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Effect of Work Culture on Performance through Work Motivation: Study in Teachers of Public Senior High Schools in Mataram City

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Abstract---This study examines the influence of work culture on the motivation of teachers in Public High School in the city of Mataram. The purpose of this research is to describe the significant influence between work culture and teacher performance, work culture with teacher performance motivation, and the effect of work motivation with teacher performance. The theory used in this research is the theory of work performance and motivation. This research is an associative type of research, which is research that aims to determine the relationship between two or more variables. The study population included all high Public School teachers in the city of Mataram with a sample of 337 PNS (Government Employees) teachers. The sampling technique uses proportional random sampling. Data analysis techniques using Path Analysis with linear and additive models and model validity. The method of presentation uses formal and informal methods. The results showed that there was an influence of Work Culture variables on Performance, although not significant, Work Culture Variables had a significant influence on Work Motivation variables, and Work Motivation variables had a significant effect on Performance variables.

Keywords---education, motivation, performance, teacher, work culture.

Introduction

Education is an effort to realize one of the goals of the nation and state as stated in the fourth paragraph of the Preamble of the 1945 Constitution, which is to educate the nation's life. Furthermore, in the Law of the Republic of Indonesia Number 20 of 2003 concerning National Education System article 4, the functions and objectives of national education are formulated as follows:

National education functions to develop capabilities and shape the nation's character and civilization with dignity in the context of educating the life of the nation, aiming at developing the potential of students to become human beings who believe in and fear The One Almighty God, have noble, healthy, knowledgeable, capable, creative, independent, and be a democratic and responsible citizen.

To support the achievement of the national education goals, the existence of educators (teachers) and education personnel is the main key. Educators (teachers) are the spearhead of implementing the educational process that is directly related to students. Therefore, the quality of an educational process and outcome is very dependent on the quality and performance of the teaching staff (teacher). The performance of educators (teachers) is not only influenced by competence/ability alone, but also by enthusiasm and motivation to continue to develop themselves and develop learning processes in a better direction to help students develop their knowledge, skills, attitudes, and personalities. Strong motivation and superior abilities will bring out brilliant achievements. In carrying out his professional duties, teachers were always obliged to develop their professionalism in expanding knowledge and technology (Djamarah, 2005; Mandala & Astika, 2019; Kawiana *et al.*, 2018).

Many factors affect teacher work motivation, including work culture, compensation, and the emotional bond between the teacher and students where the teacher feels responsible for the success of students (Ahmad, 2011). Soul or spirit like this needs to be developed and nurtured and maintained. For this reason, the efforts of all relevant parties are needed to motivate teachers to maintain a work culture (commitment and consistency, authority and

responsibility, sincerity and honesty, integrity and professionalism, creativity and sensitivity, etc.), and with all of this capital and conditions conducive is expected to form a good learning atmosphere. This in the end estuary to improve efficiency, effectiveness, and productivity which aims to improve teacher performance so that it is more efficient and effective.

Hasibuan (2003) says that performance is the result of work achieved by a person in carrying out the tasks assigned to him based on skill, experience, and sincerity as well as time. Furthermore, Agustina (2002) stated that a person's performance is a measure of the extent of one's success in carrying out their work duties. From the explanation above, the definition of performance is the result of the quality and quantity of work achieved by an employee in carrying out his duties following the responsibilities given to him. Sugiyono (2010), suggested the factors that affect performance which in this case is called work productivity. Many factors affect work performance/productivity, among these factors are job performance, workability, work motivation, and cultural background/work culture. To complete a job, people often get obstacles from themselves which results in lack or the missing of encouragement to create productivity properly. If the person has a strong drive following the capabilities they have, then that person will be able to finish the job well. This drive will direct someone towards that goal. Supiyanto (2010) argued: "Behaviors that lead to goals are called motivational behaviors".

