

STRENGTHENING ORGANIZATIONAL CULTURE, PERSONALITY, TRUST AND WORK MOTIVATION IN AN EFFORT TO IMPROVE TEACHER PERFORMANCE

Winda Suci Lestari Nasution¹, Soewarto Hardhienata², Rita Retnowati³

^{1,2,3} *Universitas Pakuan, Bogor, Indonesia*
windasucilestarinasution@gmail.com

ABSTRACT

This study aims to improve the performance of public junior high school teachers in Purwakarta Regency by strengthening organizational culture, personality, trust, and work motivation. The research used Path Analysis and SITOREM Analysis to analyze the data. The study involved 1,831 teachers across 78 schools in 17 sub-districts. Results showed that organizational culture, personality, confidence, motivation, trust, and motivation significantly influenced teacher performance. The indicators that were maintained or developed were conscientiousness, agreeableness, emotional stability, support from superiors, teaching planning and preparation, application of teaching methods and strategies, use of learning media, and behavior in managing classes. The study also identified indicators that needed immediate improvement. The findings will be used as recommendations for teachers, principals, school supervisors, and related education offices.

Keywords: *teacher performance, organizational culture, personality, trust, motivation, SITOREM Analysis*

This article is licensed under [CC BY-SA 4.0](https://creativecommons.org/licenses/by-sa/4.0/) 

INTRODUCTION

One important element in the quality of education is teacher performance. The quality of education is a benchmark for a country's progress. The more developed a country is, the better the quality of education. Performance is one of the most important benchmarks in improving the quality of an organization. In education, good teacher performance is believed to be the only way to change the situation, namely the situation that is not good to a better state.

Teachers make a great contribution to the quality of education in an educational institution. Teachers who have good performance in the provision of education will certainly make a great contribution. Good teacher performance is shown by teacher behavior in carrying out their duties professionally and mastery of competencies that are the demands of their duties. In PP No. 19 of 2005 concerning National Education Standards, it is stated that the competencies that must be possessed by teachers include pedagogic competence, social competence, professional competence, and personality competence. Furthermore, in Law no. 20 of 2003 concerning the national education system, it has been stated that teachers as educators are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, and conducting research and community service.

Teachers play a crucial role in educating students to become physically and spiritually intelligent individuals, fulfilling the objectives of national education. They should plan and prepare well, deliver well, apply teaching methods, provide guidance, manage classes effectively, and assess student learning outcomes. Public expectations for teachers' performance are high, and the government continues to improve education quality as part of investment. Teacher performance depends on teacher characteristics like knowledge, responsibility, and curiosity, student characteristics like learning opportunities and academic

tasks, teaching factors like lesson structure and communication, and learning aspects like involvement and success in the classroom.

Teachers as educators should be able to carry out good performance, especially in planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, and conducting research and community service. Teacher performance in outline is starting from planning, implementing the learning process, assessing learning outcomes, conducting guidance, training, to research and service must become a culture, so that in this context the teacher acts more as a facilitator than as a director who determines everything for students.

However, in reality, in schools in Indonesia, there are still teachers who have not shown high performance. This can be seen in 2020 World Bank researchers stated that the survey results related to *learning loss* due to the Covid-19 pandemic have not shown high performance. In the survey, it can be seen that there are still many teachers who have not been able to make good learning plans, weak mastery of the material, poor classroom management, the use of less varied learning methods and strategies, less comprehensive assessments and lack of guidance to students, less active in learning organizations and less confidence in their abilities in carrying out their duties, coupled with the survey conducted, it can be seen that during the Covid-19 pandemic, teacher performance is low.

