. (Sihotang A., 2017) states that motivation comes from the word motivation which means encouragement of inner strength, while to motivate means encouraging to behave

or try. Motivation is related to: the direction of behavior, the strength of the response (effort) to act, the resilience of behavior within a certain period of time, motivation is closely related to behavior and achievement.

Herzberg in (Manullang, 2019) states that indicators that act as motivators for employees consist of:

1. Achievement (implementation success)
2. Recognition (recognition)
3. The work it self (the work itself)
4. Responsibilities (responsibility)
5. Advancement (development)

Organizational Culture Theory

According to Geert Hofstede in (Wibowo, 2016) states that culture consists of a shared mental program that requires an individual response to the environment. This definition implies that we see culture in everyday behavior, but it is controlled (Napitupulu, Sudarno, & Junaedi, 2021) by a mental program that is deeply instilled. Meanwhile, according to Edgar Schein in (Wibowo, 2016) who argued that organizational culture is a philosophy that underlies organizational policies, rules of the game for getting along, and feelings or climate brought about by the physical preparation of the organization.

Organizational culture according to Stephen Robbins in (Wahjosumidjo, 2019) is a general perception held by members of the organization, a system (Renaldo, Suharti, Andi, Putri, & Cecilia, 2021) of shared meaning. Meanwhile, according to (Mangkunegara, AA., 2017) which states that organizational culture is a set of assumptions or a system of beliefs, values, and norms developed within the organization which is used as a guideline for behavior for its members to overcome external and internal adaptation problems.

According to (Rivai, 2014) states that organizational culture is a framework that guides daily behavior and makes decisions for employees and directs their actions to achieve organizational goals. Organizational culture is a pattern of beliefs and values (Values) of the organization that is understood, imbued, and practiced by the organization, so that this pattern gives its own meaning and becomes the basis for the rules of behavior in the organization.

According to Robbins in (Sunyoto, Human Resource Management, 2020) said, research shows there are seven main characteristics that as a whole show the nature of the culture of an organization, namely:

1. Innovation and Courage to Take Risks
2. Attention to Details
3. Results Oriented
4. People Orientation
5. Team Orientation
6. Aggressiveness
7. Stability

Hypothesis

Based on the formulation of the problem that has been previously determined, the authors draw the following research hypotheses:

- H1: There is an influence between leadership style and job satisfaction
 H2: There is an influence between motivation on job satisfaction
 H3: There is an influence between organizational culture on job satisfaction
 H4: There is an influence between leadership style on teacher performance
 H5: There is an influence between motivation on teacher performance
 H6: There is an influence between organizational culture on teacher performance
 H7: There is an influence between job satisfaction on teacher performance

3.0 METHODOLOGY

This research will use quantitative research by utilizing survey data as the main data source. While the sampling technique used was a census technique with a sample of 85 teachers at the Taruna Andalas Pangkalan Kerinci School. Data collection was carried out using a questionnaire and literature study. The questionnaire consisted of 8 questions on work environment and leadership style, 7 questions on motivation, 14 questions on organizational culture, 8 questions on job satisfaction and 12 questions on teacher performance. While the research instrument uses a modified Likert scale with a scale of 1-5. The analysis technique uses the Structural Equation Modeling - Partial Least Square (SEM-PLS) method. The instrument validity test was carried out by calculating the factor loading value of each statement item with the limitation that the instrument is said to be valid if the factor loading coefficient value is ≥ 0.7 . The reliability test was carried out by calculating the Cronbach's Alpha (CA) and Composite Reliability (CR) values of all variables and the results obtained for all variables showed a value of ≥ 0.70 which means that all variables are reliable (Bungin, 2014).

The analysis of structural equations there are 3 steps, namely:

1. Development of a model based on theory

The model that has been designed in Figure 2 must be based on a causality relationship and this relationship must be supported by existing theory. This stage has been discussed in chapter 2 in building models and hypotheses.

2. Arrange path diagrams and structural equations. The form of a function or equation as follows:

$$Y1 = \beta1X1 + \beta2X2 + \beta3X3 + e1$$

$$Y2 = \beta4X1 + \beta5X2 + \beta6X3 + \beta7Y1 + e2$$

where:

X1 = Leadership Style

X2 = Motivation

X3 = Organizational Culture

Y1 = Job Satisfaction

Y2 = Teacher Performance

$\beta_{1...7}$ = Standardized Coefficient

$e_{1...2}$ = error term

3. Data processing and hypothesis testing. The next step is to carry out the processing using SPSS 21. The results obtained can be directly carried out to test the hypothesis.