The definition of motivation can be seen from several opinions of experts, which among others define motivation as a change of energy in a person/someone characterized by effective encouragement and reactions to achieve goals (Supiyanto, 2010). According to the Indonesian general dictionary (Purwodarminto, 1985) states: "Motivation is the causes that encourage one's actions". In addition to work motivation, work culture can also affect performance, including teacher performance. Work culture is the attitudes and behavior of individuals of a group of State apparatuses based on values believed to be true and become the nature and habits of the state apparatus in carrying out their daily duties and work (Kepmenpan Number 25 / KEP / M.PAN / 04/2002). Culture can be interpreted as the attitudes and behavior of individuals and groups of state apparatus that are based on values believed to be true and have become the nature and habits in carrying out daily tasks and work.

There are 17 pairs of work culture models, including commitment and consistency, authority and responsibility, sincerity and honesty, integrity and professionalism, creativity, and sensitivity (Kepmenpan, 2002). Seventeen components of the work culture can be developed by each state apparatus so that between the values that are believed and work as a form of actualization of these beliefs, will foster motivation and responsibility for improving performance. In the city of Mataram, there are various schools, both public and private from kindergarten to high school level and even tertiary level. Specifically, for high schools, there are eight public high schools in the city of Mataram, with 377 teachers as civil servants (PNS) (Source of Data: Department of Education, City of Mataram, 2012)

Based on the results of initial observations and interviews with related parties, there are problems regarding the performance of high school teachers in the city of Mataram. This is reflected by many teachers who do not make the administration of learning, there are still many teachers who carry out learning in the classroom is not optimal, and there are still many teachers who do not assess learning outcomes well. When confirmed further, the data obtained about the general picture of the performance of high school teachers in the city of Mataram, namely 1.5% have very low performance, 6.63% have low performance, 46.75% have moderate performance, 37.25% have high performance and 7.88% have very high performance. From the explanation above, it can be seen that the majority of state high school teachers in the city of Mataram have the performance on medium qualifications. The explanation above is only a general description, because indeed so far there has never been an evaluation of the performance of teachers specifically, both by the principal and related parties.

Another problem that arises is the absence of strong motivation among teachers, be it motivation for achievement, motivation for affiliation, and motivation for leadership (motivation for power). This is certainly related to the absence of a strong work culture inherent in each teacher such as commitment and consistency, authority and responsibility, sincerity and honesty, integrity and professionalism, creativity and sensitivity, etc. Based on the problems mentioned above, it is interesting to study the performance of teachers associated with work motivation and work culture. Of course, many factors can affect teacher performance, but in this study, the focus is on the influence of work culture on performance through the work motivation of high school teachers in the city of Mataram.

Theory

Gomes (1997) provides performance limits is as "a record of results (*output*) resulting from the function of a job or activity during a certain period". As for productivity, a limit that is "is the ratio between results to input". In this case,

the input can include the costs incurred in the framework of processing, while the results can be sales, profits, market positions, even in terms of productivity is more emphasized on efficiency. Hasibuan (2008) states the principle of expectancy theory from Victor H. Vroom about work performance is $P = f(\text{Ability} \times \text{Motivation})$, ability and motivation are factors that interact with achievement. Skills and knowledge can determine a person's abilities, and skills can affect skills. To achieve maximum work performance requires motivation. Motivation can be sourced in a person, known as internal motivation, and can also be sourced from outside, known as external motivation. Both of these factors can have a positive or negative impact on a person's performance.

3 factors affect performance, namely: 1). Individual (ability to work). 2). Work effort (desire to work). 3). Organizational support (opportunity to work). This means that performance can be seen as how someone in their work performs their duties, all of which can be supported by independence, creativity, commitment, responsibility, and individual confidence in working (Irawati, 2011). Concerning the importance of evaluating teacher performance, Georgia Department of Education has developed *teacher performance assessment instrument* which was later modified by the Ministry of National Education to become a Teacher Ability Assessment Tool/Alat Penilaian Kemampuan Guru (APKG). Teacher ability assessment tools, include: (1) learning plans (teaching plans and materials) or called RPP (Rencana Pelaksanaan Pembelajaran/Learning Implementation Plan), (2) learning procedures (classroom procedure), and (3) interpersonal skills (interpersonal skills) (Mendiknas, 2008). Indicators for evaluating teacher performance are carried out on three learning activities in the classroom namely:

- 1) Learning Activities Program Planning,
- 2) Implementation of Learning Activities,
- 3) Learning Evaluation / Evaluation.

