

## **Organizational Culture and Organizational Climate as a Determinant of Motivation and Teacher Performance**

**Rivai**

Indonesian Ministry of Religious Affairs,  
Staff in West Sulawesi Province

**Mursalim Umar Gani**

Professor in Management Science,  
University of Muslim Indonesia, Makassar

**Moh. Zulkifli Murfat**

Lecturer in Management Science,  
University of Muslim Indonesia, Makassar

### **ABSTRACT**

The purpose of the study is to partially analyze the effects of: (1). organizational culture and organizational climate towards motivation and teachers performance of Public senior high school. (2) Motivation towards the teacher's performance of Public senior high school. This research was conducted at Public senior high school in West Sulawesi Province. The study population was a teacher Public senior high school who had in been certified as many as 728 people. A sample of 201 respondents was taken proportionally. Data analyzed using Structural Equation Model (SEM). The results of the study show that: (1) Organizational culture has a positive significant effect on teacher motivation and performance (2) Organizational climate has a negative significant effect on teacher motivation and performance. (3) Motivation has a positive significant effect on teacher performance.

**Keywords:** organizational culture, climate, motivation, teacher performance

### **INTRODUCTION**

The development of education sector is one of the pillars of national development. Resource planning must be well managed to support national development in the West Sulawesi province. Schools as educational institutions are expected to be able to contribute to the progress of national development and the formation of competent human resources in the globalization era. In addition, the school is also a forum for the formation of behavior and character that will directly affect the life behavior of the community. The output of students is very dependent on the ability of a teacher as a facilitator who mediates learning and transforming science. The ability of the teacher certainly in management is certainly demanded by his performance in the teaching and learning process. In the world of teacher education is a human resource that has responsibilities and important roles in the management of teaching and learning programs in schools. The responsibility of a teacher is to ensure the achievement of the objectives of each aspect of learning. Teachers have a strategic role in school organizations because a teacher directly contributes to students in school and is a determining factor for the quality of learning.

**Table 1- Certified teachers in Public Senior High Schools in West Sulawesi Province**

District	Public senior high school	Certified teachers
Polewali Mandar	12	258
Majene	6	151
Mamuju	17	132
Central Mamuju	10	40
North Mamuju	12	61
Mamasa	17	86
Total	74	728

**Source: Department of Education and Culture in West Sulawesi Province (November 11, 2017)**

Build upon to the data in Table 1, the number of civil servant certified teachers at the Public High School in West Sulawesi Province still relatively low when compared to the number of teachers teaching as many as 2,179 people. In connection with the achievement of teacher performance in the area of West Sulawesi Province which has not been in line with expectations. This is of course inseparable from the influence of organizational culture factors and organizational climate on teacher motivation and performance. Kreitner & Kinicki (1995: 532) suggest that organizational culture is social glue that binds members of an organization (Kreitner & Kinicki, 1995: 532). It seems that a different characteristic or personality between one person and another person can be united in an organizational strength, so there is a need for social glue. According to Munandar (2001: 52), the organizational climate is a productive condition to create internal and external situations to get work optimization from a performance, so the creation of internal conditions must be conducive, fun and automatically stimulate the work environment and the target to play a role. A good work climate is a conducive, safe, cool, comfortable and healthy work environment. A good work climate will encourage employees to work better so that it will improve performance. Motivation is also an important thing to influence the existence of good performance, by which the principal has the right strategy in managing the teacher so that the work spirit is always intertwined with one another through motivation that is always built.

The previous research findings (Mulyanto, 2004) achievement motivation is a significant effect on individual performance. There was a positive correlation between organizational culture, organizational commitment and job satisfaction, and there was a positive significant correlation between organizational culture, organizational commitment and performance (Chen, 2004). The leadership style had a significant effect on performance, while relationship behavior and task behavior both had high categories. Likewise, achievement motivation and job satisfaction together have a significant effect on performance (Djunadi Purwoatmojo, 2005). The leadership behavior is significant influence on job satisfaction and teacher performance (Peter Maupula, 2017).

Based on the debate of findings from scholars and the facts mentioned above, the main problems that need to be analyzed in this study are:

1. Does organizational culture affect teacher motivation?
2. Does organizational climate affect teacher motivation?
3. Does organizational culture affect teacher performance?
4. Does organizational climate affect the teacher performance?
5. Does teacher motivation affect teacher performance?

