
Improving Teacher Performance through Strengthening Organizational Culture, Teamwork, Self-Efficacy, and Work Motivation

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ABSTRACT

The purpose of this research is to improve teacher performance through strengthening organizational culture, teamwork, self-efficacy, and work motivation. The method used in this research is quantitative, with path analysis. Then continued with SITOREM analysis to analyze the variable indicator items that affect performance. The results of this study are that there is a direct influence of organizational culture, teamwork, self-efficacy, and work motivation variables on teacher performance; there is a direct influence of organizational culture, teamwork, and self-efficacy on work motivation; there is an indirect influence of organizational culture, teamwork, and self-efficacy on teacher performance through work motivation.

Keywords: Teacher Performance, Organizational Culture, Teamwork, Self-efficacy,

INTRODUCTION

Education functions to develop abilities and shape the character and civilization of a dignified nation, in order to educate the nation's life, aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. In an effort to realize the goals and functions of national education above, the role of teachers is one of the most strategic components. Teachers who are professional and have good performance will be able to determine the achievement of the goals and functions of education. This is in line with the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System (Sisdiknas) Article 39 paragraph (2) states that educators are professionals. The position of teachers and lecturers as professionals has a vision of realizing the implementation of learning in accordance with the principles of professionalism to fulfill the same rights for every citizen in obtaining quality education.

In order for the country's colors to obtain quality education, one important factor is teacher performance. The measure of teacher

performance can be seen from a sense of responsibility to carry out the mandate, the profession that is carried out, a sense of moral responsibility on his shoulders. All of this will be seen in compliance and loyalty in carrying out teacher duties in the classroom and educational duties outside the classroom (Setiyati, 2014). This attitude will also be followed by a sense of responsibility in preparing all teaching equipment before carrying out the learning process.

Teacher performance can be seen and measured based on the competency specifications that each teacher must have. Based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007, the Academic Qualification Standards and Teacher Competencies are developed as a whole into 4 main competencies, namely (1) pedagogical competence, (2) personality, (3) social, and (4) professional. In relation to teacher performance, the form of behavior in question is the teacher's activities in managing the learning process starting from how a teacher assesses learning to improvement and enrichment.

Colquitt, et al., in his book entitled *Organizational Behaviour Improving*



Performance and Commitment in the Workplace states that "Job performance is formally defined as the value of the set of employee behaviors that contribute, either positively or negatively, to organizational goal accomplishment. This definition of job performance includes behaviors that are within the control of employees, but it places a boundary on which behaviors are (and are not) relevant to job performance." (Colquitt et al., 2018). From the above quote, it is stated that performance is formally defined as the values of employee behavior that contribute, either positively or negatively, to the achievement of organizational goals. This definition of job performance includes behaviors that can be controlled, and is limited by behaviors that are relevant (and not) to job performance. Performance has 3 dimensions, namely: *task* performance, *citizenship* behavior, and *counterproductive* behavior.

The same thing is stated in the book *Management*, "Performance (*performance*) is the end result of an activity, with the criteria of whether these results can be said to be efficient and effective" (Robbins & Coulter, 2012). From this statement it is clearly stated that performance can be said to be efficient and effective but also vice versa. Measures for performance are 1) work productivity, 2) work effectiveness, and 3) efficiency that shows workers.

Daft states something in line with the two quotes above, that "Performance is an effort to achieve work results and goals by using resources in effective and efficient ways. To be said to achieve effective and efficient results, performance can be measured from several dimensions, namely 1) Goal Achievement, 2) Productivity, 3) Service Satisfaction, 4) Efficiency, and 5) Effectiveness (Daft, 2010).

Efforts to achieve the goals and functions of education are not easy. One of the determinants in achieving this is by maximizing teacher performance. There needs to be more attention to teacher resources to be able to improve their performance in order to achieve the goals and functions of education. Therefore, the theme of teacher performance is considered

very interesting to be raised in research. The teacher performance in question does not only lead to the factors that influence it. However, it is more about how to improve teacher performance so that it can support the achievement of the goals and functions of education in Indonesia.

Teachers are the most decisive component in the education system as a whole, which must receive central attention, because teachers are always related to any component in the education system. Teachers play a major role in educational development, especially in determining the success of students, especially in relation to the teaching and learning process. Teachers are also the most influential component in the creation of quality educational processes and outcomes. Therefore, any improvement efforts to improve the quality of education will not make a significant contribution without being supported by professional teachers.

Based on the results of research conducted by Astika et.al. (2021) shows that employee performance affects job stress and job satisfaction. The Regional Financial and Revenue Management Agency of Buleleng Regency can carry out programs or activities that can reduce job stress and increase employee job satisfaction such as family gatherings or pay attention to interpersonal relationships among employees.