4.0 RESULTS AND DISCUSSION

Respondent Profile

Based on Table 1 it shows that the majority of teachers who were used as respondents were female as many as 64 people, while there were 21 male respondents. The majority of teachers are aged between 45 – 54 years. The majority of teachers also have strata-1 education (S1), namely as many as 79 people. The working period is dominated by teachers with a working period of 11-15 years, namely 25 people.

Table 1. Characteristics of Respondents (n=85 respondents)

No	Characteristics	Category	Total	Percentage (%)
1	Gender	Man	21	25%
		Woman	64	75%
2	Age	25 – 34 Years	19	22%
		34 – 44 Years	28	33%
		45 – 54 Years	29	34%
		55 - 64 Years	9	11%
3	Level of education	DIII	4	5%
		Undergraduate (S1)	79	93%
		Strata 2 (S2)	2	2%
4	Years of service	< 6 years	13	15%
		6 – 10 years	10	12%
		11 – 15 years	25	29%
		16 – 20 years	16	19%
		21 – 25 years	19	22%
		26 – 30 years	2	2%
	> 30 years	0	0%	

Source: Processed Data, 2022

SEM-PLS results

Testing the suitability of the model (model fit) on the SEM model, there is an evaluation that must be carried out which tests unidimensionality and reliability. The Construct Reliability and Validity test results in this study using the Smart PLS software can be shown in the following table:

Table 2. Construct Reliability and Validity

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Leadership Style	0.900	0.938	0.836
Motivation	0.838	0.925	0.861
Organizational culture	0.901	0.922	0.628
Satisfaction	0.840	0.905	0.763

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Performance	0.863	0.907	0.708

Source: Smart PLS Processed Data, 2022

Based on the table it is known that the construct reliability and validity of the PLS SEM testing can be explained as follows:

Cronbach Alpha test

Apart from being measured by convergent validity and discriminant validity, the outer model can also be measured by looking at construct reliability or latent variables as measured by looking at the Cronbach's alpha value of the indicator block that measures the construct. The construct is declared reliable if the Cronbach's alpha value is greater than 0.60. The model shows the Cronbach's alpha value for all constructs is above the value of 0.60. Thus it can be concluded that all constructs have good reliability in accordance with the minimum value implied.

Composite Reliability Test

Apart from being measured by assessing convergent validity and discriminant validity, the outer model can also be measured by looking at construct reliability or latent variables as measured by looking at the composite reliability value of the indicator block that measures the construct. The model shows the composite reliability value for all constructs is above the value of 0.70. Thus it can be concluded that all constructs have good reliability according to the required minimum value limit.

Average Variance Extracted (AVE)

To determine discriminant validity, it can be seen by the average variance extracted (AVE) method for each construct or latent variable. The model has better discriminant validity if the AVE square root for each construct is greater than the correlation between the two constructs in the model. From table 4.10 it is known that the AVE value of each construct is above 0.5. Therefore there are no convergent validity problems in the tested model so that the constructs in this research model can be said to have good discriminant validity.

Data Multicollinearity Test

The multicollinearity test was carried out on a questionnaire with the aim of knowing whether the regression model found a perfect correlation between the independent variables. The multicollinearity test in this study was carried out using SEM with the help of SmartPLS software to obtain the value of the Variance Inflation Factor (VIF) and Tolerance. If the VIF value < 10 , then there are no signs of multicollinearity. Conversely, if the VIF value is > 10 , then there is high multicollinearity. The results of the multicollinearity test can be presented in the following table:

Table 3. Multicollinearity Test

Variable	Satisfaction	Performance	Conclusion
Leadership Style	2.345	2.550	Multicollinearity Does Not Occur
Motivation	1.740	1.993	Multicollinearity Does Not Occur
Organizational culture	2.905	3.264	Multicollinearity Does Not Occur
Satisfaction		2.861	Multicollinearity Does Not Occur

Source: Results of Smart PLS Processed Data, 2022

From table 3 each variable in this study shows a number less than 10, meaning that there are no symptoms of multicollinearity. So that the test results are said to be reliable or believe. So the structural coefficient value of the SEM model in the Smart PLS test can be said to be reliable and immune to changes that occur in other variables in the SEM model.