Work motivation is encouragement that comes from both inside and outside individuals which can lead to work behavior to get satisfaction. According to Hasibuan (2008), "motivation is providing the driving force that creates the excitement of one's work, so they want to work together, effectively and integrated with all their efforts to achieve satisfaction". Whereas Terry & Rue (2009) consider motivation as something that "makes someone finish their work with enthusiasm because that person wants to do it".

There are several theories about motivation. One of them is Satisfaction Theory (Hasibuan, 2008). This theory bases its approach on individual needs and satisfaction factors that cause it to act and behave in certain ways. This theory focuses its attention on the factors in people who strengthen, direct, support, and stop their behavior. This theory tries to answer the question of what needs are satisfying and encourage one's enthusiasm for work. The thing that motivates a person's enthusiasm for work is to meet the material and non-material needs and satisfaction obtained from his work. The second motivational theory is Achievement Motivation Theory (*Achievement Motivation Theory*) stated by Mc. Clelland in Hasibuan (2008: 111). According to this theory, the things that motivate a person are: (a) the need for achievement, (b) the need for affiliation, and (3) the need for power.

Thus it is concluded that motivation is an impulse that arises in a person that causes him to take certain actions to meet his needs. So work motivation is a psychological condition that encourages workers to make an effort to produce goods or services so that goals can be achieved. Hasibuan (2008) states the principle of Victor H. Vroom's theory of expectations about work performance is $P = f(\text{Ability} \times \text{Motivation})$, this shows that ability and motivation are factors that interact with achievement. Skills and knowledge can determine a person's abilities, and skills can affect skills. To achieve maximum work performance requires motivation. Motivation can be sourced in a person, known as internal motivation, and can also be sourced from outside, known as external motivation. Both of these factors can have a positive or negative impact on one's performance.

The hypothesis is a temporary answer to the research problem until it is proven through the data collected (Arikunto, 2006; Ali *et al.*, 2015; Martin & Siehl, 1983; Hofstede, 2003; McGrath *et al.*, 1992; Brockner *et al.*, 2001). A hypothesis will be accepted if the data collected supports the statement. The hypothesis is a basic assumption that then makes a theory still has to be tested for truth. The hypotheses in this study are:

- 1) Work culture has a significant effect on the performance of high school teachers in the city of Mataram.
- 2) Work Culture has a significant effect on the Work Motivation of Public High School Teachers in the city of Mataram.
- 3) Work motivation has a significant effect on the performance of teachers in state high schools in the city of Mataram.

Method

This type of research used in this research is associative research, namely research that aims to determine the relationship between two or more variables. With this research, a theory can be built that can function to explain,

predict, and control a phenomenon (Sugiyono, 2010). In this study, the population is the teacher who has the status as a Civil Servant who teaches at the State High School in the city of Mataram as many as 337 teachers. To determine the number of samples to be taken, the Slovin formula in Nazir (2005) is used, that is:

$$n = \frac{N}{1 + N e^2}$$

Information:

N = population size

n = Number of samples

e = Error rate = 10%

From the above formula we can calculate the number of samples as follows:

$$n = \frac{337}{1 + 337 (10\%)^2} = 77.117$$

From the calculations, obtained a total sample of 77.1167. These results can be rounded up so that a total sample of 77 teachers is obtained. The sampling technique in this study uses the Proportional random sampling technique. According to Nazir (2005), Proportional Random Sampling is the determination of the number of samples and respondents to be taken at randomly proportional populations according to the number of populations in each place. This sampling technique is used to better meet the representation of samples taken from the population. The operational definitions of the variables used in this study are as follows:

- a) Work Culture (X1) is a response given by respondents to the attitudes and behaviors of teachers (state high schools in the city of Mataram) in schools, which are based on values believed to be true and become the nature and habit of carrying out their daily duties as a teacher, consisting of :
- b) Commitment and Consistency, including (1) teachers are determined to carry out tasks following the vision and mission of the school and (2) teachers carry out tasks consistently or continuously to achieve school goals.
- c) Authority and Responsibility, including (1) the teacher has clear authority in carrying out the tasks and (2) the teacher has clear responsibilities in carrying out the task.
- d) Honesty and Honesty, including (1) the teacher performs his duties sincerely, and (2) the teacher has honesty in words and deeds.
- e) Integrity and Professionalism, including (1) the teacher has a match between words and actions that are not in doubt and (2) the teacher has high expertise in the area of his task.
- f) Creativity and sensitivity, include: (1) the teacher has new ideas or ideas that are better, and (2) the teacher is responsive and sensitive to community complaints.
- g) Leadership and Leadership, including: (1) the teacher can influence others, and (2) the teacher can set/set a good example for students.
- h) Togetherness and Group Dynamics, including (1) the teacher have a common understanding of the goals to be achieved by the school and (2) the teacher empowers the working group of subject teachers to design learning in the classroom dynamically.
- i) Accuracy and Speed, including (1) teachers have accuracy in providing services to school residents and (2) teachers have speed in providing services to school residents.
- j) Rationality and Emotional Intelligence, including (1) the teacher makes decisions based on facts and the correct logic flow and (2) the teacher makes decisions not based on likes and dislikes or momentary emotions.
- k) Firmness and Firmness, include: (1) the teacher has the power to hold the principle, but is still flexible and (2) the teacher has the firmness in correcting the mistakes of the school community.
- l) Discipline and Regularity, including: (1) teachers obey school rules and (2) teachers have regular tasks.

- m) Courage and Wisdom, including (1) teachers dare to bear the risk of failure, and (2) teachers set an example in a simple life.
- n) Dedication and Loyalty, including (1) teachers are willing to sacrifice in carrying out tasks in the interests of the school, nation, and state, and (2) teachers have loyalty to the tasks that refer to the vision and mission and goals of the school.
- o) Perseverance and Patience, including: (1) the teacher carries out the task carefully, diligently and continuously, and (2) the teacher does not complain in carrying out the task.
- p) Fairness and Openness, including: (1) the teacher obtains a fair distribution of tasks and (2) the teacher assesses students with the procedures and conditions that are openly explained.
- q) The mastery of Science and Technology includes: (1) the teacher masters the knowledge following their area of work and (2) the teacher can use appropriate technology to complete the task.

Work Motivation (Y1) is the response of teachers (Public High Schools in the city of Mataram) about the impetus that arises in them that causes them to take certain actions to meet their needs, which are based on: Need for Achievement, namely:

- drive for achievement,
- encouragement of responsibility,
- encouragement to develop his profession,
- drive for creativity, and
- drive to increase insight

The Need for Affiliation, namely:

- sportsmanship at work,
- recognition of ability,
- social interactions,
- participate in an activity, and
- feeling respected.

The Need for Power, namely:

- encouragement to compete,
- the creation of job security,
- fellow colleagues' awards,
- challenging work and
- opportunities for promotion.

Teacher Performance (Y2) is the principal's response (Public High Schools in the city of Mataram) to the teachers in their school regarding the results of their work accomplished in carrying out tasks assigned to them based on three learning activities in class, consisting from: Learning Activities Program Planning, including:

- Develop a syllabus,
- Creating/developing Learning Implementation Plans (Rencana Pelaksanaan Pembelajaran / RPP).

Implementation of Learning Activities, including:

- Class management,
- Use of Media and Learning Resources,
- Use of Learning Methods.

Learning Evaluation / Evaluation, including:

- Preparation of evaluation tools,
- Processing of evaluation results,
- Use of evaluation results.