Meanwhile, the results of a preliminary survey conducted by Cintaka, Abdullah and Sunaryo (2021) in 109 junior high schools in Bogor Regency showed that: There are 48.3% of teachers who have problems with work productivity, 25% of teachers who have problems in the quality of work, 13.3% of teachers who have problems in the quantity of work, 18.3% of teachers who have problems with work efficiency, 51.7% of teachers who have problems in implementing e-learning to improve student learning outcomes and in carrying out Classroom Action Research (CAR) using school funding budgets to improve student learning outcomes. And the results obtained from the study outline that the study found that the variables of situational

leadership, organizational climate, and personality had a significant positive relationship with teacher performance. (Cintaka et al., 2021). The research above directly says that teacher performance is closely related to work productivity, work quality, work quantity, work efficiency, and e-learning implementation and there are other variables that affect teacher performance, namely situational leadership, organizational climate and personality.

Meanwhile, based on the results of research related to teacher performance in East Jakarta, it shows that there is 74.5% of the teacher's performance value is the result of the work of the principal's decision-making factors, learning organizations, and self-efficacy, while 25.5% of the performance value is contributed by other factors that have a relationship with improving teacher performance (Sayuti et al., 2021). The quote explains that 74.5% of the teacher performance value is the result of the principal's decision-making factors, learning organizations, and self-efficacy, while 25.5% of the performance value is contributed by other factors that have a relationship with improving teacher performance.

From the description above, teacher performance is a variable that is still an important concern today in various regions in Indonesia. The form of teacher performance can be observed through the role of teachers in the teaching and learning process. Teacher performance is the result of work, which can be observed and measured, achieved by a teacher in carrying out the main tasks and functions that are his responsibility to achieve goals. This cannot be separated from the ability and efforts of teachers to carry out learning tasks as well as possible in the teaching process, implementation of learning activities and evaluation of learning outcomes. However, based on the results of a preliminary study with a sample of 30 private high school teachers in Depok city, the results were obtained:

1. There are 21.9% of teachers who have problems in the goal achievement indicator, which can be seen from teachers who have not completed their work according to the

target, have not completed additional tasks, and are still working by selecting work.

2. There are 33.3% of teachers who have problems in the indicator of suitability of work results, which can be seen from teachers who have not completed work according to the work plan, have not checked the work results, and have not improved service to customers.
3. There are 27.1% of teachers who have problems with the effectiveness indicator, which can be seen from teachers who choose to chat about other things with co-workers, do not complete work before the deadline, and have no willingness to learn new things.
4. There are 22.9% of teachers who have problems with the efficiency indicator, which can be seen from teachers who have not completed work using existing facilities, did not complete work before the set time schedule, and did not use the raw materials as needed.

From the data above, it can be seen that there are indications of problems in teacher performance. To be able to improve teacher performance, it requires high compliance related to organizational culture from each teacher. In carrying out their duties, teachers are inseparable from the rules and norms that apply within the school, which if these are obeyed by all, it is hoped that good performance will be achieved from the teachers. Meanwhile, if the rules and norms are not implemented with full responsibility, then of course it is likely that teacher performance will not be maximized. Theoretically, rules and norms are included in the organizational culture that every member of the organization must obey. This is in line with the results of the study that organizational culture has a direct positive relationship with employee performance. It is therefore anticipated that a positive and strong school culture can make the average staff perform and achieve goals while a negative and weak culture can demotivate outstanding staff to perform poorly and end up without achievement (Cahya et al., 2021).

In Schein's book *Organizational Culture and Leadership*, states that "The culture of a group can now be defined as a pattern of shared basic assumptions learned by a group as it solves its problems of external adaptation and internal integration, which has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems" (2010). That a group's culture can be defined as a pattern of shared basic assumptions learned by the group as they attempt to solve problems of external adjustment and inward integration, which has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems. Schein emphasizes the importance of a process of formation towards the ideal (*culture formation*), namely a persistent effort towards the formation of patterns and integration of the various "sub cultures" in the organization. So culture is not seen as a static condition that is accepted, but is always dynamic following the external development and internal integrity of the organization, and that the factor of common *history* in the group strengthens the *culture formation*.

There are several dimensions in organizational culture according to Schen, namely 1) Artifact dimension; Reflection of the company's organizational culture at the surface level, and includes all phenomena that can be seen, heard and felt. Included in this dimension are group products (works), such as technology design, myths and organizational history. It also includes values that emerge in the community, such as rituals, events and ceremonies. Although at this level, the various forms of organizational culture are easy to see and feel, they are sometimes difficult to explain systematically. 2) The Values Dimension; Values that are married and standardized so that solutions emerge from a leader or influential individual in the organization, which are intended to solve the organization's problems. 3) Basic Assumption Dimension; Part of the organizational culture that is at the deepest level

to solve problems that have been running repeatedly and become fixed values that are accepted with confidence by the members of the organization. These solutions have become an indispensable value as an inseparable part of the organization. In fact, these values are believed to be true and become part of the organization and eventually develop into a corporate culture.