Determination Coefficient Test (R^2)

The coefficient of determination test (R^2) is a test that aims to assess the percentage of the influence of the indicators that affect the dependent variable, while the rest can be influenced by indicators that are not explained in this study. The results of the test for the coefficient of determination can be seen in table 4 below:

Table 4. Test of the Coefficient of Determination (R²)

Dependent Variable	R Square	R Square Adjusted	Conclusion
Satisfaction	0.650	0.637	Strong influence
Performance	0.158	0.116	Weak influence

Source: Smart PLS Processed Data, 2022

From table 4 it can be seen that the performance R Square is 0.158 with the Adjusted R Square number being 0.116 which means that variations in performance levels can be explained by leadership style, work motivation and organizational culture while the rest are influenced by other factors not included in this study. The R Square of job satisfaction is 0.650 with the Adjusted R Square number being 0.637 which means that variations in job satisfaction can be explained by variations in leadership style, work motivation and organizational culture while the rest are influenced by other factors not included in this study.

PLS Equation Model Structure Analysis (SEM)

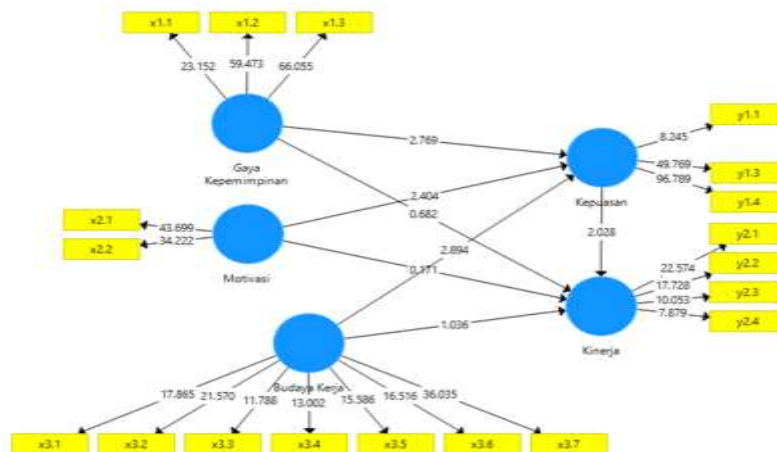
The Equation Model Structure Test (SEM) of this study aims to see the effect of exogenous variables on endogenous variables. The results of testing the Equation Model Structure (SEM) in this study are:

Table 5. Structure of the PLS Equation Model (SEM)

Influence between Variables	Original Sample (O)	T Statistics (O/STDEV)	P Values	Conclusion
Leadership Style -> Job satisfaction	0.268	2.769	0.006***	Significant Positive
Work motivation -> Job satisfaction	0.297	2.404	0.017***	Significant Positive
Organizational Culture -> Job satisfaction	0.354	2.894	0.004**	Significant Positive
Leadership style -> Performance	0.107	0.682	0.496	Not significant
Work Motivation -> Performance	-0.032	0.171	0.865	Not significant
Organizational culture -> Performance	-0.218	1.036	0.301	Not significant
Satisfaction -> Performance	0.486	2.028	0.043**	Significant Positive

Source: Smart PLS Processed Results, 2022

Based on the table, the following Structural Equation Model (SEM) image can be seen on figure 1.



Source: Smart PLS Processed Data, 2022

Figure 1. SMART PLS SEM Analysis

Based on the table and figure above, an equation model can be made in this study as follows:

$$Y1 = 0.268X1 + 0.297X2 + 0.354X3$$

$$Y2 = 0.107X1 - 0.032X2 - 0.218X3 + 0.486Y1$$

In the results of the PLS model Equation Structure equation (SEM), Equations 1 and 2 can be explained as follows:

1. The leadership style variable has a positive influence on job satisfaction by 0.268. This value means that if the leadership style increases by one unit assuming other factors are fixed or zero, it can increase job satisfaction by 0.268. The higher the leadership style, the higher the teacher satisfaction.
2. Motivation has a positive influence on job satisfaction of 0.297. This value means that if work motivation increases by one unit assuming other factors are fixed or zero, it can increase job satisfaction by 0.297. The higher the work motivation given, the teacher's job satisfaction is increasing.
3. Organizational culture variable has a positive effect on job satisfaction of 0.354. This value means that if organizational culture increases by one unit assuming other factors are fixed or zero, it can increase job satisfaction by 0.354. The higher the organizational culture, the teacher's job satisfaction is increasing.
4. The leadership style variable has a positive effect on performance of 0.107. This value means that if the leadership style increases by one unit assuming other factors are fixed or zero, performance can increase by 0.107. The higher the leadership style, the higher the teacher's performance.
5. The variable of work motivation has a negative effect on performance of -0.032. This value means that if work motivation increases by one unit assuming other factors are constant, it can reduce teacher performance by -0.032. The higher work motivation, the lower the teacher's performance achievement.
6. Organizational culture variable has a negative influence on teacher performance of -0.218. This value means that if the organizational culture increases by one unit assuming other factors are fixed or zero, performance can decrease by -0.218. The higher the organizational culture, the lower the teacher's performance.
7. Job satisfaction variable has a positive influence on performance of 0.486. This value means that if job satisfaction increases by one unit assuming other factors are constant, performance can increase by 0.486. The higher the job satisfaction, the higher the teacher's performance.

Hypothesis Test Analysis (t test)

Hypothesis testing on the PLS Equation Model Structure (SEM) in this study aims to see the effect of exogenous variables on endogenous variables.

Table 6. Hypothesis Test Results

Hypothesis	Endogens Variables -> Exogenous Variables	Estimates	Conclusion
H1	Leadership Style -> Job satisfaction	0.268	Positive
H2	Work motivation -> Job satisfaction	0.297	Positive
H3	Organizational Culture -> Job satisfaction	0.354	Positive
H4	Leadership style -> Performance	0.107	Positive
H5	Work Motivation -> Performance	-0.032	Negative
H6	Organizational culture -> Performance	-0.218	Negative
H7	Satisfaction -> Performance	0.486	Positive

Source: Smart PLS Processed Results, 2022

The results of testing the hypothesis of the Structure of the Equation Model (SEM) in this study using the help of smart PLS can be explained as follows:

1. The influence of leadership style on teacher job satisfaction
Based on the results of testing the hypothesis that the influence of leadership style on job satisfaction has a P-value of 0.006 or the p-value is smaller than the predetermined alpha of 0.05. It can be concluded that the leadership style variable has a significant influence on job satisfaction. Thus, the hypothesis that has been proposed can be accepted. These results can be concluded that a good leadership style can have a significant impact on increasing teacher satisfaction in schools.
2. The effect of motivation on teacher job satisfaction
Based on the results of testing the hypothesis the effect of motivation on job satisfaction has a P Value of 0.017 or the P Value is smaller than the predetermined alpha of 0.05. It can be concluded that the teacher's work motivation variable is significantly positive on job satisfaction. Thus, the hypothesis that has been proposed is accepted. These results can be concluded that good work motivation certainly has an impact on increasing the job satisfaction of teachers at the Taruna Andalan School.
3. The influence of organizational culture on job satisfaction. Based on the results of hypothesis testing, the influence of organizational culture on teacher job satisfaction has a P Value of 0.004 and the value is less than 0.05. It can be concluded that organizational culture variables have a significant influence on job satisfaction. Thus, the hypothesis that has been proposed can be accepted. These results can be concluded that a good

organizational culture can have a significant impact on increasing teacher job satisfaction at the Taruna Andalan School.

4. The influence of leadership style on performance

Based on the results of testing the hypothesis that the influence of leadership style on teacher performance (Setiawan, Junaedi, & Chandra, 2021) has a P-value of 0.496 or the p-value is greater than the predetermined alpha of 0.05. It can be concluded that the teacher's leadership style variable is not significant on teacher performance. Thus, the hypothesis that has been proposed is rejected. These results can be concluded that not always a good leadership style has an impact on improving the performance of teachers in the Taruna Andalan School.