Then found the results of low teacher performance in a journal *Journal of Education Administration* Vol 3, No. 1, ISSN: 2302-0156 PP. 1-12 of 2015 Alfian Helmi, entitled *Teacher Performance in Improving Student Achievement: Analysis of the Impact of Low Teacher Performance and Solutions for Improvement*, shows that teachers in carrying out the teaching process are still not in accordance with the allocation of time that has been set, it can be seen from entering not on time, so that many PBM times are not used effectively. Then in terms of closing the material taught, there are still teachers who do not close or summarize the material which results in students not having the firmness or core of the teaching and learning process carried out. Teaching and learning activities in schools must be carried out by teachers as much as possible. This effort will be successful if all teachers in the school try to improve their performance which begins with completing all teaching administrations. Teachers are required to be able to improve their competence in terms of preparing the syllabus. It was further explained that the results of a study of 30 teachers in Purwakarta Regency showed that almost 75 percent of teachers did not prepare the learning process properly. Teachers tend to prepare learning by prioritizing the material to be taught, not on learning objectives. Another fact revealed is that teachers also tend to teach in a monotonous method.

The low performance of teachers is also known from data on the results of teacher competency tests conducted by the Ministry of Education and Culture by referring to the official source of the Regional Education Balance (NPD) of the Ministry of Education and Culture, which states that the average result of UKG Purwakarta Regency in 2015 was 60.20. Furthermore, the UKG score for 2019 in Purwakarta Regency decreased with an average score of 60.19. Based on preliminary survey data and the results of the teacher competency test above, it can be seen that the performance of junior high school teachers in Purwakarta Regency is still low.

The ideal education for the Indonesian nation according to Law No.20/2003 concerning the National Education System is education that is able to develop abilities and shape the

character and civilization of a dignified nation in order to educate the nation's life (article 3); and actively develop students' capacity to have spiritual, religious, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state (Article 1:1, 3). This situation is inseparable from the role of teachers as personnel tasked with preparing the younger generation towards a better future for the nation. Reading Law No.20/2003 article 1 paragraphs (1) and (3) above, it can be assumed that as long as the teacher does not carry out the task ideally, the quality of graduates will also not be ideal, and that is the role of the teacher.

Quality education will not be realized without good teacher performance, and good performance will be realized if able to hold organizational culture, have personality, have good trust and motivation. One factor that is assumed to affect teacher performance is the organizational culture of the school concerned. The organizational culture of a school is a tool that can be used to condition and empower all the potential of the school to achieve school goals, especially teacher performance in implementing the educational process. With a good organizational culture, schools are expected to be able to produce good *outcomes* as expected by education *stakeholders* wherever they are. Until now, reality shows that our education problems only revolve around *quality, equality* and *equity*. No teacher or other education staff wants bad or unqualified outcomes and even at all times always thinks and plans what should and what should be done in order to achieve quality education and equal distribution of education in a fair and reasonable manner.

The best alternative to overcome educational problems is how to apply organizational culture, personality, trust and motivation to be able to carry out the performance of education *stakeholders* in general and teachers in particular, so as to realize teacher performance that is able to change the educational paradigm from just finishing the school of the nation's children from education level units to other higher education level units, to form The character of the nation's children in the future.

METHOD

The study focuses on public junior high school teachers in Purwakarta Regency, West Java Province, using Path Analysis and SITOREM Analysis. The research aims to identify indicators for improvement and maintain or develop. Quantitative research measures five variables: Teacher Performance, Motivation, Trust, Personality, and Organizational Culture.

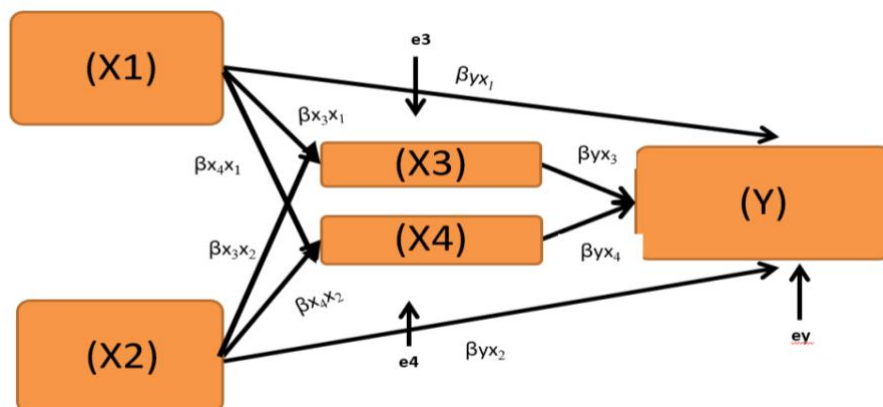


Figure 1. Constellations between Variables Information:

Strengthening Organizational Culture, Personality, Trust and Work Motivation in an Effort to Improve Teacher Performance

X1 : Organizational Culture

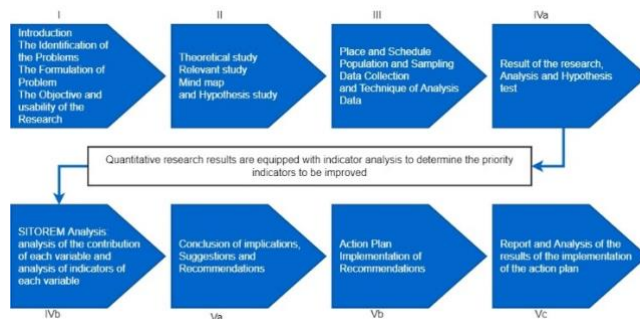
X2:Personality

X3:Belief

X4:Motivation

Y : Teacher Performance

The design and constellation of this study uses a pathway analysis research flow that is analyzed using SITOREM analysis. The research steps carried out are listed in the following chart:



**Figure 2. Research design Pathway Analysis and SITOREM analysis
Widodo Sunaryo and Sri Setyaningsih (2018)**

The population in this study is all public junior high school teachers in Purwakarta Regency, West Java Province as many as 1,831 teachers spread across 78 schools and located in 17 sub-districts. The sample size used based on population calculations is affordable through a multistage random sampling procedure. The sample size was calculated using Taro Yamane's formula so that a sample of 155 was obtained.

Based on the hypothesis generated from the research framework, this research is a research with a pathway model. The relationship model between variables consists of 3 substructures, namely the first substructure consists of one teacher performance variable (Y) as an endogenous variable and four exogenous variables that are causative variables, namely organizational culture (X1), personality (X2), trust (X3), work motivation (X4). The second substructure consists of one endogenous variable, namely trust (X3) and two exogenous variables, namely organizational culture (X1) and personality (X2). The third substructure consists of one endogenous variable, namely motivation (X4), two exogenous variables, namely organizational culture (X1), and personality (X2). Based on this relationship, the path models in the first substructure, second substructure, and third substructure are:

$$\hat{y} = \beta_{51} X_1 + \beta_{52} X_2 + \beta_{53} X_3 + \beta_{54} X_4 + \varepsilon_y$$

$$X_3 = \beta_{31} X_1 + \beta_{32} X_2 + \varepsilon_3$$

$$X_4 = \beta_{41} X_1 + \beta_{42} X_2 + \varepsilon_4$$

RESULTS AND DISCUSSION

The research data was obtained from the results of measurements about teacher performance, organizational culture, personality and motivation based on responses from respondents to variable instrument items. Data collected from the analysis unit was 155 respondents.

Description of research data that has been obtained from each variable of teacher performance (Y), organizational culture (X1), personality (X2), and trust (X3), motivation (X4) obtained from the answers of the research sample, after which it is processed with descriptive statistical calculations. The data used as the basis for the description of the results of this study is the instrument item score which refers to five research variables, namely teacher performance (Y), organizational culture (X1), personality (X2), trust (X3), and work motivation (X4). Based on the results of the analysis, statistical descriptions for research variables can be disclosed as listed in table 1 below:

Table. 1 Statistical Summary of Research Variables

No	Statistics	Y	X1	X2	X3	X4
1	Data Amount	155	155	155	155	155
2	Average	136,95	123,08	136,37	133,00	131,64
3	Median	139	122	135	135	131
4	Modus	142	116	128	135	133
5	Standard deviation	9,70	9,80	9,35	13,6	9,31
6	Varians Sampel	94	96,03	87,00	186	87
7	Smallest Score	96	101	121	56	105
8	Biggest Score	162	160	165	167	162
9	Range	66	59	44	111	57
10	Multiple Classes	8	8	8	8	8
11	Class Length	9	8	6	14	8
12	Total	21227	19077	21137	20659	20404

Furthermore, to calculate the regression equation from the relationship model between variables is known by looking at the probability value (sig) $0.000 <$ the value of 0.05 thus the regression equation from the relationship model between variables is said to be significant. The model can be seen in table 2 below.

Table 2. Summary of Regression Model Significance Test Results

No	Model of Relationships Between Variables	Regression Model	Significance Test Results
1.	Y on X1	$\hat{y} = 100,4 + 0,30X1$	Significant
2.	Y on X2	$\hat{y} = 70,43 + 0,49X2$	Significant
3.	Y on X3	$\hat{y} = 124,29 + 0,09X3$	Significant
4.	X3 on X1	$\hat{y} = 138,472 + 0,042 X1$	Significant
5.	X3 on X2	$\hat{y} = 114,755 + 0,136X2$	Significant

6.	Y on X4	$\hat{y} = 87,01 + 0,38X3$	Significant
7.	X4 on X1	$\hat{y} = 63,37 + 0,55X1$	Significant
8.	X4 on X2	$\hat{y} = 44,85 + 0,63X2$	Significant
9.	X2 on X1	$\hat{y} = 73,92 + 0,50X2$	Significant
10.	Y on X1 through X3	$\hat{Y} = 86,31 + 0,30s1 + 0,10s3$	Significant
11.	Y on X2 through X3	$\hat{Y} = 63,05 + 0,48s2 + 0,06s3$	Significant
12.	Y on X1 through X4	$\hat{y} = 81,46 + 0,13s1 + 0,30s3$	Significant
13.	Y on X2 through X4	$\hat{Y} = 65,44 + 0,42s2 + 0,11s3$	Significant

Table 3. Summary of Regression Equation Significance Test Analysis

No	Model of Relationships Between Variables	Sig	$\alpha = 0,05$	Significance Test Results
1.	Y on X1	0,175	.000 ^b	Significant
2.	Y on X2	0,308	.000b	Significant
3.	Y on X3	0,124	.000b	Significant
4.	X3 on X1	0,066	.000b	Significant
5.	X3 on X2	0,262	.000b	Significant
6.	Y on X4	0,314	.000b	Significant
7.	X4 on X1	0,122	.000b	Significant
8.	X4 on X2	0,048	.000b	Significant
9.	X2 on X1	0,393	.000b	Significant
10.	Y on X1 through X3	0,863	.000b	Significant
11.	Y on X2 through X3	0,630	.000b	Significant
12.	Y on X1 through X4	0,814	.000b	Significant
13.	Y on X2 through X4	0,654	.000b	Significant
Significant Requirements : Sig > α				

The correlation between variables tested using SPSS is fully shown in table 4 below:

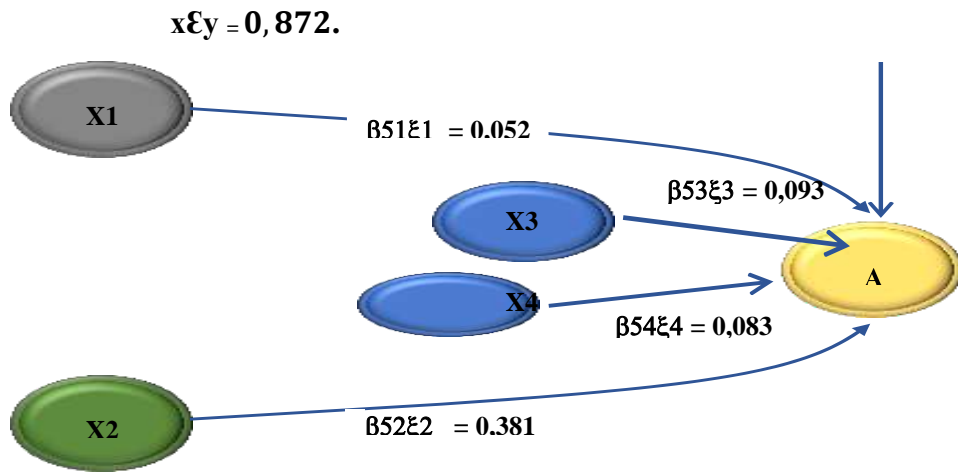
Table 4. Correlation Test Between Variables
Correlations

Strengthening Organizational Culture, Personality, Trust and Work Motivation in an Effort to Improve Teacher Performance

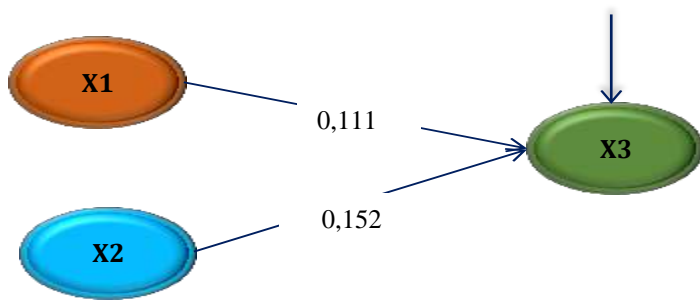
		Teacher Performance (Y)	Organizational Culture (X1)	Personality (X2)	Trust (X3)	Motivasis (x4)
Teacher Performance (Y)	Pearson Correlation	1	.300**	.471**	.134	.364**
	Sig. (2-tailed)		.000	.000	.097	.000
	N	155	155	155	155	155
Organizational Culture (X1)	Pearson Correlation	.300**	1	.532**	.030	.584**
	Sig. (2-tailed)	.000		.000	.708	.000
	N	155	155	155	155	155
Personality (X2)	Pearson Correlation	.471**	.532**	1	.093	.639**
	Sig. (2-tailed)	.000	.000		.249	.000
	N	155	155	155	155	155
Trust (X3)	Pearson Correlation	.134	.030	.093	1	.079
	Sig. (2-tailed)	.097	.708	.249		.331
	N	155	155	155	155	155
Motivasis (x4)	Pearson Correlation	.364**	.584**	.639**	.079	1
	Sig. (2-tailed)	.000	.000	.000	.331	
	N	155	155	155	155	155

** . Correlation is significant at the 0.01 level (2-tailed).

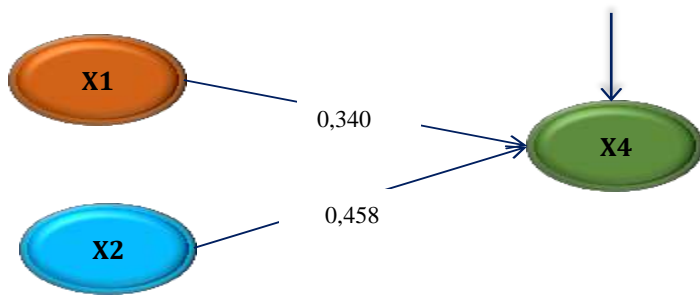
The next stage in testing the causality model is to perform *path analysis*. Based on the theoretically formed causal model, an analysis diagram is obtained and calculate the value of the coefficient of each path.