Another opinion is expressed by Luthans (2011), according to him, organizational culture is an understanding of the values and norms that are important in the organization, which directs the behavior of organizational members. Luthans added, there are several factors in organizational culture, namely 1) Patterns of real behavior of organizational members, 2) Norms and standards of behavior at work, 3) The most important (*dominant*) values that are mutually understood, 4) Rules that guide members, 5) Organizational climate, which is the atmosphere that members feel in life in the organization.

Greenberg & Baron in his book *Behavior in Organization* (2008) say that organizational culture is a cognitive framework consisting of attitudes, values, norms of behavior, expectations, and a set of basic assumptions shared by organizational members. Core organizational values reflected in the culture include 1) Sensitivity to customer and employee needs, 2) Employee interest in generating new ideas, 3) Openness in available communication options, 4) Friendliness and compatibility of employees with each other, 5) Openness to options for how to communicate, and 6) Friendship and closeness between employees.

In addition, teamwork also has a relationship with teacher performance. Greenberg and Baron (2008), in their book *Behavior in Organizations*, state that *teamwork* is a set of individuals who work in groups, who have the same goals, and use organizational resources effectively. According to them, there are several factors that influence *teamwork*, namely: 1) The members have a common goal, 2) Homogeneity of Group Membership, 3) Members have complementary skills, 4) The realization of interpersonal communication, 5)

Rewards for group performance, and 6) Group *cohesiveness* (2008: 307-312).

The same thing is stated in the book *Organizational Behavior*, that *teamwork* is a group of individuals who feel satisfied working in a group and each is willing to contribute to the group. This is inseparable from the following dimensions: 1) Group goals are clearly formulated, 2) Active participation of members, 3) Relationships between members are informal, 4) Decisions are made together (*consensus*), 5) Open interpersonal communication, 6) Clear group norms, and 7) Complementary abilities (Kreiter R & Kinicki A, 2010: 310-314).

Kreitner & Kinicki (2010) state that self-efficacy is a person's belief about his opportunity to successfully complete a particular task. The elements of self-efficacy according to Keitner & Kinicki are 1) Performing well means aspects of judgment related to success. The indicators are a) Previous experience, b) Behavioral models (the success of others in the same task), c) Persuasion from others, and d) Physical and emotional state.

Self-efficacy is one of the most influential aspects of self-knowledge in everyday human life. This is based on the results of research by Sayuti et.al. (2021): There is a positive and very significant relationship between self-efficacy and teacher performance as indicated by the correlation coefficient $r_{y3} = 0.441$ and the coefficient of determination $R_{y3} = 0.1946$, meaning that efficacy contributes to teacher performance by 19.46%. The suggestions put forward for improving teacher performance are in accordance with the order of priority calculations in the SITOREM analysis, namely strengthening self-efficacy, strengthening decision making, and strengthening learning organizations. Strengthening self-efficacy for teachers to improve indicators; Develop abilities and achievements, have an optimistic view in doing assignments, through the form of training or workshop activities that are able to foster confidence and confidence in teachers in managing learning according to their abilities and competencies. The meaning of the quote above is that there is a positive and very

significant relationship between self-efficacy and teacher performance as indicated by the correlation coefficient $r_{y3} = 0.441$ and the coefficient of determination $R_{y3} = 0.1946$, meaning that efficacy contributes to teacher performance by 19.46%. Suggestions for improving teacher performance according to the order of priority calculations in the SITOREM analysis are strengthening self-efficacy, strengthening decision making, and strengthening learning organizations. Strengthening self-efficacy for teachers to improve indicators; Developing abilities and achievements, having an optimistic view of doing tasks, through training or workshop activities that are able to foster self-confidence and confidence in managing learning according to their abilities and competencies.

To be able to improve teacher performance, high work motivation is also needed. The following research results show that based on the partial test results, namely individually, it shows that there is a significant influence of the motivation variable on teacher performance. With the explanation above, it can be concluded that motivation is the desire for encouragement that arises in a person due to the influence of both positive and negative influences to do something related to groups / organizations and individuals, both encouragement that comes from within oneself (intrinsic) and the influence from outside (extrinsic) which affects the results of a job (Suhardi et al., 2022).