5. The effect of motivation on teacher performance

Based on the results of testing the hypothesis that the influence of work motivation on teacher performance has a P Value of 0.171 or the P Value is greater than the predetermined alpha of 0.05. It can be concluded that the variable of teacher work motivation is not significant to teacher performance. Thus, the hypothesis that has been proposed is rejected. These results can be concluded that the provision of work motivation does not always have an impact on improving performance, where the work motivation given is good but the performance produced by the teacher is still not optimal.

6. The influence of organizational culture on teacher performance

Based on the results of testing the hypothesis the influence of organizational culture on teacher performance has a P Value of 0.301 or the P Value is greater than the predetermined alpha of 0.05. It can be concluded that the variable of teacher organizational culture is not significant to teacher performance. Thus, the hypothesis that has been proposed is rejected. These results can be concluded that not always a good organizational culture has an impact on improving the performance of teachers in Taruna Andalan Schools, the organizational culture created is good but the performance produced by teachers is still not optimal.

7. The effect of job satisfaction on teacher performance.

Based on the results of testing the hypothesis the effect of job satisfaction (Arif, Komardi, & Putra, 2021) on teacher performance has a P Value of 0.043 or the P Value is smaller than the predetermined alpha of 0.05. It can be concluded that the variable teacher job satisfaction has a significant positive effect on teacher performance. Thus, the hypothesis that has been proposed is accepted. These results can be concluded that good teacher job satisfaction has an impact on improving the performance of teachers at the Taruna Andalan School.

Discussion

The Effect of Leadership Style on Job Satisfaction of Mainstay Cadets School Teachers

Based on the results of testing the hypothesis of the influence of leadership style on job satisfaction (Jacksen, Chandra, & Putra, 2021), it can be concluded that the teacher's leadership style variable on job satisfaction has an impact on job satisfaction. These results can be concluded that a good leadership style can have a significant impact on increasing the job satisfaction of teachers at the Taruna Andalan School. Leadership can be said as a way of a leader, in directing, encouraging, and managing all elements within an organization to realize a goal to be achieved, resulting in maximum employee performance. To achieve this goal a leader can provide morale boost to employees, so that the goals and objectives planned together can reach the target. In addition, leaders can provide promotions for employees who excel in order to create employee job satisfaction. By providing compensation, employees will have job satisfaction and high morale to achieve a target.

Based on the results of the respondents' responses to the leadership style variable, it shows that the lowest respondent's response is statement item number 1 about "All the activities that I participate in at the Taruna Andalan School have been determined by the leadership." This response also still shows a high response from respondents even though it is a low response. On average, respondents gave very high responses to statements to measure the variable teacher leadership style at the Taruna Andalan School. This result is in line with the results of teacher job satisfaction indicating that the respondent's response with the highest item is statement no. 8 about "I feel satisfied with the social environment in work at the Taruna Andalan School". This statement means that the more satisfied a teacher is at work, the more work will be created and the better work results will be achieved. While the statement that gets the lowest response value from the respondent's statement item no. 4 of the statement is "I feel satisfied with the benefits (bonuses) that I receive in accordance with the results of my performance". This statement can be interpreted that the more fulfilled the rewards and allowances received by the teacher for the performance (Renaldo et al., 2021) that has been carried out, the more satisfied a teacher will be working in the organization.

Research that supports and proves that there is a positive and significant relationship between leadership style and job satisfaction was conducted by Atik Novitasari et al (2012) and Aziizah (2018). Meanwhile Arifin et al

(2018) and Kuswoyo et al (208) have a different opinion which states that there is no positive and significant relationship between leadership style and job satisfaction.

The Effect of Work Motivation on Job Satisfaction of Mainstay Cadets School Teachers

Based on the results of testing the hypothesis of the effect of work motivation (Sukmawaty, Sudarno, & Putra, 2021) on job satisfaction, it shows that teacher work motivation has an impact on teacher job satisfaction. These results can be concluded that good teacher work motivation certainly has a good impact on increasing job satisfaction of Taruna Andalan School teachers. Employees will be satisfied if they get what they need. The greater the employee's needs are met, the more satisfied the employee will be. Vice versa, the fewer employee needs that are not met, the employee will feel dissatisfied. Employees who get job satisfaction will carry out their work better, employees who do not get job satisfaction will never reach psychological maturity which will cause frustration.

