

## Research Article

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# The Influence of Organizational Culture and Work Discipline on Teachers Performance Through Work Motivation as An Intervening

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**Abstract:** *This study aims to determine the influence of organizational culture and work discipline on teacher performance with work motivation as a mediating variable, a case study of teachers in private high schools in Serang district. This study used a type of quantitative research that used a population of 590 teachers with a sample of 160 teachers in Serang district. Data collection techniques use questionnaires distributed online, and literature studies. Data analysis using Partial Least Square (PLS) with SMARPLS 4.0 application. The results showed that organizational culture and work discipline had a direct positive and significant effect on the work motivation of private high school teachers. Then, organizational culture has a direct positive and significant effect on the performance of private high school teachers, while work discipline has a direct insignificant and negative effect on the performance of private high school teachers in Serang District, Banten. Work motivation has a positive and significant effect on the performance of private high school teachers in Serang District, Banten. Organizational culture and work discipline indirectly affect teacher performance through work motivation, which means that work motivation acts as an intervening variable.*

**Keywords:** *Organizational culture, work discipline, teacher performance, work motivation.*

## Introduction

Education in Indonesia aims to teach children about nature, human civilization, and the harmony between determination and determination. It should be sustainable, rooted in cultural values and Pancasila, and aimed at the future of human existence. The Indonesian State Act and Law No. 20 of 2003 regulate national education, requiring human resources and qualified educators to prepare a better generation. Teachers are crucial in developing human resources and serving as the backbone of the educational system (Utari & Rasto, 2019). Banten Province, Java, has a large number of educators, particularly at the higher secondary education level. High school teachers play a significant role in preparing students for their future careers. Their attitude and teaching methods significantly impact their pupils, especially during the late adolescent years. Teachers at this level have unique characteristics compared to those in elementary or middle school.

The pre-research indicates four variables affecting teacher performance: work environment, organizational culture, work discipline, and motivation. Motivation and the work environment are most likely to impact performance. The author selected motivation, work discipline, and organizational culture as research variables. Talking about teacher performance is a key component of understanding goal achievement in accordance with the vision of the organization's mission (Suryani & FoEh, 2018). Performance is the result of an individual's work or the actual output of a person that can be measured based on the goals or goals that have been planned at the beginning of the organization's formation (Karakiliç, 2019). The performance of a teacher is closely related to the performance of the task in accordance with the responsibility assigned to each of its responsibilities. The execution of a well-performing teacher is

reflected in his disciplinary behavior, initiative, authority, and responsibility. The more effective and efficient it is, the greater the value of a teacher.

A teacher at a private high school in Serang District, Banten, believes optimal performance is achieved when the organizational culture supports each other's values and norms. A positive atmosphere within an organization can motivate members to work hard, maximize their work, and contribute to overall success (Firanti et al., 2021). Contrary to the above statement, organizational culture has no influence on performance, as shown in the study by Hidayat et al., (2018). It is concluded that a good or bad organizational culture does not have an impact on the performance of the organization. Unlike the study of Fanani, (2022), which shows that the organization's culture has a significant impact on performance, based on this finding, in other words, if the organization's culture is applied effectively in an institution or organization, performance will be improved. Facts in the field lead more to how each member of the organization behaves, like building effective communication, solving problems, and so on. It can develop according to the purpose of the organization; if its culture is empowered, then it will also strengthen the bonds between individuals within the organization.

Attack, giving motivation to teachers is crucial, especially since school leaders have the primary responsibility to motivate members of the organization. The motivation channeled through a school leader can create a high working spirit for a teacher, which in turn can also affect the school where they work. In addition to the motivation given by the school leadership, the motivations of fellow teachers also greatly influence the synergy of performance within the school. This is in line with Rahmawaty's research (2017), which shows that motivation has a positive and significant influence on performance and is shown by organizations that are ranked high enough and reflect good performance. In addition, it is expected that the motivation within the members of the organization will affect optimum working productivity and have the ability to deliver high performance to the organization.