In this study, the data analysis technique used is Path Analysis. The steps according to [Basya \(2011\)](#) are as follows:

- 1) In Path analysis, the model is designed based on a conceptual framework of research.
- 2) An examination of the underlying assumptions. The assumption underlying the path analysis is in the path analysis model, the relationship between variables is linear and additive. Only the recursive model can be considered, ie only a causal flow system in one direction.
- 3) Estimation of parameters or path coefficient calculation
- 4) Inspection *model validity*, the validity of analysis depends on whether or not two indicators of the validity of the path analysis model are met, namely *the coefficient of total determination and theory trimming*.
- 5) The final step in path analysis is to interpret the results of the analysis.

Research Analysis and Results

Based on the analysis of the results carried out using path analysis/path analysis, it can be calculated the influence of exogenous variables on intervening variables and endogenous variables. The influence is in the form of direct influence, indirect effect, and the influence of exogenous total variables and endogenous variables. The results of the path analysis carried out are as follows.

Direct Effect of Work Culture on Work Motivation

To find out the direct influence of Work Culture (X) on Work Motivation (Y1), it can be seen in the output path analysis table in Table 1 as follows:

Table 1
Direct Effect of Work Culture on Work Motivation

Variable	Variable	Path coefficient	Significance	Information
X	Y1	0.366	***	Received

Source: Primary data processed

From table 1 above, the work culture variable (X) has a path coefficient of 0.366 and a significance value of *** (very small), the variable has a direct/positive influence on the variable of Work Motivation (Y1). Because the significance value is smaller than the required significance level (<0.05), it can be said that the Work Culture variable (X) has a positive and significant direct effect on the Work Motivation variable (Y1). Based on the influence model, the direct influence trajectory model can be arranged as in Figure 1 below.

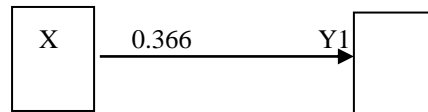


Figure 1. Trajectory Model of Direct Influence of Work Culture (X) Towards Work Motivation (Y1)

Direct Effect of Work Culture and Work Motivation on Performance

To find out the direct influence of Work Culture (X) and Work Motivation (Y1) on Performance (Y2), it can be seen in the output path analysis table in Table 2 as follows:

Table 2
Direct Effects of Work Culture and Motivation on Performance

Variable	Variable	Path coefficient	Significance	Information
X	Y2	0.075	0.521	Not accepted
Y1	Y2	0.270	0.021	Received

Source: Primary data processed

From table 4.14 above, the Work Culture variable (X) has a path coefficient of 0.075 and a significance value of 0.521, the variable has a direct / positive influence on the Performance variable (Y2). Because the significance value is greater than the required significance level, that is (<0.05), it can be said that the Work Culture variable (X1) has a positive and not significant direct effect on the Performance variable (Y2). While Work Motivation (Y1) has a path coefficient of 0.270 and a significance value of 0.021, the variable has a direct / positive influence on the Performance variable (Y2). Because the significance value is smaller than the required significance level (<0.05), then it can be said that the Work Motivation variable has a positive and significant direct effect on the Performance variable (Y2). Based on these influence models, a direct influence trajectory model can be arranged as in Figure 2 below.

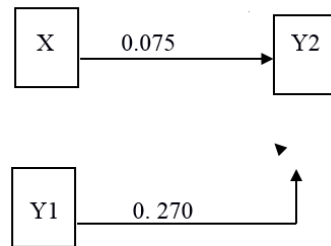


Figure 2. Trajectory Model Direct Work Culture (X) and Work Motivation (Y1) on Performance (Y2)

Analysis of Indirect Effects Between Variables

The magnitude of the indirect effect of the Work Culture variable on the Performance variable through the Work Motivation variable is obtained from the multiplication between the coefficient values of the Work Culture variable and the coefficient value of the Work Motivation variable. The magnitude of the indirect effect of this work culture variable can be seen in the following Table 3:

Table 3
Indirect Effects of Work Culture on Performance Through Work motivation

Relationship Between Variables	Path coefficient multiplication	Results
$X \rightarrow Y1 \rightarrow Y2$	0.366×0.270	0.099

Source: Primary data processed

Based on Table 3 above it can be seen that the Work Culture variable (X) has an indirect effect on the Performance variable (Y2) through the Work Motivation variable (Y1). Work Culture Variable (X) has an indirect effect on the Performance variable (Y2) through the Work Motivation variable (Y1) of 0.099. The trajectory model of the indirect effect of the Work Culture variable (X) on the Performance variable (Y2) through the Work Motivation variable (Y1) can be seen as shown in Figure 3 below.