Based on the results of respondents' responses to the teacher's work motivation variable, it shows that the lowest respondent's response is statement item no. 7 regarding "At Taruna Andalan Schools, they know the remuneration system and its application is satisfactory". Although this response is the lowest, it is still relatively high. On average, respondents gave very high responses to statements to measure the work motivation variable of teachers at the Taruna Andalan School. This result is in line with the results of teacher job satisfaction which shows the respondent's response to the highest item statement no.8 about "I feel satisfied with the social environment in work at the Taruna Andalan School". This statement means that the more satisfied a teacher is at work, the more work will be created and the better work results will be achieved. While the statement that gets the lowest response value from the respondent's statement item no. 4 of the statement is "I feel satisfied with the benefits (bonuses) that I receive in accordance with the results of my performance". This statement can be interpreted that the more fulfilled the rewards and allowances received by the teacher for the performance that has been carried out, the more satisfied a teacher will be working in the organization.

These results are in line with research that supports and proves that there is a positive and significant relationship between motivation and job satisfaction conducted by Ni Kadek and Eni (2015) and Salih (2020). Research results from Hera and Dadang (2015) and Mia Sumiati (2019) which state that there is no relationship or negative relationship between work motivation and job satisfaction.

The Effect of Organizational Culture on Job Satisfaction

Based on the results of testing the hypothesis of the influence of organizational culture on job satisfaction, that a good organizational culture can have a significant impact on increasing teacher job satisfaction at the Taruna Andalan School. If the employee's perception of the culture in an organization is good, then the employee will feel satisfied with his job. Conversely, if employees' perceptions of the culture in an organization are not good, then employees tend to be dissatisfied with their work. Employees who are satisfied with their jobs and consider their work as something fun will tend to have good performance besides organizational culture and job satisfaction, another variable that influences employee performance is organizational commitment (Ramadona, Putra, & Komardi, 2021). Organizational commitment (Fadhli, Komardi, & Putra, 2022) is a situation in which an employee sided with a particular organization and its goals and desire to maintain membership in the organization.

Based on the results of respondents' responses to this variable, it shows that the highest respondent's response is statement item no. 13 about "I and my colleagues at the Taruna Andalan School must have the will to try". This statement means that teachers at the Taruna Andalan School must have high effort, a strong will to work in order to improve education and the quality of education at the Taruna Andalan School. While the lowest respondent's response was item no.10's statement regarding "Every Sunday all parties working at the Taruna Andalan School conduct briefings to carry out some work planning". On average, respondents gave very high responses to statements to measure organizational culture variables in the Taruna Andalan School.

This result is in line with the results of teacher job satisfaction showing the lowest respondent's response from the respondent's statement item no. 4 of the statement is "I feel satisfied with the benefits (bonuses) that I receive in accordance with the results of my performance". This statement can be interpreted that the more fulfilled the rewards and allowances received by the teacher for the performance that has been carried out, the more satisfied a teacher will be working in the organization.

Research that supports and proves that there is a positive and significant relationship between organizational culture and job satisfaction was conducted by Yusuf (2016) and Aziizah (2018). For research conducted by Handika (2017) and Kadir (2017) there is no significant relationship between organizational culture and job satisfaction.

The Effect of Leadership Style on Teacher Performance

Based on the results of testing the leadership style hypothesis on teacher performance at the Taruna Andalan School, it has no impact or it can be concluded that good leadership style does not always have an impact on improving teacher performance at Taruna Andalan Schools. A good leader is a leader who is able to bring his organization or company into a great organization and is able to compete healthily to always be at the forefront while still paying attention to the welfare of its employees. Employee performance will be better if the employee has expertise, is willing to work because he gets a salary that is in accordance with his field of work, and there is expectation for a better career path in the future.

Based on the results of the respondents' responses to the leadership style variable, it shows that the lowest respondent's response is statement item number 1 about "All the activities that I participate in at the Taruna Andalan School have been determined by the leadership." This response also still shows a high response from respondents even though it is a low response. On average, respondents gave very high responses to statements to measure the variable teacher leadership style at the Taruna Andalan School.

In line with the respondent's response to the teacher's performance variable, the lowest response statement from the respondent who answered was statement item no. 10. The sound of the statement was "I often write Classroom Action Research". This statement can be interpreted that the teacher is active in carrying out class actions as a form of evaluation of the performance he is doing.