Motivation has been found to have no effect on teacher performance, as it is not a key factor in enhancing performance. More research is needed to show that motivation can act as a mediating variable for teacher performance. Motivation can also improve the relationship between organizational cultures through sobel testing (Fanani, 2022; Hidayat et al., 2018; Rahmawaty, 2017). Teachers play a crucial role in enforcing disciplinary rules and must have a work-discipline attitude. This includes obedience to rules, strong attention, time control, responsibility, and motivation. In private high schools, work discipline is essential for improving teacher performance and ensuring high-quality education. Improving teacher discipline is crucial for maintaining high-quality education (Suryadi, 2020). This research explores the impact of organizational culture and work discipline on teacher performance, using motivation as an intervening variable and teacher performance as a dependent variable. The study focuses on private high school teachers in Banten's Serang district.

## Literature Review

### Teacher Performance

According to Herman Aguinis, in his book entitled *Performance Management*, the term "performance" has been widely used by many experts. One of them states that performance is defined as the results of work and work behavior achieved by individuals in completing tasks and responsibilities given within a certain period of time (Aguinis, 2017). Teacher performance is the outcome of a teacher's teaching activities, measured through preparation, classroom teaching, and learning outcomes, reflecting their role as educational professionals.

Based on opinions related to teacher performance dimensions and indicators, the author refers to the article (Pertiwi, 2019), namely knowledge about professionalism, carrying out professional duties, assessing learning outcomes, managing classes, and teacher professional service.

### **Organizational Culture**

Organizational culture is a system of meanings embraced by the members of an organization that makes the organization different from other organizations (Insan dan Yuniawan 2016, 2016). Organizational culture consists of organizational structure, beliefs, and general behaviors. Organizational culture is also a characteristic of a society that uses opinions, which unite and overcome differences among members of the organizational group (Fanami et al., 2017).

There are various opinions of previous researchers, so the author takes the opinions of Robbins and Coulter, (2016) as a reference for making research instruments, namely innovation and risk-taking, attention to detail (attention to detail or detail), people orientation (people orientation), and team orientation (team orientation).

### **Work Discipline**

Work discipline is the attitude to follow and obey organizational regulations to achieve organizational goals (Hasibuan & Silvya, 2019). Work discipline means following rules, and a disciplined teacher can help achieve goals and boost morale. High discipline shows how much sense of responsibility a person has for the work given. Professional performance can be built with high discipline, so teachers use rules and strategies in the teaching and learning process (Suryadi, 2020).

Based on the various opinions of previous researchers, the author takes opinions (Hadiati, 2018) in reference to making research instruments. The following dimensions and indicators are used as a reference: Obey and obey the rules of school or madrasah, work according to established procedures or standards, arrive on time according to the agreed schedule to complete tasks, and avoid violations or punishments.

### **Work Motivation**

Motivation is defined as the ability to make significant efforts to achieve organizational goals, requiring the ability to meet individual needs (Robbins & Coulter, 2016). Motivation is derived from the Latin word "move" and influences the ability and potential of individuals to achieve specific goals. For organizational employees with positive thoughts and a desire for a fulfilling work environment, motivation can be a key factor in their motivation to work within the organization (Azzuhairi et al., 2019). Effective communication with all organizational employees is essential for leaders to create a positive environment, provide attention, and provide resources.

Based on the opinions expressed by previous researchers, the author uses the opinions of Parashakti and Setiawan (2019) as a reference for making research instruments with the dimensions taken: the need for social, physiological, recognition, and self-actualization relationships.

### **Method**

This study used a type of quantitative research that used a population of 590 teachers with a sample of 160 teachers in Serang district. Data collection techniques use questionnaires distributed online, and literature studies. Data analysis using Partial Least Square (PLS) with SMARPLS 4.0 application. The authors used the statement found in the book Hair et al. (2016) to calculate the number of responsive

samples by multiplying five or ten times the number of indicator items in the questionnaire. This method is equal to ten times the largest number of formative indicators used to evaluate structures in external models. This practical rule is fulfilled by most studies that use SEM PLS for data processing (84.0%). Therefore, the author adds the number of indicator items five times, and if counted, 5 times 32 equals 160 samples for this study. The number of items in the statement or questionnaire indicator is 32.