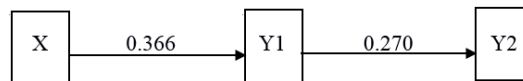


Figure 3. Trajectory Model of the Indirect Effect of Work Culture (X) Against Performance (Y2) Through Work Motivation (Y1)

Analysis of the Effect of Total Work Culture and Work Motivation on

The performance

The magnitude of the effect of the total Work Culture variable (X) and Work Motivation variable (Y1) on the Performance variable (Y2) is obtained from the sum of the direct effects between the path coefficients. The magnitude of the total effect of these variables can be seen in the following calculation:

$$\begin{aligned} \text{Total effect} &= 0.075 + 0.366 + 0.270 \\ &= 0.711 \end{aligned}$$

Based on the above calculation, it can be explained that the total effect of the Work Culture variable and the Work Motivation variable to the Performance variable is 0.711.

Test Validity of Research Models

Based on the influence models that have been explained above, a path analysis model can be made as a whole, which is a combination of the direct influence trajectories of work culture variables on performance variables plus work motivation variables, as shown in Figure 5 below:

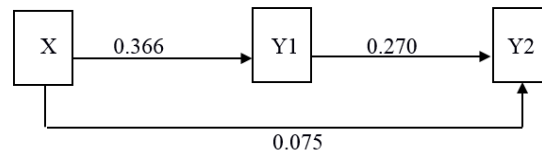


Figure 5. Combined Models of Influence of Cultural Variables Work and Work Motivation (Y1) on Performance (Y2)

From the figure above the model can be seen the amount of influence between variables shown by the values that exist in each path/path. To find out the validity of the research model above, in the path analysis there are two indicators, namely total determination and theory trimming.

1) Total Determination Coefficient

In this case, the interpretation of R_m^2 is the same as the interpretation of the coefficient of determination (R^2) in the regression analysis. Based on the above calculation, the result of the total determination coefficient is 0.464. This means that the diversity of data that can be explained by this research model is 46.40% or in other words work culture variables through work motivation can explain teacher performance by 46.40%, while 53.60% is explained by other variables not contained in this research model.

2) Theory Trimming

Based on Theory Trimming, the paths that are not significant are discarded, so we get a model that is supported by empirical data. From the results of the overall analysis, the path from work culture directly to performance is discarded or cut, so that the pathway model picture can be seen as Figure 4.6 as follows:

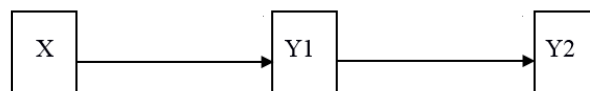


Figure 6. The Last Model of Track Effect of Work Variables and Work Motivation (Y1) on Performance (Y2)

Conclusion

Based on an analysis of the results and discussion previously described, a conclusion can be made as follows:

- 1) The results of the *path* analysis indicate there is an influence of the Work Culture variable on Performance, although not significantly. Besides that, there is a positive or unidirectional relationship path between the two variables. Because the effect is not significant, the Work Culture variable cannot be used to measure the variable Performance of High School teachers in the city of Mataram.
- 2) Work Culture Variables have a significant influence on the variable Work Motivation. Besides that, there is a positive or unidirectional relationship path between the two variables. Thus the Work Culture variable can be used to measure the variable Work Motivation of High School teachers in the city of Mataram.
- 3) *Path* Analysis result shows that the Work Motivation variable significantly influences the Performance variable. Besides, there is a positive or unidirectional relationship path between the two variables. Thus, the Work Motivation variable can be used to measure the variable performance of high school teachers in the city of Mataram.

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