Research that supports and proves a positive and significant relationship between leadership style and employee performance was conducted by Yulia Rachmawati (2013) and Susanty and Baskoro (20120) stating that there is a significant influence of leadership style on employee performance. Research conducted by Handromi (2017) and Yusuf (2016) that there is no relationship or negative relationship between leadership style and performance.

Effect of Work Motivation on Performance

Based on the results of testing the hypothesis of the effect of motivation on performance. it can be concluded that not always good work motivation does not necessarily have an impact on improving the performance of teachers at the Taruna Andalan School. The success of a company can be achieved by improving employee performance. The success of the company depends on the behavior of employees to be able to achieve goals effectively and efficiently. An organization must treat employees humanely, namely by providing work that can enhance their dignity, provide the necessary facilities, meet expectations, provide motivation, provide opportunities to grow and develop and provide health and safety guarantees.

Based on respondents' responses to the teacher's work motivation variable Based on the results of respondents' responses to the teacher's work motivation variable it shows that the lowest respondent's response is statement item no. 7 regarding "At Taruna Andalan Schools, they know the remuneration system and its application is satisfactory". Although this response is the lowest, it is still relatively high. On average, respondents gave very high responses to statements to measure the variable of teacher work motivation at the Taruna Andalan School. In line with the respondents to the teacher performance variable

In line with the respondent's response to the teacher's performance variable, the lowest response statement from the respondent who answered was statement item no. 10. The sound of the statement was "I often write Classroom Action Research". This statement can be interpreted that the teacher is active in carrying out class actions as a form of evaluation of the performance he is doing.

Research stating that there is a positive and significant relationship between work motivation and research performance was conducted by Agung Setiawan (2013) and Handayani (2015). Furthermore, researchers who stated that there was no relationship or negative relationship between work motivation and employee performance were carried out by Alfian (2017) and Sri Purwanti.

The Influence of Organizational Culture on Performance

Based on the results of testing the hypothesis that organizational culture has not been able to have an impact on teacher performance. It can be concluded that good organizational culture is not always able to have a good impact on improving teacher performance at Taruna Andalan Schools. Performance is the result of work that is achieved in quality and quantity by an employee in carrying out his duties in accordance with the responsibilities given to him. An organization is usually formed to achieve a goal through the performance of all human resources in the organization. However, the performance of human resources is largely determined by the internal and external environmental conditions of the organization, including organizational culture.

Based on the results of respondents' responses to this variable, it shows that the lowest respondent's response is item no.10's statement regarding "Every Sunday all parties who work at the Taruna Andalan School do

briefings to carry out some work planning". On average, respondents gave very high responses to statements to measure organizational culture variables in the Taruna Andalan School.

In line with the respondent's response to the teacher's performance variable, the lowest response statement from the respondent who answered was statement item no. 10. The sound of the statement was "I often write Classroom Action Research". This statement can be interpreted that the teacher is active in carrying out class actions as a form of evaluation of the performance he is doing.

Research that supports and proves that there is a positive and significant relationship between organizational culture and performance by Febriantina et al (2018) and Purwanto et al (2020). Meanwhile, Indajang et al (2020) and Iphank and Ardiana 2017) state that there is no relationship between organizational culture and performance.

The Effect of Job Satisfaction on Performance

Based on the results of testing the hypothesis that teacher job satisfaction has a significant impact on teacher performance. These results can be concluded that good teacher job satisfaction is able to have a good impact on improving the performance of teachers at the Taruna Andalan School.

One of the key success factors in improving organizational performance begins with the performance of individual employees of the organization. Better employee performance is expected to have a positive impact. Employee performance can be traced from employee attitudes such as job satisfaction and organizational commitment (Wardana, Putra, & Panjaitan, 2022).

Based on the results of respondents' responses to the job satisfaction variable, these results are in line with the results of respondents' responses to the teacher's job satisfaction variable, which shows that the respondent's response is the lowest from the respondent's statement item no. 4 of the statement is "I feel satisfied with the benefits (bonuses) that I receive in accordance with the results of my performance". This statement can be interpreted that the more fulfilled the rewards and allowances received by the teacher for the performance that has been carried out, the more satisfied a teacher will be working in the organization.