Data analysis using SmartPLS 4.0 software and measurement stages are carried out, namely the outer model, also known as the measurement model, and the inner model, also known as the structure model (Hair et al., 2019). The following stages of analysis are carried out:

1. Outer Model: Convergent Validity, Discriminant Validity, Composite Reability, Cronbach Alpha, Average Avriance Extracted.
2. Inner Model: R Square, Estimate for Path Coefficients, F Square, Q Square, hiptesys testing (Direct Effect and Indirect Effect)

## Results and Discussion

### Outer Model

The following picture shows the coefficient model determination and coefficient equation model path in the outer model: With BD/Culture information Organization variable X, MT/motivation Work variable Z, DK/ Discipline Work variable X and teacher performance/KG variable Y follow the results of the of the outer model stages:

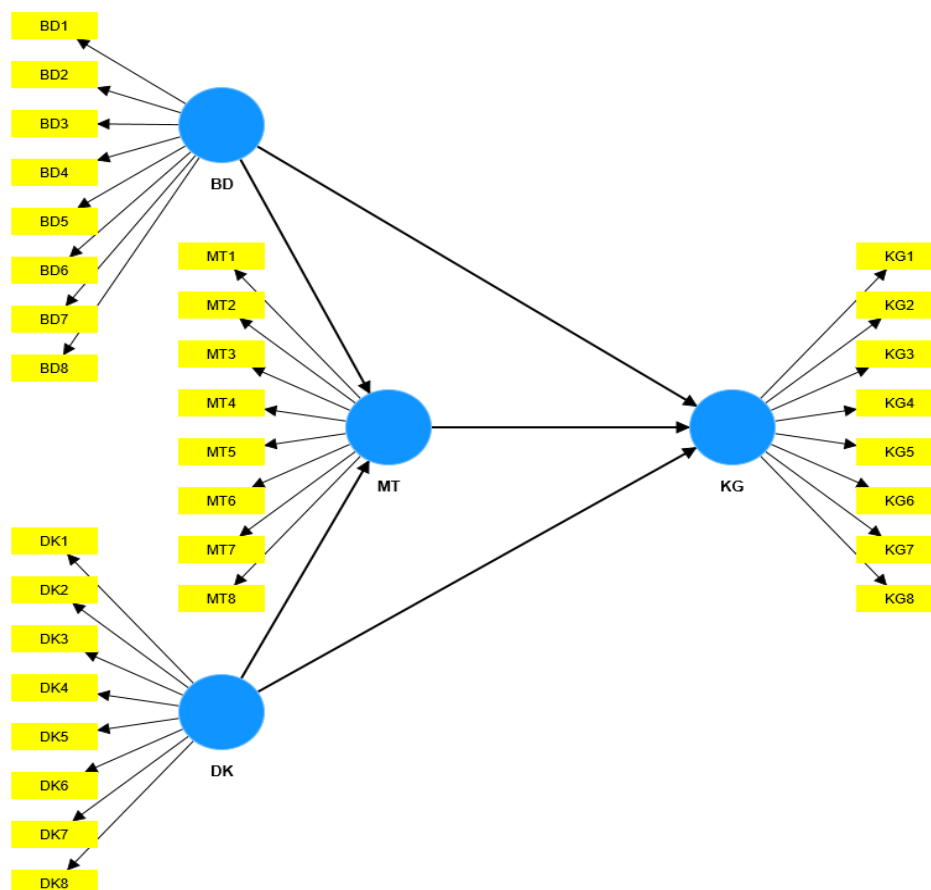


Figure 1. Outer Model

Source: SmartPLS 4.0

## 1. Validation test results

The validation test used convergent validity and discriminant validity. The convergent validity value is the factor loading value on the latent variable with the indicator with an expected value  $> 0.7$ . Based on the analysis of the data that has been carried out, each indicator from every item question is valid if the factor loading value is  $> 0.7$  (Hair et al., 2019). Following factor loading results from existing research data processed, shown in table below:

**Table 1. Convergent Validity Test Result**

|     | Organizational Culture | Work Discipline | Teacher Performance | Work Motivation |
|-----|------------------------|-----------------|---------------------|-----------------|
| BD1 | 0,727                  |                 |                     |                 |
| BD2 | 0,774                  |                 |                     |                 |
| BD3 | 0,749                  |                 |                     |                 |
| BD4 | 0,733                  |                 |                     |                 |
| BD5 | 0,639                  |                 |                     |                 |
| BD6 | 0,708                  |                 |                     |                 |
| BD7 | 0,827                  |                 |                     |                 |
| BD8 | 0,825                  |                 |                     |                 |
| DK1 |                        | 0,784           |                     |                 |
| DK2 |                        | 0,766           |                     |                 |
| DK3 |                        | 0,740           |                     |                 |
| DK4 |                        | 0,837           |                     |                 |
| DK5 |                        | 0,781           |                     |                 |
| DK6 |                        | 0,783           |                     |                 |
| DK7 |                        | 0,759           |                     |                 |
| DK8 |                        | 0,794           |                     |                 |
| KG1 |                        |                 | 0,718               |                 |
| KG2 |                        |                 | 0,731               |                 |
| KG3 |                        |                 | 0,840               |                 |
| KG4 |                        |                 | 0,725               |                 |
| KG5 |                        |                 | 0,763               |                 |
| KG6 |                        |                 | 0,714               |                 |
| KG7 |                        |                 | 0,829               |                 |
| KG8 |                        |                 | 0,784               |                 |
| MT1 |                        |                 |                     | 0,837           |
| MT2 |                        |                 |                     | 0,755           |
| MT3 |                        |                 |                     | 0,746           |
| MT4 |                        |                 |                     | 0,786           |
| MT5 |                        |                 |                     | 0,792           |
| MT6 |                        |                 |                     | 0,772           |
| MT7 |                        |                 |                     | 0,834           |
| MT8 |                        |                 |                     | 0,834           |

Source: SmartPLS 4.0

Based on the results in the results in the table above, all three variables (discipline work, teacher performance, and motivation work) are said to be valid because the factor loading value is  $>0.70$ . Meanwhile, in the variables culture organization, there is 1 indicator that is declared invalid because the factor loading value is  $<0.70$  in the code statement BD5, which is one of the indicators in the Attention to Detail dimension to matter.

Discriminant validity testing was carried out to see the connection between variables with cross-loading factor values. Each variable has a suitable discriminant, i.e., with the method compare factor cross-loading value, the target variable must be worth more compared to other different variables (Surandini et al., 2021). The test results presented in Table show that all constructs are truly different from each other.