Empirical Causal Influence Model Image between variables in substructure 1
0,991



Empirical Causal Influence Model Image between variables in substructure 2
0,712



Empirical Causal Influence Model Image between variables in substructure 3

While in path analysis, the influence of the path as a whole by combining the results of the analysis on each substructure, can be described as follows:

$$x \epsilon y = 0,872.$$

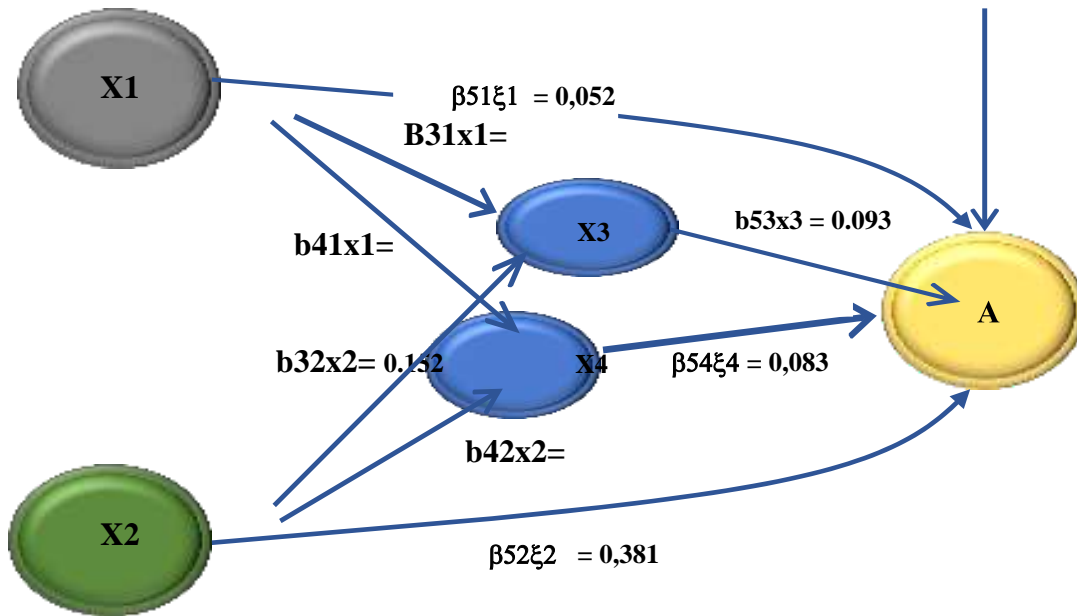


Figure 3. Organizational Culture Path Efficient, Personality, Trust, Motivation to Teacher Performance

Information:

- X1 = Organizational Culture
- X2 = Personality
- X3 = Belief
- X4 = Motivation
- Y = Teacher Performance

Based on the constellation of influences between variables, statistical mathematical models are produced as follows:

1) Substructural Equation 1

$$\hat{y} = \beta_{51}x_1 + \beta_{52}x_2 + \beta_{53}x_3 + \beta_{54}x_4 + \epsilon_y$$

$$\hat{y} = 0,052 x_1 + 0,381x_2 + 0,093x_3 + 0,083x_4 + \epsilon_y$$

2) Substructural Equation 2

$$X_3 = \beta_{31}x_1 + \beta_{32}x_2 + \epsilon_3$$

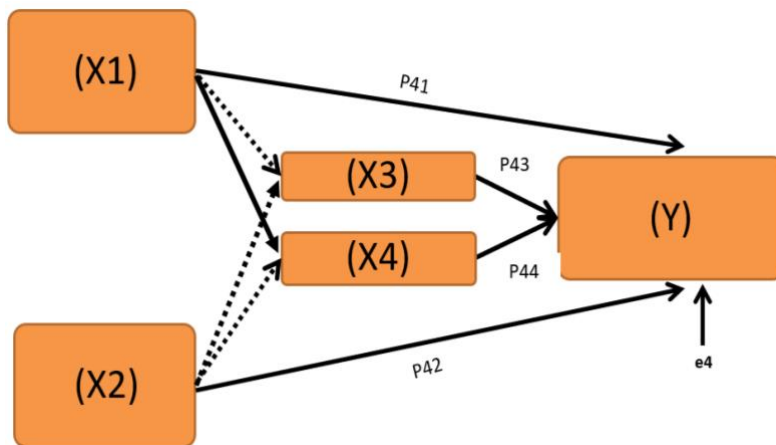
$$X_3 = 0,111x_1 + 0,152x_2 + \epsilon_3$$