## LITERATURE REVIEW

### Organizational culture

The culture is a complex whole that includes knowledge, beliefs, arts, morals, law, adaptability, and all abilities and K habits obtained by humans as members of society (Edward Burnett Tylor; cited in Koentjaraningrat, 2005). There are 5 (five) cultural dimensions, namely: Individualism, related to the tendency for a social framework that is loosely intertwined in a society where individuals are encouraged to look after themselves and their immediate family. (b) Collectivism, related to the tendency for a tightly-established social framework in which individuals can expect relatives, tribes, or other groups to protect them in exchange for absolute loyalty. (c). Power distance is related to a measure in which members of a society accept that power in an institution or organization is not evenly distributed. This affects the behavior of less powerful and powerful members of society. (d) Uncertainty avoidance is the degree to which community members feel uncomfortable with uncertainty and ambiguity. This feeling directs them to trust promising certainty and to nurture institutions that protect adjustment. Communities that have strong uncertainty avoidance maintain strict trust and behavior and are intolerant of people and deviant ideas. (d) Masculinity, the tendency in society for achievement, heroism, assertiveness, and material success. His opponent, femininity means the tendency for relationships, simplicity, attention to the weak, and quality of life. The main issue in this dimension is the way people allocate social roles to gender differences. (Edward Burnett Tylor; cited in Koentjaraningrat, 2005).

### Organizational Climate

Organizational climate is the perception of members about the work environment of the organization. Organizational climate refers to the material style that influences members' views about the values and objectives of the organization. The organizational climate is a physical element, where climate can be an attribution of the organization or as an attribution rather than an individual's own perception (Owens, 1991; Hoy & Miskel, 1987). Organizational climate characterizes as a whole of physical and social factors found in an organization (Duncon, 1972). According to the Pines model (1982), the work climate of an organization can be measured through the following four dimensions: (a) psychological dimensions, Includes variables such as workload, lack of autonomy, lack of self-fulfillment (clerical self-fulfillment), and lack of innovation, (b) Structural dimensions, the level of harmony between work requirements and physical structure (physical and sound), (c) social dimension, includes of interaction aspects with clients (in terms of support and cooperation), and supervisors (support and rewards), (d) bureaucratic dimension, Includes laws and regulations on role conflict and role obscurity. There are many influential things in the organization so that an organizational climate is formed, these are: (a) working hard, (b) cooperation, (c) Regulations.

### Work Motivation

Work motivation is an internal process that activates and guides and maintains a person's behavior continuously (Slavin, 1994; cited in Rifai & Anni, 2011: 159). Work motivation is one of the factors that determine a person's performance. Motivation of teacher work is nothing but a process that is carried out to move the teacher so that their behavior can be directed at real efforts to achieve the stated goals (Uno, 2010: 71). Work motivation is influenced by various factors. Uno (2010: 29-34) revealed that the factors that influence motivation are personal factors and environmental factors in the form of intrinsic and extrinsic motives. Work motivation can be stimulated by external factors and psychological factors and interests, but motivation it still initially grows inside a person (Sardiman, 2014: 75).

## **Teacher Performance**

Performance is an activity carried out by each individual in relation to achieving the planned goals. The performance is the result or output of a process. Performance is a universal concept which is the operational effectiveness of an organization, part of an organization, and its employees based on predetermined standards and criteria (Smith; cited in Mulyasa, 2005: 136; Toban, C., & Sjahrudin, H., 2016). Because the organization is basically run by humans, performance is actually human behavior in carrying out its role in an organization to meet established standards of behavior so as to produce action and results. Teacher performance has certain specifications. Teacher performance can be seen and measured based on specifications or competency criteria that must be possessed by each teacher. The teacher's performance standards relate to the quality of the teacher in carrying out their duties such as: (a) working with students individually, (b) learning preparation and planning, (c) utilization of learning media, (d) involve students in various learning experiences, (e) active leadership from the teacher. The factors that influence individual workforce performance, namely: (a) their abilities, (b) motivation, (c) support received, (d) the existence of the work they do, (e) their relationship with the organization (Mathis & Jackson, 2001: 82).

## **CONCEPTUAL FRAMEWORK**

The conceptual framework used in this study is a study of the relationship between organizational culture, organizational climate associated with motivation and teacher.