In line with the respondent's response to the teacher's performance variable, the lowest response statement from the respondent who answered was statement item no. 10. The sound of the statement was "I often write Classroom Action Research". This statement can be interpreted that the teacher is active in carrying out class actions as a form of evaluation of the performance he is doing.

Research that proves a relationship or effect between job satisfactions on performance was conducted by Werang (2014) and Yusuf (2016). Meanwhile, research that proves there is no relationship or negative effect between job satisfaction and performance was conducted by Anna Sriekaningsih (2017) and Ratnasari et al (2021).

The Effect of Job Satisfaction as a Mediation/Intervening Variable

Table 7. Indirect Effects

	Specific Indirect Effects
Leadership Style -> Satisfaction -> Performance	0,075
Motivation -> Satisfaction -> Performance	0,146
Organizational Culture -> Satisfaction -> Performance	0,158

Source: Smart PLS, 2022

The results of this research are very interesting to be studied further because the variables that have an influence tend to be related to the characteristics of the teachers at Taruna Andalan School. Leadership style, work motivation and organizational culture have no significant effect on teacher performance. These results indicate that there is teacher apathy towards the leadership style at the Taruna Andalan School and results in a lack of motivation for the teacher to achieve performance, as well as for the teacher in applying the tasks to the organization at the Taruna Andalan School which are not carried out optimally. However, the Foundation needs to pay more attention to teacher satisfaction, because it is very possible that a decrease in the quality of leadership style, work motivation and organizational culture has an influence on decreasing employee satisfaction which will ultimately reduce teacher performance.

5.0 CONCLUSION

Conclusion

Based on the results and discussion of the research described in the previous chapter, a conclusion can be made in this study as follows: 1. Leadership style variable has a positive and significant effect on job satisfaction. Where

leadership can increase job satisfaction at Taruna Andalan schools. 2. The variable of work motivation has a positive and significant effect on job satisfaction, where work motivation can increase job satisfaction at the Taruna Andalan School. 3. Organizational culture variables have a positive and significant effect on job satisfaction where organizational culture can increase job satisfaction at Andalan Taruna School. 4. The leadership style variable has a positive and insignificant effect on performance where leadership style can improve teacher performance at the Andalan Taruna School. 5. The variable of work motivation has no significant effect on performance where work motivation cannot improve the performance of teachers at Sekolah Taruna Andalan. 6. Organizational culture variables have no positive effect on teacher performance where organizational culture cannot improve teacher performance at Taruna Andala School. 7. The variable of job satisfaction has a positive and significant effect on performance where job satisfaction can improve the performance of the Andalan Taruna School teacher. Leadership style, work motivation and organizational culture have no significant effect on teacher performance. These results indicate that there is teacher apathy towards the leadership style at the Andalan Taruna School and results in a lack of motivation for the teacher to achieve performance.

Research Limitations

Based on the results and research conclusions that have been described, there are some limitations that are experienced and can be a number of factors that need more attention for future researchers to perfect their research because this research certainly has deficiencies that need to be continuously improved in future studies. Some of the limitations in the study, among others:

1. Models of leadership style, motivation, and organizational culture and job satisfaction explain teacher performance only by 0.158 or 15.8%, meaning that 84.2% is still explained by factors not examined in this study.
2. The object or research sample is the teacher at the Taruna School. The mainstay of Pelalawan Regency which has different views in answering the variables in this research questionnaire.

Suggestion

Based on the results of research and discussion in this study, it can be suggested several things as follows:

1. Academic Benefits

For further academics/researchers, it is recommended for further researchers who are interested in the same theme, with this research it is suggested to use another sampling method with a larger number of samples so that the influence of the independent and dependent variables is more measurable, stronger, and better.
2. Practical benefits
 - a. For academics and practitioners, with the results of this research in order to be able to improve a better leadership style for teachers of the Taruna Andalan School, Pelalawan Regency.
 - b. For schools, the results of this study are hoped for school management to continue to maintain this Work Motivation so that they can continue to improve teacher performance at the Taruna Andalan School, Pelalawan Regency.
 - c. For the government, in order to be able to determine regulations and policies that are good and profitable for teachers, especially at the Mainstay Taruna School in Pelalawan Regency.

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