**Table 2. Discriminant Validity Test Result**

|     | Organizational Culture | Work Discipline | Teacher Performance | Work Motivation |
|-----|------------------------|-----------------|---------------------|-----------------|
| BD1 | 0,727                  | 0,253           | 0,255               | 0,329           |
| BD2 | 0,774                  | 0,281           | 0,271               | 0,381           |
| BD3 | 0,749                  | 0,273           | 0,325               | 0,217           |
| BD4 | 0,733                  | 0,256           | 0,244               | 0,317           |
| BD5 | 0,639                  | 0,181           | 0,164               | 0,154           |
| BD6 | 0,708                  | 0,246           | 0,234               | 0,225           |
| BD7 | 0,827                  | 0,284           | 0,381               | 0,365           |
| BD8 | 0,825                  | 0,286           | 0,391               | 0,345           |
| DK1 | 0,351                  | 0,784           | 0,236               | 0,439           |
| DK2 | 0,169                  | 0,766           | 0,064               | 0,342           |
| DK3 | 0,220                  | 0,740           | 0,203               | 0,400           |
| DK4 | 0,401                  | 0,837           | 0,133               | 0,509           |
| DK5 | 0,326                  | 0,781           | 0,020               | 0,373           |
| DK6 | 0,191                  | 0,783           | 0,040               | 0,309           |
| DK7 | 0,240                  | 0,759           | -0,036              | 0,280           |
| DK8 | 0,185                  | 0,794           | 0,056               | 0,388           |
| KG1 | 0,176                  | 0,120           | 0,718               | 0,179           |
| KG2 | 0,293                  | 0,136           | 0,731               | 0,272           |
| KG3 | 0,353                  | 0,079           | 0,840               | 0,259           |
| KG4 | 0,370                  | 0,086           | 0,725               | 0,284           |
| KG5 | 0,301                  | 0,136           | 0,763               | 0,228           |
| KG6 | 0,280                  | 0,080           | 0,714               | 0,195           |
| KG7 | 0,314                  | 0,104           | 0,829               | 0,368           |
| KG8 | 0,247                  | 0,097           | 0,784               | 0,355           |
| MT1 | 0,351                  | 0,427           | 0,357               | 0,837           |
| MT2 | 0,364                  | 0,310           | 0,304               | 0,755           |
| MT3 | 0,289                  | 0,525           | 0,209               | 0,746           |
| MT4 | 0,315                  | 0,492           | 0,264               | 0,786           |
| MT5 | 0,326                  | 0,396           | 0,361               | 0,792           |
| MT6 | 0,303                  | 0,337           | 0,212               | 0,772           |

|            |       |       |       |       |
|------------|-------|-------|-------|-------|
| <b>MT7</b> | 0,315 | 0,333 | 0,304 | 0,834 |
| <b>MT8</b> | 0,301 | 0,334 | 0,268 | 0,834 |

Source: SmartPLS 4.0

## 2. Reliability test results

The reliability test was used, namely Cronbach Alpha, composite reliability, and Average Variance Extracted/AVE. Cronbach's value is stated. Good or reliable If the value is greater than 0.7, the AVE Value must be said. Good or reliable If the value is  $> 0.5$ , . then mark reliability composite as good. If your own minimum value is 0.7, If the value is above 0.8, then the data is considered to have high reliability. Based on the results processing the data listed in the table below, the results show that all reliability test results have a good value or are considered to have a low level of reliability. Following result:

**Table 3. Reliability Test Results**

|                               | <b>Cronbach's alpha</b> | <b>Composite reliability (rho_a)</b> | <b>Composite reliability (rho_c)</b> | <b>Average variance extracted (AVE)</b> |
|-------------------------------|-------------------------|--------------------------------------|--------------------------------------|---|
| <b>Organizational Culture</b> | 0,889                   | 0,906                                | 0,911                                | 0,563                                   |
| <b>Work Discipline</b>        | 0,910                   | 0,922                                | 0,926                                | 0,610                                   |
| <b>Teacher Performance</b>    | 0,898                   | 0,908                                | 0,918                                | 0,584                                   |
| <b>Work Motivation</b>        | 0,917                   | 0,919                                | 0,932                                | 0,632                                   |

Source : SmartPLS 4.0

## Inner model

Stages in the inner model were tested, namely: R square, estimate for path coefficients, F square, Q square, and hypothesis testing (direct effect and indirect effect).

### 1. Path coefficient

After proving the strength explanation and power predictive model, the final step is to evaluate significance statistics and relevance from the coefficient track. Interpretation coefficients track in a way parallel with evaluation indicator formative. That is, researchers need to run bootstrapping to evaluate the significance coefficient path and evaluate its values, which are normally in the range  $-1$  and  $+1$ . Also, they can interpret effects no direct from construct on a particular target construct through one or more of the constructs involved. Effect type: this is very relevant in evaluation effect mediation (Hair et al., 2016).