### **Organizational culture and motivation**

Mishan's, (2014: 6) promoting achievement theory by Mc. Clelland (1961) which states that Organizational Culture is Innovation and the courage to take risks against details or detailed work details on the results of members, and teams. While motivation is the need for achievement, affiliates to get the position of Robbins (2007). From the opinion above, then the relationship between organizational culture and motivation is the courage to take risks against the details or details of work that be oriented on the results of members to get a position so as to give birth to motivation / need for achievement, affiliation to get a position.

### **Organizational climate and motivation**

Organizational climate as a collection and environmental pattern that determines the emergence of motivation and focuses on perceptions that make sense or can be assessed, thus having a direct influence on the performance of organizational members (Stinger's; cited in Wirawan, 2007). Organizational climate is a human environment where the teachers / employees of the organization do their jobs. Organizational climate cannot be seen or touched but the climate is like air in a room circling and influencing everything that happens in an organization (Davis 1996).

### **Organizational culture and teachers performance**

The strong culture can produce effects that greatly affect individual's performance; even in a competitive environment these influences can outweigh other factors such as organizational structure, financial analysis tools, leadership and others. Organizational culture that is easy to adapt to changing times (adaptive) is what can improve performance. A strong organizational culture will help the organization to provide certainty to all teachers to develop together, the growth and development of agencies (Kottler & Heskett, 1997). An understanding of organizational culture needs to be instilled early on by teachers. When at the beginning of work, they enter institutions with different characteristics and expectations, then through training, orientation and self-adjustment, employees will absorb organizational culture which will then develop into a group culture, and eventually absorbed as a personal culture. If the process of internalizing organizational culture into a personal culture has been successful, then

teachers will feel synonymous with their institutions, feel united and there are no obstacles to achieving optimal performance. This is a mutually beneficial condition, both for agencies and teachers.

### **Organizational climate and teachers performance**

Organizational climate can be measured (Toulson & Smith, 1994: 457) from responsibility, identity, warmth, support, and conflict (performance). To optimize the organizational climate, all school citizens must have formal responsibilities to others in carrying out their functions. In addition, principals, teachers, employees and students have feelings of friendship. Organizational climate directly affects the performance of teachers, if there is a conflict, they will try to find solutions rather than avoid them. Principals as leaders in school organizations are required to have the ability to create safe and comfortable conditions for every school citizen. This is very necessary to improve teacher performance. Organizational climate can be focus on perceptions that make sense or can be assessed, so that it has a direct influence on the performance of members of the organization. Organizational climate is the condition of the work environment, material / physical and non-material / non-physical which can affect the behavior / teachers performance. Teacher performance is the behavior shown by the teacher in his willingness to do work that is relevant to his skills in the field of learning. Performance needs to be evaluated for improvement, with the hope that the performance will be better. Hope that performance will be achieved with changes in both individual and organizational changes. Work performance contains the substance of the achievement of work results by someone. Thus that performance and work performance is a reflection of the results achieved by a person or group of people (Hasanuddin, R., & Sjahrudin, H., 2017). From the explanation above, it can be said that the school organizational climate is related to teacher performance. The higher of the organizational climate, can be makes the higher level of teacher's performance. Therefore, it can be assumed that there is an influence of organizational climate on teacher achievement motivation.

### **Motivation and teachers performance**

Motivation is a way of thinking certain when it happens to someone tends to make that person behave actively to achieve a result or achievement. Motivation is a characteristic of a person who has high hopes of achieving success rather than fear of failure (Tapiardi, 1996: 105). Thus it can be understood that the presence of motivation in the individual will foster a healthy spirit of competition, will foster responsible individuals and with high motivation will also form a creative person. Mc Cleland's needs theory there are three basic human needs, namely: (a) needs for achievement, (b) need for power, (c) need for affiliation (Robbins, 2006: 222).

### **Hypothesis**

Based on the formulation of the problem and the purpose of the study, the hypothesis in the study can be stated as follows:

- 1) Organizational culture has a positive significant effect on teacher motivation.
- 2) Organizational climate has a positive significant effect on teacher motivation.
- 3) Organizational culture has a positive significant effect on teacher performance.
- 4) Organizational climate has a positive significant effect on teacher performance.
- 5) Motivation (compensation) has a positive significant effect on teacher performance

## **METHODS**

### **Research approach**

The type of research uses quantitative descriptive methods with proportional sampling in each district in West Sulawesi Province using Path analysis (Path analysis). The method used to analyze the data is Path analysis with a series of instrument tests and classic assumption tests.