Gibson, et al. (2012), in his book entitled *Organizations: Behavior Structure and Processes*, states that "*Motivation is the concept which describes the forces acting on or within an individual to initiate and direct behavior. The concept is used to explain differences in the intensity of behavior, and also to indicate the direction of behavior*". That motivation is a concept that describes the forces acting on or within an individual to initiate and direct behavior. The concept is used to explain differences in the intensity of behavior, and also to indicate the direction of behavior. Gibson, et al., also suggested factors in motivation, namely "*The two-factor of motivation: 1) A set of*

extrinsic conditions, the job context. They include pay, status, and working conditions. 2) A set of intrinsic conditions, the job content. These conditions include feelings of achievement, increased responsibility, and recognition ", that there are two factors in motivation, namely: 1) A set of extrinsic conditions, the job context, including pay, status, and working conditions. 2) A set of intrinsic conditions, job content. These conditions include feelings of accomplishment, increased responsibility, and recognition.

In line with the above opinion, Devadass in his article states that "*Work motivation is a phenomenon related to people in a work context, which it describes as the set of internal and external forces that initiate work related behavior, and determine its form, direction, intensity, and duration.*" (Devadass, 2011). So, according to Devadass that Work motivation is a phenomenon related to people in the work context, which is described as the set of internal and external forces that initiate work-related behavior, and determine its form, direction, intensity, and duration. Devadass also added, "*The definition recognizes the influence of both: 1) Environmental forces (e.g., organizational reward systems, the nature of the work being performed), 2) Forces inherent in the person (e.g., individual needs and motives)*". So the definition recognizes that the two dimensions influence each other, namely: 1) Environmental forces (e.g., the organization's reward system, the nature of the work being performed), 2) Forces inherent in the person (e.g., individual needs and motives).

In line with Devadass' opinion above, Almintisir et al (2006) stated, "*Motivation is a motive that is attributed to one's curiosity to do or not to do something in the workplace*". It is explained that Motivation is a motive that is attributed to one's curiosity to do or not to do something in the workplace. Almintisir et al. Added, "*Motivation is generally divided into intrinsic and extrinsic: 1) Intrinsic motivation is a type of motivation that is related to fulfilling one's personal feelings, enjoyment, interest or pleasure; 2) Extrinsic motivation occurs when people are triggered externally to perform in the*

form of play, exploration, and challenge with an aim of attaining an external reward". Motivation is generally divided into two, namely intrinsic and extrinsic motivation: 1) Intrinsic motivation is the type of motivation that relates to the fulfillment of personal feelings, enjoyment, interest or pleasure; 2) Extrinsic motivation occurs when people are externally triggered to perform in the form of play, exploration and challenge with the aim of attaining an external reward.

Obtaining data on teacher performance and several factors related to performance is expected to provide benefits for improving the quality of education in Depok City, especially for senior high school education.

METHOD

This research uses a quantitative approach with a survey design that provides a quantitative (numerical) description of trends, attitudes, and opinions of a small group or sample of a population. Before research is conducted, it is necessary to develop a plan or proposal by outlining the involvement of elements of philosophy, research design and specific methods (Creswell & Creswell, 2018). Quantitative research uses a positivist perspective by involving various theories, collecting data that supports or refutes the theory and then developing a new synthesis conceptually and applying the research operationally.

The quantitative approach is applied in inferential research, namely in order to test hypotheses about the influence or relationship between variables. For this reason, it is necessary to determine a research design or theoretical model that describes the constellation between the independent variables and the dependent variable. Meanwhile, the method chosen in this research is the survey type. The survey method is an example of non-experimental research in which no manipulation of independent variables is carried out as a condition that has been formed and is not the result of a special treatment (Johnson & Christensen, 2014).

This research is quantitative research, which is to prove the research hypothesis. Researchers will also verify the quantitative

research results obtained through SITOREM Analysis, with the following research steps.



Figure 1 Research steps

Widodo Sunaryo and Sri Setyaningsih (2018). *Examples of Writing Research Instrument Proposals*. Bogor: Pakuan University Postgraduate Program Publisher, p. 8.

RESULT and DICUSSION

Result

1. Hypothesis Test

a. Path Influence Model between Variables on Substructure -1

Table 1 Path Coefficient Value on Substructure-1 Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|------------------------|-----------------------------|------------|---------------------------|-------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 16.478 | 7.466 | | 2.207 | 0.03 |
| | Organizational Culture | 0.236 | 0.039 | 0.285 | 11.1 | 0 |
| | Teamwork | 0.153 | 0.059 | 0.218 | 2.786 | 0.01 |
| | Self-efficacy | 0.226 | 0.036 | 0.255 | 6.259 | 0 |
| | Work Motivation | 0.007 | 0.065 | 0.226 | 2.76 | 0.04 |

a. Dependent Variable: Performance

Table 2 Summary of Empirical Model Results on Substructure-1

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .896 ^a | .991 | .991 | 1.507 |

a. Predictors: (Constant), Work Motivation, Self-efficacy, Organizational Culture, Teamwork