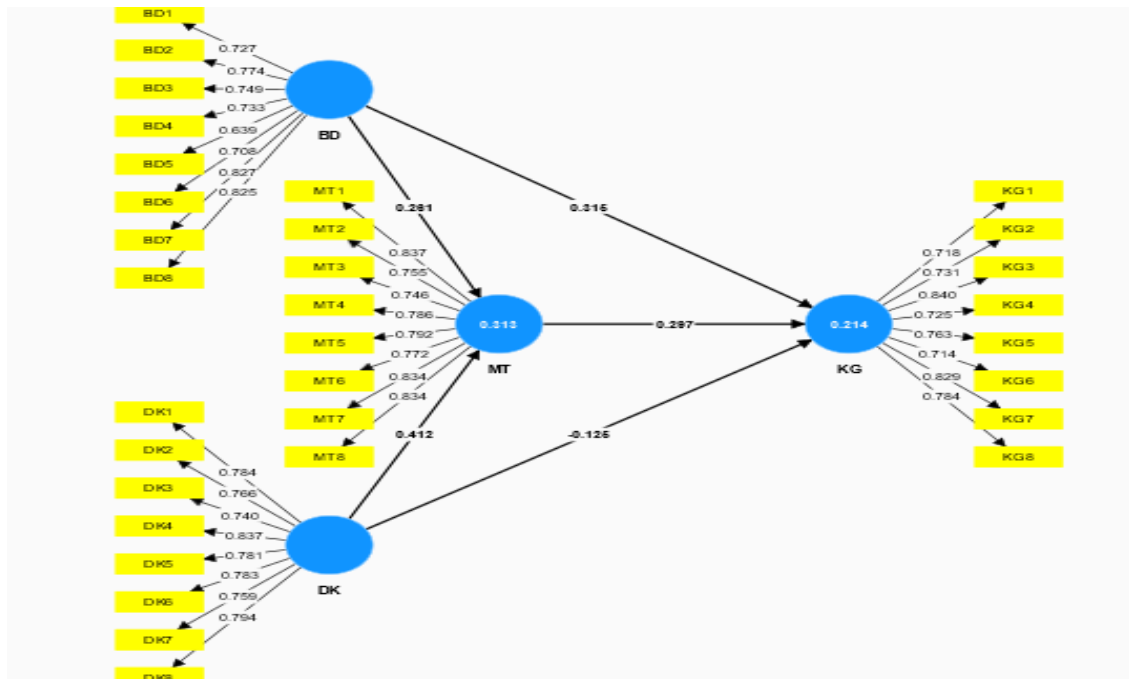


Figure 2. Path Coefficient  
Source: SmartPLS 4.0

**2. R-square test results**

Criteria show R square 0.67 as strong, 0.33 as moderate, and 0.19 as weak (Musyaffi et al., 2021). In the table below, the R-Square results of the variable motivation work have results of 0.313, or 31.3%, including moderate or good. So, it is known that culture, organization, and discipline influence motivation, amounting to 31.3%. Meanwhile, variable teacher performance is at 0.214, or 21.4%, where construct This is said to be moderate or good, and it is known that variables such as culture, organization, discipline, and motivation influence teacher performance by 21.4%, and the remainder of the of the percentage influenced by external variables that weren't discussed in the study. The following table results processing data:

**Table 4. R-Square Test Results**

|                            | <b>R-square</b> | <b>R-square adjusted</b> |
|----------------------------|-----------------|--------------------------|
| <b>Teacher Performance</b> | 0,214           | 0,199                    |
| <b>Work Motivation</b>     | 0,313           | 0,304                    |

Source: SmartPLS 4.0

**3. F-square test results**

Square value for vakni category small is 0.02, category intermediate is 0.15, and category large is 0.35 (Musyaffi et al., 2021). If concluded, the test results show there are three connections between variables with level f-square results: intermediate, one connection between variables with level f-square results in small, and one connection between variables with level f-square results in tall. Following table results processing data:



**Table 5. F-Square Test Results**

|          | f-square |
|----------|----------|
| BD -> KG | 0,107    |
| BD -> MT | 0,094    |
| DK -> KG | 0,015    |
| DK -> MT | 0,214    |
| MT -> KG | 0,074    |