According to Sugiyono (2011: 7), quantitative research methods can be interpreted as research methods that are based on the philosophy of positivism, used to examine certain populations or samples.

### **Sources and types of data**

Primary data is data collected by researchers directly from the first source or where the object of research was conducted (Siregar, 2013). The primary data contained in this study is data from the distribution of questionnaires sourced from respondents, who are state high school teachers who are civil servants and already certified in West Sulawesi Province. Secondary data is data that is published or used by organizations that are not processed (Siregar, 2013). In this study the secondary data sources are books, literature, articles, journals, and sites on the internet that are related to the research conducted.

### **Data collection method**

Data collection aims to get data related to research. Data collection methods used in this study includes questionnaires, observations, and literature studies.

### **Population and Sample**

The population in this study was all state high school teachers who were civil servants (PNS) and already certified in West Sulawesi province. The number of research populations spread across 6 (six) districts in the province of West Sulawesi is 728 teachers of Public High Schools who are civil servants and certified. While the number of samples using the Solvin formula is 201 teachers

### **Validity and reliability test**

Tests are used to measure the validity or validity of a questionnaire. A questionnaire is said to be valid if the question in the questionnaire is able to reveal something that will be measured by the questionnaire (Ghozali, 2012). Reliability Test is a tool to measure a questionnaire which is an indicator of a variable or construct. A questionnaire is said to be reliable or reliable if a person's answer to a statement is consistent or stable over time (Ghozali, 2012).

### **Data Analysis**

The analytical method used in this study is descriptive analysis and quantitative analysis using the equation modeling (SEM) model. Based on the explanation above, the pattern of relations between the variables to be studied is a causal relationship of one or several independent variables to one or several dependent variables. The form of the relationship between independent and dependent variables such as this requires an analytical tool that is able to explain in sum the relationship, namely Structural Equation Modeling (SEM) - Linear Structural Relations (LISREL) and Analysis of Moment Structures (AMOS).

### **Operational variables and Measurements**

Measurement indicators use a Likert scale, namely: strongly disagree (score 1), disagree (score 2), disagree (score 3), agree (score 4), strongly agree (score 5).

Organizational culture ( $X_1$ ) is a part of certain values whose truth and goodness are believed jointly by the teacher / employee of the organization. This variable has 5 (five) indicators that are observed, among others: 1) honest attitude, 2). Exemplary attitude, 3). Loyal to leaders, 4). Mastering learning material, 5) teaching according to the applicable curriculum.

Organizational climate ( $X_2$ ) is the traits or traits that are felt by a teacher in a school work environment, and arise because of activities carried out consciously or not, and are considered

to influence behavior. Indicators of organizational climate variables are as follows: 1) discipline, 2) security, 3) authority in work, 4) communication in work, 5) changes in management systems.

Work motivation (Y) is an encouragement for teachers who cause conditions or environmental systems that support and allow for the learning process to take place. The indicators of work motivation variables are as follows, 1). teachers satisfied, 2). work environment, 3). salary, 4). Leadership policy, 5) opportunity.

Teacher performance (Z) is an activity carried out by a teacher to carry out tasks and responsibilities in accordance with the expectations and objectives that have been set, and as a result of evaluation of the work performed, compared to the criteria or standards that have been set. Indicators of teacher performance variables are as follows; 1). Teacher's preparation before teaching, 2). Change behavior of students, 3). Work sincerely, 4). Mastery of competence as a teacher, 5) work according to the rules apply.

## RESULTS AND DISCUSSION

### Results

The average value of the organizational culture variable ( $\mu = 4.72$ ); organizational climate ( $\mu = 4.61$ ); motivation ( $\mu = 4.72$ ), teacher performance ( $\mu = 4.71$ ). The results of the measurement of the average value ( $\mu$ ) of each variable indicate that respondents have agreed perceptions of each variable. The results of the normality test indicate that the research data is normally distributed because the values of c.r. skewness univariate and kurtosis all indicators have been in the interval of  $-2.58 < Z < 2.58$  as well as the multivariate value of c.r.  $-2.58 < Z < 2.58$ , this indicates that the data to be analyzed has been normally distributed both univariate and multivariate. Multicollinearity is done by looking at the correlation value between exogenous variables. The model is declared free from multicollinearity because the correlation value between exogenous variables is  $< 0.9$ . The validity and reliability test of each variable shows that each variable is valid and reliable because the value of the loading factor is  $> 0.05$  and the critical ratio is  $> 0.7$ . The goodness fit index indicates that the model matches the sample used. Confirmatory factor analysis shows that each indicator is part of each latent variable because the probability value  $\alpha = < 0.05$  and critical ratio  $> 1.96$ . The results of testing the Hypothesis show the following:

- 1) The p-value of organizational culture on motivation is significant at 0.024 with c.r. positive sign at 2.264. Because the p-value =  $< 0.05$  and c.r. is positive  $> 1.96$ ,  $H_0$  is rejected and  $H_a$  is accepted, it is concluded that the organizational culture variable has a positive and significant effect on work motivation, the higher the organizational culture the higher work motivation, and vice versa.
- 2) The p-value value of organizational climate on motivation is very significant (\*\*\*) with c.r. marked positive at 5.327. Because the p-value =  $< 0.05$  and c.r. is positive  $> 1.96$ ,  $H_0$  is rejected and  $H_a$  is accepted, it is concluded that organizational climate variables have a positive and significant effect on work motivation, the better the climate of organization, the higher work motivation of employees, is that vice versa.
- 3) The p-value of organizational culture on performance is significant at 0.017 with c.r. marked positive at 2.378. Because the p-value =  $< 0.05$  and c.r. is positive  $> 1.96$ ,  $H_0$  is rejected and  $H_a$  is accepted, it is concluded that the organizational culture variable has a positive and significant effect on performance, the higher the organizational culture the higher the employee's performance, and vice versa.
- 4) The p-value of organizational climate on teachers performance is significant at 0.034 with c.r. marked positive at 2.125. Because the p-value =  $< 0.05$  and c.r. is positive  $> 1.96$ ,  $H_0$  is rejected and  $H_a$  is accepted, it is concluded that organizational climate

variables have a positive and significant effect on performance, the better the climate of the organization, the higher the performance of employees, and vice versa.

- 5) The p-value of motivation on teachers performance is very significant (\*\*\*) with c.r. marked positive at 4.854. Because the p-value =  $< 0.05$  and c.r. is positive  $> 1.96$ ,  $H_0$  is rejected and  $H_a$  is accepted, it is concluded that the motivation variable has a positive and significant effect on performance, the higher the employee's work motivation, the higher the employee's performance, and vice versa.

## **Discussion**

### ***Effect of Organizational Culture on Motivation***

Organizational Culture is by a group which then bequeaths to new members the main problem of solving external and internal problems which is carried out consistently as an appropriate way to understand, think, and feel about related problems as above (Peter F. Drucker, 1978: 136). The results of testing the SEM model indicate that organizational culture has positive significant influence on work motivation. This is indicated by the value of the critical ratio  $> 0.024$  and the probability value  $< 0.005$  required, where the value of the critical ratio is 0.954 with a significance level of  $0.05 \leq 0.05$ . The coefficient of the influence of organizational culture (X1) on motivation (Y) is equal to 0.05, meaning that the better organizational culture will increase motivation as much as the organizational cultural path coefficient of 0.05. Indicators of each latent variable include honesty (X<sub>11</sub>), exemplary attitude (X<sub>12</sub>), loyalty to leadership (X<sub>13</sub>), mastering learning material (X<sub>14</sub>), teaching according to the applicable curriculum (X<sub>15</sub>) able to form organizational culture variables (Hardiyana et al., 2013; Tania, 2013; Giantari & Riana, 2017; Sudrajat & Sarino, 2017).

### ***Effect of Organizational Climate on Motivation***

Organizational climate is a human environment where the teachers do their jobs. Organizational climate cannot be seen or touched but the climate is like air in a room circling and influencing everything that happens in an organization (Davis, 1996: 124). The results of testing the SEM model indicate that organizational climate has a positive significant influence on teacher motivation. This is indicated by the critical ratio  $> 0.242$  and the required probability value  $\alpha = < 0.05$ . Where the the critical ratio is 0.955 with a significant level of  $0.07 > 0.05$ . The path coefficient effect of organizational climate (X<sub>2</sub>) on teacher motivation (Y) is 0.847, meaning that the better climate of organization will increase teacher motivation by the value of the organizational climate coefficient, which is 0, 847 (other variables remain). The results of the study show that the Organizational Climate has a positive significant on motivation. This means that the better the organizational climate will increase teacher motivation (Mamanua et al., 2015; Sucianti, 2015; Yulianti, 2015).