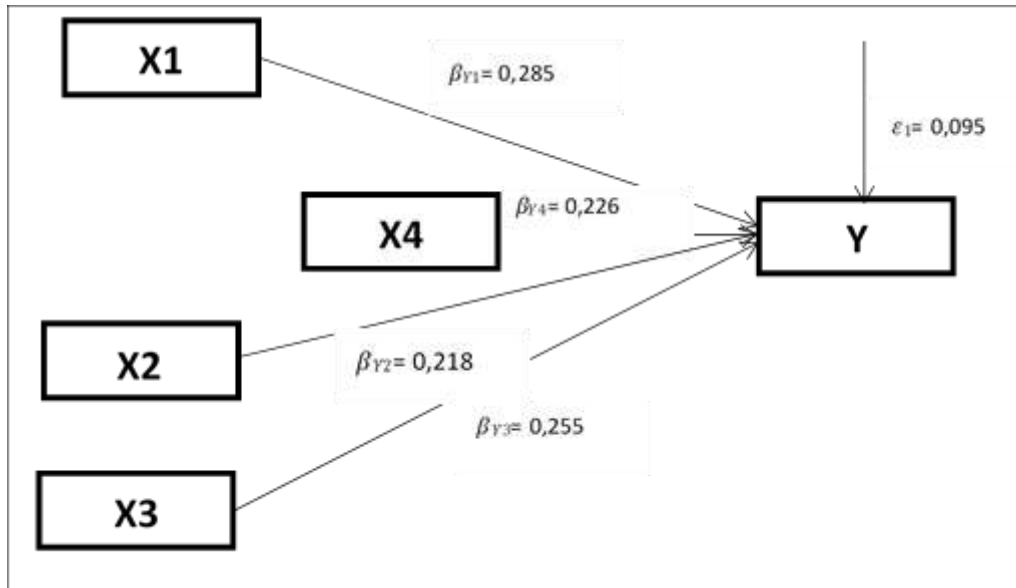


Figure 2 Empirical Causal Effect Model Between Variables in Substructure -1

b. Influence Model between Variables on Substructure -2

Table 3 Path Coefficient Value on Substructure -2
Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|------------------------|-----------------------------|------------|---------------------------|-------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 79.436 | 2.551 | | 31.14 | 0 |
| | Organizational Culture | 0.211 | 0.032 | 0.258 | 6.633 | 0 |
| | Teamwork | 0.392 | 0.044 | 0.321 | 8.814 | 0 |
| | Self-efficacy | 0.179 | 0.03 | 0.207 | 6.005 | 0 |

a. Dependent Variable: Work Motivation

Table 4 Summary of Empirical Model Results on Substructure -2

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .980 ^a | 0.961 | 0.96 | 1.383 |