Source: SmartPLS 4.0

**4. Q-square test results**

The Q-square value is small (0.02), medium (0.15), and large (0.35). Q-square testing is only used for endogenous constructs that have reflective indicators (Musyaffi et al., 2021). Following the conclusion, the data test results are displayed in the table below:

**Table 6. Q-Square Test Results**

|                            | Q <sup>2</sup> predict | RMSE  | MAE   |
|----------------------------|------------------------|-------|-------|
| <b>Teacher Performance</b> | 0,121                  | 0,947 | 0,814 |
| <b>Work Motivation</b>     | 0,280                  | 0,861 | 0,676 |

Source: SmartPLS 4.0

**5. Hypothesis testing**

Direct Effect Results: To see the effect direct between variables, see the P-value of the relationship between variables. Where, if the value is >0.05 means No significant, and the P- value <0.05 is significant significant. Then, for the connection between variables That positive or negative value can be seen from the original value of the sample. If the value is positive, it means in the same direction, and if it is negative, it means the opposite (Hair et al., 2019; Musyaffi et al., 2021).

Indirect Effect Results: can be seen If the P-value > 0.05 means no significant, and the P-value <0.05 is significant. Then, for the connection between variables That positive or negative value can be seen from the original value of the sample. It means in the same direction, and if negative, it is the opposite (Hair et al., 2019; Musyaffi et al., 2021). Following table: Hypothesis test results:

**Table 7. Direct and Indirect Test Results**

|                | Original sample (O) | Sample mean (M) | Standard deviation (STDEV) | T statistics ( O/STDEV ) | P-values |
|----------------|---------------------|-----------------|----------------------------|--------------------------|----------|
| BD -> KG       | 0,323               | 0,330           | 0,086                      | 3,754                    | 0,000    |
| BD -> MT       | 0,270               | 0,275           | 0,072                      | 3,738                    | 0,000    |
| DK -> KG       | -0,126              | -0,125          | 0,082                      | 1,536                    | 0,124    |
| DK -> MT       | 0,408               | 0,416           | 0,087                      | 4,712                    | 0,000    |
| MT -> KG       | 0,292               | 0,293           | 0,082                      | 3,580                    | 0,000    |
| BD -> MT -> KG | 0,079               | 0,081           | 0,032                      | 2,484                    | 0,013    |
| DK -> MT -> KG | 0,119               | 0,120           | 0,038                      | 3,099                    | 0,002    |

Source: SmartPLS 4.0

If seen from the results table, it shows that almost all connections direct between variables have significant and positive influence, except connection variable Discipline Work (DK) on Teacher Performance (KG), which has a value of 0.124, or the same with  $>0.05$ , which means there is no significant or negative influence. Based on the table,, you can see that all P-values result in indirect relationships between variables, both significant and positive. That matter proves that motivation (MT) is capable of acting as variable mediation.

## Conclusion

Based on the research findings and discussions, we can draw the following conclusions:

1. Organizational culture has a direct positive and significant influence on the work motivation of private high school teachers in the district of Kab. Serang, Banten.
2. Work discipline has a direct positive and significant influence on the work motivation of private high school teachers in the district of Kab. Serang, Banten.
3. Organizational culture has a direct positive and significant influence on the performance of private high school teachers in the district of Kab. Serang.
4. Work discipline has a direct but not significant negative influence on the performance of private high school teachers in the district of Kab. Serang, Banten.
5. Work motivation has a positive and significant influence on the performance of private high school teachers in the district of Kab. Serang.
6. Organizational culture has an indirect positive and significant influence on teacher performance through the work motivation of private high school teachers in the district of Kab. Serang, Banten. This means that motivation can mediate the relationship between organizational culture and teacher performance.
7. Work discipline has an indirect positive and significant influence on teacher performance through the work motivation of private high school teachers in the district of Kab. Serang, Banten. This means that motivation can mediate the relationship between work discipline and teacher performance.

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