### ***Effect of Organizational Culture on teachers performance***

Organizational culture is the main factor that determines individual behavior and group behavior in an organization. A strong organizational culture will help the organization to provide certainty to all teachers / employees to develop together, the growth and development of agencies. An understanding of organizational culture needs to be instilled early on by employees. When at the beginning of work, they enter institutions with different characteristics and expectations, through training, orientation and self-adjustment, the teacher will absorb organizational culture which will then develop into a group culture, and eventually absorbed as a personal culture. The results of testing the SEM model indicate that organizational culture has a positive and significant influence on performance. This is indicated by the value of the critical ratio =  $> 0.954$  as well as the probability value  $\alpha = < 0.05$  required, where the value of the critical ratio is 2,387 with a significance level of  $0,000 < 0.05$ . The path coefficient of the effect of compensation (X<sub>4</sub>) on performance (Y) is 0.017. This means that the



better organizational culture will improve performance as much as the organizational culture coefficient value of 0.017 (other variables remain). In connection with this research, it can be concluded that the overall indicators that shape organizational culture are proven to have a positive significant influence on teacher performance. Empirical evidence linking organizational culture variables and teacher performance shows results consistent with this study, as stated by Chaterina Melina Turisa, Intan Ratnawati (2012) whose results conclude that organizational culture has a positive significant effect on teacher performance.

### ***Effect of Organizational Climate on teachers performance***

Organizational climate as a collection and environmental patterns that is determine the emergence of work motivation and focus on perceptions that make sense or can be assessed. Organizational climate is the condition of the work environment, both-material, physical and non-material / non-physical which can affect the behavior / teachers performance. The results of testing the SEM model indicate that organizational climate has a positive significant effect on teacher performance. This is indicated by the value of the critical ratio greater than 1.96 and the probability value of  $5 \alpha 0.05$  is required. The critical ratio value is 2.125 with a significant level of  $0.001 < 0.05$ . The coefficient of the influence of organizational climax ( $X_2$ ) on teacher performance ( $Z$ ) is 1.96, meaning that the better climate of organization will increase teacher performance by the organizational climate path coefficient value which is 1.96 (other variables remain). The results of the study showed that the Organizational Climate in schools that were studied indirectly had a positive significant influence on performance. This means that the better the organizational climate will improve teacher performance (Prayitno, 2003; Taufik, 2005; Liana, 2012; Hadi, 2016; Maupula, 2017)

### ***Effect of Work Motivation on Teacher Performance.***

Work motivation is an encouragement for teachers to create environmental conditions or systems that support and enable the learning process to take place. The results of testing the SEM model indicate that motivation has a positive and significant influence on teacher performance. This is indicated by the value of the critical ratio greater than 1.96 and the probability value of  $\alpha = < 0.05$  is required. The critical ratio value is 4.854 with a significant level of 0.004 or approximately 0.000. The coefficient value of the effect of motivation ( $Y$ ) on teacher performance ( $Z$ ) is 0,000, meaning that the better the motivation will increase teacher performance by the value of the motivation coefficient that is 0,000 (other variables remain). The results of the study showed that the motivation of teachers in schools that were directly examined had a positive significant influence on teacher's performance. This means that the better the motivation will improve teachers performance (Mulyanto, 2004; Sudarto, 2004; Purwoatmodjo, 2005; Sutomo, 2006; Liana, 2012; Wijaya, 2014; Kusuma et al., 2015; Saputra, 2016; Hadi, 2016; Nurcahyani & Adnyani, 2016; Giantari & Riana, 2017; Sudrajat & Sarino, 2017).

## **PRACTICAL IMPLICATIONS**

- 1) The organizational culture and organizational climate will enhance the learning spirit of students and teachers. Therefore it is the responsibility of all school people to keep their school environment conducive to the learning process.
- 2) Motivation is needed by a teacher, but keep in mind that a teacher cannot prioritize financial motivation because it will greatly affect his performance.

## **CONCLUSION**

1. The results of the study indicate that organizational culture has an influence on motivation and performance. The better organizational culture will increase teacher motivation and performance. Organizational culture is the character of an organization

and becomes a guideline that can be used as a basis in the rules and behavior of various individuals in the organization.