a. Predictors: (Constant), Self-efficacy, Teamwork, Organizational Culture

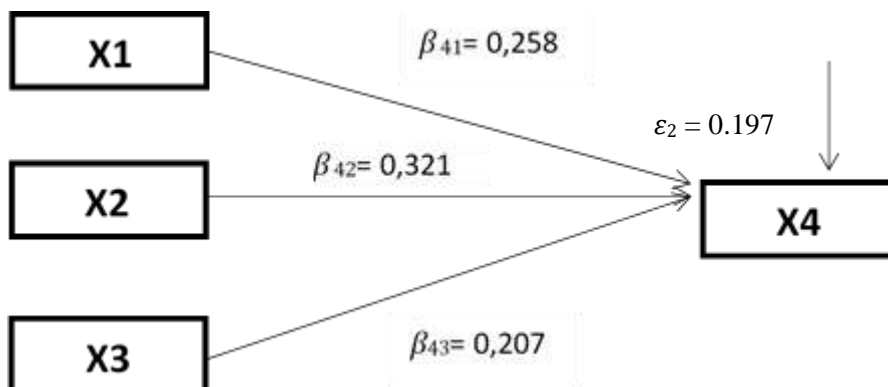


Figure 3 Empirical Causal Effect Model between Variables in Substructure -2

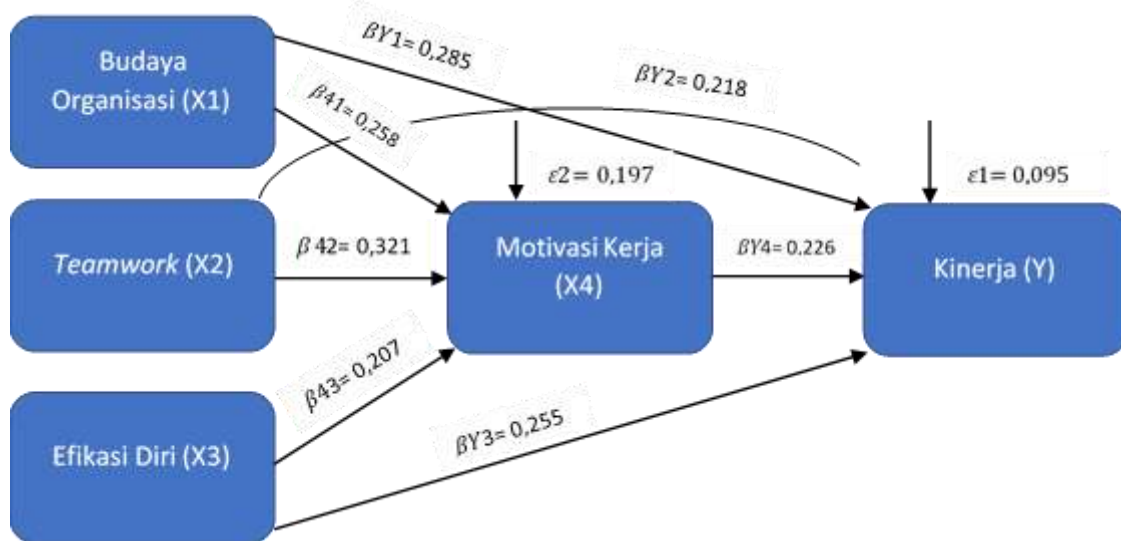


Figure 4 Path Coefficient of Organizational Culture, *Teamwork*, Self-Efficacy, Work Motivation on Performance

2. SITOREM Analysis

Table 5 Sitorem Analysis Results

| Teacher Performance | | |
|---|--|-----------------|
| Initial Indicators | Indicator After Expert Assessment | Indicator Value |
| 1. Goal Achievement | 1 st Appropriateness of Work Results (28.99%) | 3,99 |
| 2. Work Result Conformance | 2 nd Goal Achievement (26.09%) | 3,97 |
| 3. Effectiveness | 3 rd Effectiveness (23.18%) | 3,98 |
| 4. Efficiency | 4 th Efficiency (21.74%) | 3,96 |
| Organizational Culture ($\beta=0.285$) Rank I | | |
| Initial Indicator | Indicator After Expert Assessment | Indicator Value |
| 1. Leadership Policy | 1 st Institutional Values and Norms (23.38%) | 4,42 |
| 2. Institutional Values and Norms | 2 nd Team Orientation (22.08%) | 4,28 |
| 3. Working Atmosphere | 3 rd Leadership Policy (20.08%) | 4,48 |
| 4. Results Orientation | 4 th Work Atmosphere (20.08%) | 4,28 |
| 5. Team Orientation | 5 th Results Orientation (12.99%) | 4,34 |
| Teamwork ($\beta=0.218$) Rank IV | | |
| Initial Indicators | Indicator After Expert Assessment | Indicator Value |
| 1. Homogeneity and cohesiveness | 1 st Complementary Capabilities (23.46%) | 4,25 |
| 2. Complementary Ability | 2 nd Cooperative in Carrying out Tasks (23.46%) | 4,13 |
| 3. Openness | 3 rd Openness (19.75%) | 4,24 |
| 4. Cooperative in Carrying out Tasks | 4 th Homogeneity and Integrity (17.28%) | 4,37 |
| 5. Award | 5 th Awards (16.05%) | 4,36 |
| Self-efficacy ($\beta=0.255$) Rank II | | |
| Initial Indicators | Indicator After Expert Assessment | Indicator Value |
| 1. Task complexity | 1 st Optimism (25%) | 4,53 |

| 2. Social Persuasion | 2 nd Prestige of success (23.68%) | 4,80 |
|--|--|-----------------|
| 3. Successful Behavior Model | 3 rd Social Persuasion (22.37%) | 4,53 |
| 4. Prestige of success | 4 th Success Behavior Model (15.79%) | 4,36 |
| 5. Optimism | 5 th Task complexity (13.16%) | 4,42 |
| Work Motivation ($\beta=0.226$) Rank III | | |
| Initial Indicator | Indicator After Expert Assessment | Indicator Value |
| 1. Achievement Drive | 1 st Interest in Work (27.94%) | 4,06 |
| 2. Responsibility for Work | 2 nd Responsibility for Work (26.47%) | 4,07 |
| 3. Interest in Work | 3 rd Achievement Drive (25%) | 3,84 |
| 4. Work Appreciation | 4 th Job Appreciation (20.59%) | 4,07 |

DISCUSSION

After analyzing the structural model, the results of the resulting calculations are used in hypothesis testing so that further direct and indirect effects of each variable are known. The proposed hypothesis is then given a conclusion by calculating the path coefficient score and significance in each path conducted by the research. The results of this action on all hypotheses proposed can be interpreted as follows.