2. The results of the study indicate that the organizational climate has an influence on motivation and performance. The more conducive organizational climate will increase teacher motivation and performance. The conducive atmosphere will provide a sense of comfort so that can be exploring transfer knowledge for the students.
3. The results showed that motivation has an influence on performance. The greater motivation will improve teacher performance. Motivation is an encouragement to do something. Motivation is needed by a teacher as an encouragement for him and as a motivator for his students. The success of their students shows the performance of a teacher.

## References

- Ahmad, Kamaruddin. (2004). *Fundamentals of Investment Management and Portfolios*. Rineka Cipta. Jakarta.
- Aigner, DJ, CAK Lovell & P. Schmidt. (1977). Formulation and Estimation of the Stochastic Frontier Production Function Model. *Journal of Econometrics*.5 (6): 21-37
- Bangun, Wilson. (2012). *Human Resource Management*. Erlangga. Bandung.
- Bellows. R. (1961). *The Psychology in Business and Industry*, Englewood Clift, 3rd ed, Prentice Hall, Inc. New Jersey.
- Berkowitz, Eric N., et al., (2000). *Marketing*, 6th edition (International Edition), NewYork: Irwin McGraw Hill Inc.
- Bernadin. HJ, & Russell, JEA (1993). *Human Resources Management*, McGraw-Hill.Inc. Singapore.Boston, Allyn and Bacon.
- Cohen, AR (1983). *Managing for Excellence: The guide to developing high performance organizations*, John Wiley, New York.
- Creemers. BPM, Reynolds. D. (1993). *School Effectiveness and School Improvement; An International Journal of Policy and Practice Research*, New Jersey, Lisse, Sweet and Zeitlinger.
- Cushway. B. (1993). *Human Resources Management*, TR1996 Palupi Translation. Gramedia. Jakarta.
- Darsono & Siswandoko, Tjatjuk. (2011). *21st Century Human Resources*. Nusantara Consulting. Jakarta.
- Davis, Keith & Newstrom JW (2005). *Behavior in Organizations*, Volumes I and II of the transfer of Agus Dharma. Erlangga. Jakarta.
- Dessler. G. (1997). *Human Resource Management, Indonesian Edition*, Benjamin Translation. M. Editor, Tryana Iskandarsyah. Gramedia. Jakarta.
- Donnelly. (2001). *Fundamental of Management*, Business Publication, Texas.
- Duncan KD (1972). *Strategies for Analysis of the Task*, London, In J. Harley UK, Worth Butter.
- Ferdinand, A. (2005). *Structural Equation Modeling in Management Research*. BP. Undip. Semarang.
- Flippo. Edwin. B. (1989). *Personnel Management*. Primary Literature Gelora. Jakarta.
- Hasanuddin, R., & Sjahrudin, H. (2017). The structure of emotional intelligence, spiritual intelligence and its relationship with work enthusiasm and auditor performance. *Structure*, 3(1).
- Hasibuan, Malayu. S.P. (2006). *Human Resource Management*. Revised Edition. Rineka Cipta. Jakarta.
- Hersey, Paul & Blanchard, Ken. (1993). *Management of Organizational Behavior, Utilization of Human Resources Edsisi Indonesian*. Erlangga. Jakarta.
- Hodgel. BJ, & Anthony. WP (1991). *Organizational Theory: A Stratgic Approach*, Boston, Allyn and Bacon.
- Hofstede. G. (1994). *Cultures and Organizations*, Harper Collins Business Hammersmith. London.
- Hoy. WK, & Miskel. CG (1987). *Educational Administration: Theory, Research and Practice*, Random Haouse Inc. New York.
- Jessup. G., & Jessup. H. (1975). *Selection and Assessment at Work*, Methuen. London.

- Kanungo, RN, & Mendonca, M. (1994). *Work motivation: models for developing countries*. New Delhi: Sage Publication India.
- Kaplan. RS, & Norton. DP (1996). *The Balanced Scorecard: Translating Strategy in to Action*, Havard Business School Press. Boston.
- Kast. F.E, & Rosenzweig. JE (2002). *Organization and Management (volume 2)*, Hasyim Translation. A. Earth Literacy. Jakarta.
- Kreitner, R., & Kinicki, A. (1995). *Organisational behaviour* Chicargo: Irwin.
- Mangkunegara, AP, (2006). *Evaluation of Human Resource Performance*. Refika Aditama. Bandung.
- Martocchio, J. (2004). *Strategic Compensation*. (3rd ed). Upper Saddle River, New Jersey: Pearson Prentice Hall
- Mathis & Jackson. (2009), *Human Resource Management*, Edition 10. Salemba Empat. Jakarta.
- McClelland, David. (1976). *Motive Achievement*. Irvington Publishers, Inc. New York.
- Megginson. LC, Franklin. GM, & Byrd. MJ (1995). *Human Resource Management*, Dame Publishing. Houston,
- Milkovich, GT, & Newman, JM (2005). *Compensassion*, 8Th Edition ., Homewood, IL: Irwin
- Miner, Jhon. B (1981). *Human Behavior in Organizations: Three Levels of Analaysis*, Englewood Cliffs, Prentice-Hall.Inc. New Jersey,
- Mitchell, T.R. (1992). *People in Organization Understanding the Behavior*, Kogakhusa, McGraw-Hill
- Mondy. Robert. W, Sharplin. AP, & Shane. R. (1990). *Management and Organizational Behavior*, Allyn and Bacon, Boston.
- Mondy. Robert. W, Sharplin. AP, & Shane. R. (2008). *Management and Organizational Behavior*, Allyn and Bacon, Boston.
- Muhaimin. (2002). *Islamic Education Paradigm. Teenager Rosdakarya*. Bandung.
- Munandar, Ashar. Sunyoto. (2001), *Industrial and Organizational Psychology*. University of Indonesia (UI-Press), Jakarta
- Nadler. L. (1982). *Designing Training for the Critical Events Model Program*, Addison-Wesley Publishing Company, Boston.
- Ndraha. T. (2005). *Organizational Culture Theory*. Rineka Cipta. Jakarta.
- Nimran, U. (2004). *Organizational Behavior*. Kencana. Jakarta.
- Nimran, U. (1997). *Organizational behavior*. First printing, CV. Citra Media, Surabaya
- Oliver. RL & Anderson. E. (1994). *An empirical test of the Consequences of Behavior-based versus Out-of-Game-based Salesforce Control Systems*, *Journal of Marketing*. October: 53-67
- Ouchi. W. (1981). *Z Theory: How American Business Can Meet The Japanese Challenge*. Andamera Library. Jakarta.
- Owens. RG (1991). *Organizational Behavior in Education*, Prentice Hall, New Jersey.
- Rivai. V. (2005). *Leadership and Organizational Behavior*, Second Edition .raja Grafindo Persada. Jakarta.
- Robbins, P. Stepen, (1996). *Organizational behavior*. Interpretation of Benyamin Molan. Macanan Jaya Cemerlang. Jakarta.
- Robbins, P.Stepen. (2003). *Organizational Behavior*, Yusuf Translation. U. Arcan. Jakarta.
- Rossow, L.F. (1990). *The Principalsip: Dimensions in Instructional Leadership*. Boston: Allyn and Bacon.
- Russell, Bernardin. J (1993). *Human Resources*, McGraw-Hill. Inc. New York,
- Schein, Edgar. H. (1985). *Organizational Culture*, *American Psychology*, 4 (2): p. 109-119.
- Schein, Edgar. H. (1992). *Organizational Culture and Leadership*, San Francisco, 2<sup>nd</sup> ed., Jossey-Bass.
- Sedarmayanti. (2011). *Human Resource Management*. Refika Aditama. Bandung.
- Sharma, J. P., & Bajpai, N. (2010). *Organizational commitment and its impact on job satisfaction of employees: A comparative study in public and private sector in India*. *International Bulletin of Business Administration*, 9(1), 7-19.

Simamora, Henry. (2004). Human Resource Management. Second Edition. STIE YKPN. Yogyakarta.

Simamora. H. (1997). Human Resource Management. STIE YKPN. Yogyakarta.

Toban, C., & Sjahrudin, H. (2016). The antecedent and consequence of Organizational Commitment and Job Satisfaction. *Journal of Business and Management Sciences*, 4(2), 26-33.

Wibowo. (2006). Change Management, Raja Gafindo Persada, Jakarta.

Wilderom, C. P., & Van Den Berg, P. T. (2000). Firm culture and leadership as firm performance predictors: a resource-based perspective. Centre for Economic Research, Cambridge University

Wirawan. (2003). Leadership Theory: Introduction to practice and research, volumes I and II. Bangun Indonesia Foundation and UHAMKA Press. Jakarta.