1. Hypothesis Test Results

a. First Hypothesis Testing

From the calculation results obtained the path coefficient value with $\beta_1 = 0.285$. The results of testing the meaning of the coefficient obtained tcount of 11.102 and t table (dk = 156, with $\alpha = 0.05$) of 1.975 and t table (dk = 156, with $\alpha = 0.01$) of 2.608.

Based on the calculation results as shown in the table above, it is obtained tcount > ttable, then H0 is rejected and H1 is accepted. Thus it can be concluded that Organizational Culture (X1) has a direct positive and significant effect on Performance (Y).

b. Second Hypothesis Testing

From the calculation results obtained the path coefficient value with $\beta_2 = 0.218$. The results of testing the meaning of the coefficient obtained tcount of 2.786 and t table (dk = 156, with $\alpha = 0.05$) of 1.975 and t table (dk = 156, with $\alpha = 0.01$) of 2.608.

Based on the calculation results as shown in the table above, it is obtained tcount > ttable, then H0 is rejected and H1

is accepted. Thus it can be concluded that Teamwork (X2) has a direct positive and significant effect on Performance (Y).

c. Third Hypothesis Testing

From the calculation results obtained the path coefficient value with $\beta_3 = 0.255$. The results of testing the meaning of the coefficient obtained tcount of 6.259 and t table (dk = 156, with $\alpha = 0.05$) of 1.975 and t table (dk = 156, with $\alpha = 0.01$) of 2.608.

Based on the calculation results as shown in the table above, it is obtained tcount > ttable, then H0 is rejected and H1 is accepted. Thus it can be concluded that Organizational Culture (X3) has a direct positive and significant effect on Performance (Y).

d. Testing the Fourth Hypothesis

From the calculation results obtained the path coefficient value with $\beta_4 = 0.226$. The results of testing the meaning of the coefficient obtained tcount of 2.760 and t table (dk = 156, with $\alpha = 0.05$) of 1.975 and t table (dk = 156, with $\alpha = 0.01$) of 2.608.

Based on the calculation results as shown in the table above, it is obtained tcount > ttable, then H0 is rejected and H1 is accepted. Thus it can be concluded that Work Motivation (X4) has a direct positive and significant effect on Performance (Y).

e. Fifth Hypothesis Testing

From the calculation results obtained the path coefficient value with $\beta_5 = 0.258$. The results of testing the meaning of the coefficient obtained tcount of 6.633 and t

table ($dk = 156$, with $\alpha = 0.05$) of 1.975 and t table ($dk = 156$, with $\alpha = 0.01$) of 2.608.

Based on the calculation results as shown in the table above, it is obtained $t_{count} > t_{table}$, then H_0 is rejected and H_1 is accepted. Thus it can be concluded that Organizational Culture (X1) has a direct positive and significant effect on Work Motivation (X4).

f. **Sixth Hypothesis Testing**

From the calculation results obtained the path coefficient value with $\beta_{42} = 0.321$. The results of testing the meaning of the coefficient obtained t_{count} of 8.814 and t table ($dk = 156$, with $\alpha = 0.05$) of 1.975 and t table ($dk = 156$, with $\alpha = 0.01$) of 2.608.

Based on the calculation results as shown in the table above, it is obtained $t_{count} > t_{table}$, then H_0 is rejected and H_1 is accepted. Thus it can be concluded that Teamwork (X2) has a direct positive and significant effect on Work Motivation (X4).

g. **Seventh Hypothesis Testing**

From the calculation results obtained the path coefficient value with $\beta_{43} = 0.207$. The results of testing the meaning of the coefficient obtained t_{count} of 6.005 and t table ($dk = 156$, with $\alpha = 0.05$) of 1.975 and t table ($dk = 156$, with $\alpha = 0.01$) of 2.608.

Based on the calculation results as shown in the table above, it is obtained that $t_{count} > t_{table}$, then H_0 is rejected and H_1 is accepted. Thus it can be concluded that Self-Efficacy (X3) has a direct positive and significant effect on Work Motivation (X4).

h. **Eighth Hypothesis Testing**

From the calculation results, the Z statistic value is 3.497, then the test results obtained Z statistic $3.497 > 1.96$. Thus, it can be concluded that there is a positive indirect effect of Organizational Culture on Performance through Work Motivation.

i. **Ninth Hypothesis Testing**

From the calculation results, the Z statistic value is 2.523, then the test results obtained Z statistic $2.523 > 1.96$. Thus it can be concluded that there is a positive indirect effect of Teamwork on Performance through Work Motivation.

j. **Tenth Hypothesis Testing**

From the calculation results, the Z statistic value is 3.327, then the test results obtained Z statistic $3.327 > 1.96$. Thus, it can be concluded that there is a positive indirect effect of Self-Efficacy on Performance through Work Motivation.

2. SITOREM Analysis Results

Table 46 Sitorem Analysis Results

| ANALYSIS OF SITOREM RESULTS | |
|---|--|
| Priority Order of Indicators to be Strengthened | Indicator retained/developed |
| Organizational Culture ($\beta=0.285$) Rank I | |
| 1 | Institutional Values and Norms (23.38%) (4.42) |
| 2 | Team Orientation (22.08%) (4.28) |
| 3 | Leadership Policy (20.08%) (4.48) |
| 4 | Working Atmosphere (20.08%) (4.28) |
| 5 | Result Orientation (12.99%) (4.34) |
| Self-efficacy ($\beta=0.255$) Rank II | |
| 1 | Optimism (25%) (4.53) |
| 2 | Prestige of success (23.68%) (4.80) |
| 3 | Social Persuasion (22.37%) (4.53) |
| 4 | Successful Behavior Model (15.79%) (4.36) |

| | | | |
|--|---|---|---|
| | | 5 | Task complexity (13.16%) (4.42) |
| Work Motivation ($\beta=0.226$) Rank III | | | |
| 1 | Achievement Drive (25%) (3.84) | 1 | Interest in Work (27.94%) (4.06) |
| | | 2 | Responsibility for Work (26.47%) (4.07) |
| | | 3 | Work Appreciation (20.59%) (4.07) |
| Teacher Performance | | | |
| 1 | Appropriateness of Work Results (28.99%) (3.99) | | |
| 2 | Goal Achievement (26.09%) (3.97) | | |
| 3 | Effectiveness (23.18%) (3.98) | | |
| 4 | Efficiency (21.74%) (3.96) | | |

CONCLUSION

Based on the results of the above research, the researcher can conclude as follows:

1. There is a direct and significant effect of organizational culture on performance with a path coefficient value of $\beta_{y1} = 0.285$, p (sig) < 0.05 . This means that a strong organizational culture can improve teacher performance, so that the stronger the organizational culture implemented, the stronger the teacher performance.
2. There is a direct and significant effect of *teamwork* on performance with a path coefficient value $\beta_{y2} = 0.218$, p (sig) < 0.05 . This means that strong *teamwork* can improve teacher performance, so that the stronger the *teamwork* implemented, the stronger the teacher performance.
3. There is a direct and significant effect of self-efficacy on performance with a path coefficient value of $\beta_{y3} = 0.255$, p (sig) < 0.05 . This means that strong self-efficacy can improve teacher performance, so that the stronger the self-efficacy applied, the stronger the teacher's performance.
4. There is a direct and significant effect of work motivation on performance with a path coefficient value $\beta_{y4} = 0.226$, p (sig) < 0.05 . This means that strong work motivation can improve teacher performance, so that the stronger the work motivation applied, the stronger the teacher performance.
5. There is a direct and significant effect of organizational culture on work motivation with a path coefficient value of $\beta_{41} = 0.258$, p (sig) < 0.05 . This means that a strong organizational culture can increase work motivation, so that the stronger the organizational culture implemented, the stronger the work motivation.
6. There is a direct and significant effect of *teamwork* on work motivation with a path coefficient value of $\beta_{42} = 0.321$, p (sig) < 0.05 . This means that strong *teamwork* can increase work motivation, so that the stronger the *teamwork* implemented, the stronger the work motivation.
7. There is a direct and significant effect of self-efficacy on work motivation with a path coefficient value of $\beta_{43} = 0.207$, p (sig) < 0.05 . This means that strong self-efficacy can increase work motivation, so that the stronger the self-efficacy applied, the stronger the work motivation.
8. There is a positive indirect effect of organizational culture on performance through work motivation. This is evidenced by the value of $Z_{hitung} > Z_{tabel}$ ($3.497 > 1.96$) with the path coefficient value $\beta_{y41} = 0.064$, but work motivation does not function effectively as an "*intervening variable*" (direct effect $>$ indirect effect).
9. There is a positive indirect effect of *teamwork* on performance through work motivation. This is evidenced by the value of $Z_{hitung} > Z_{tabel}$ ($2.523 > 1.96$) with a path coefficient value $\beta_{y42} = 0.049$, but work motivation does not function effectively as an "*intervening variable*" (direct effect $>$ indirect effect).
10. There is a positive indirect effect of self-efficacy on performance through work motivation. This is evidenced by the value of $Z_{hitung} > Z_{tabel}$ ($3.327 > 1.96$) with the path

coefficient value $\beta_{y43} = 0.058$, but work motivation does not function effectively as an "intervening variable" (direct effect > indirect effect).

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