3) Substructural Equation 3

$$X_4 = \beta_{41}X_1 + \beta_{42}X_2 + \varepsilon_4$$

$$X_4 = 0,340x_1 + 0,458x_2 + \varepsilon_4$$

Based on the comparison of direct and indirect influences, it shows that the results of all direct influences are smaller than indirect influences, then the position of X3 as an intervening variable makes the variable ineffective in mediating exogenous variables against endogenous variables, while the position of X4 As an intervening variable, it makes the variable effective in mediating exogenous variables against endogenous variables so as to give birth to new constellations, as follows:



New constellation image

Hypothesis Test

After the structural model analysis has been carried out, the calculation results obtained are used to test the hypothesis to determine the direct and indirect influence between variables. The following is a summary of the results of hypothesis testing

Table 5. Summary of Hypothesis Test Results

No	Hypothesis	Path Coefficient	t-count	t-table	Test Results
1.	Organizational Culture (X1) to Teacher Performance (Y)	0,052	3,895	1,975	H0 is rejected, H1 is accepted. There is a direct positive influence of organizational culture on teacher performance
2.	Personality (X2) to Teacher Performance (Y)	0,381	6,597	1,975	H0 is rejected, H1 is accepted. There is a direct positive influence of Personality on Teacher Performance

Strengthening Organizational Culture, Personality, Trust and Work Motivation in an Effort to Improve Teacher Performance

3.	Trust (X3) in Teacher Performance (Y)	0,081	2,668	1,975	H0 is rejected, H1 is accepted. There is a direct positive influence of Trust on Teacher Performance
4.	Motivation (X4) to Teacher Performance (Y)	0,092	4,841	1,975	H0 is rejected, H1 is accepted. There is a direct positive influence of Motivation on Teacher Performance
5.	Organizational Culture (X1) to Trust (X3)	0,111	3,753	1,975	H0 is rejected, H1 is accepted. There is a direct positive influence of Organizational Culture on Trust
6.	Personality (X2) to Trust (X3)	0,152	2,158	1,975	H0 is rejected, H1 is accepted. There is a direct positive influence of Personality on Trust
7.	Organizational Culture (X1) to Motivation (X4)	0,340	4,985	1,975	H0 is rejected, H1 is accepted. There is a direct positive influence of Organizational Culture on Motivation
8.	Personality (X2) to Motivation (X4)	0,458	6,714	1,975	H0 is rejected, H1 is accepted. There is a direct positive influence of Personality on Motivation
9.	Organizational Culture (X1) to Teacher Performance (Y) through Trust (X3)	0,006	1,867	1,975	H0 accepted, H1 rejected. Trust as an intervening variable on the indirect influence of Organizational Culture on Performance
10.	Personality (X2) to Teacher Performance (Y) through Trust (X3)	0,058	1,267	1,975	H0 accepted, H1 rejected. Dysfunctional Confidence as an intervening variable on the indirect influence of Personality on Performance
11.	Organizational Culture (X1) to Teacher Performance (Y) through Motivation (X4)	0,031	3,104	1,975	H0 is rejected, H1 is accepted. The Motivation variable functions effectively as an intervening variable on the indirect influence of Organizational Culture on Performance

Strengthening Organizational Culture, Personality, Trust and Work Motivation in an Effort to Improve Teacher Performance

12.	Personality (X2) to Teacher Performance (Y) through Motivation (X4)	0,179	1,161	1,975	H0 accepted, H1 rejected. Motivation as an intervening variable on the indirect influence of Personality on Performance
-----	---	-------	-------	-------	---

Analisis Sitorem

Based on the research design of the path analysis in this study, the contribution analysis can be designed as illustrated in Table 6 below

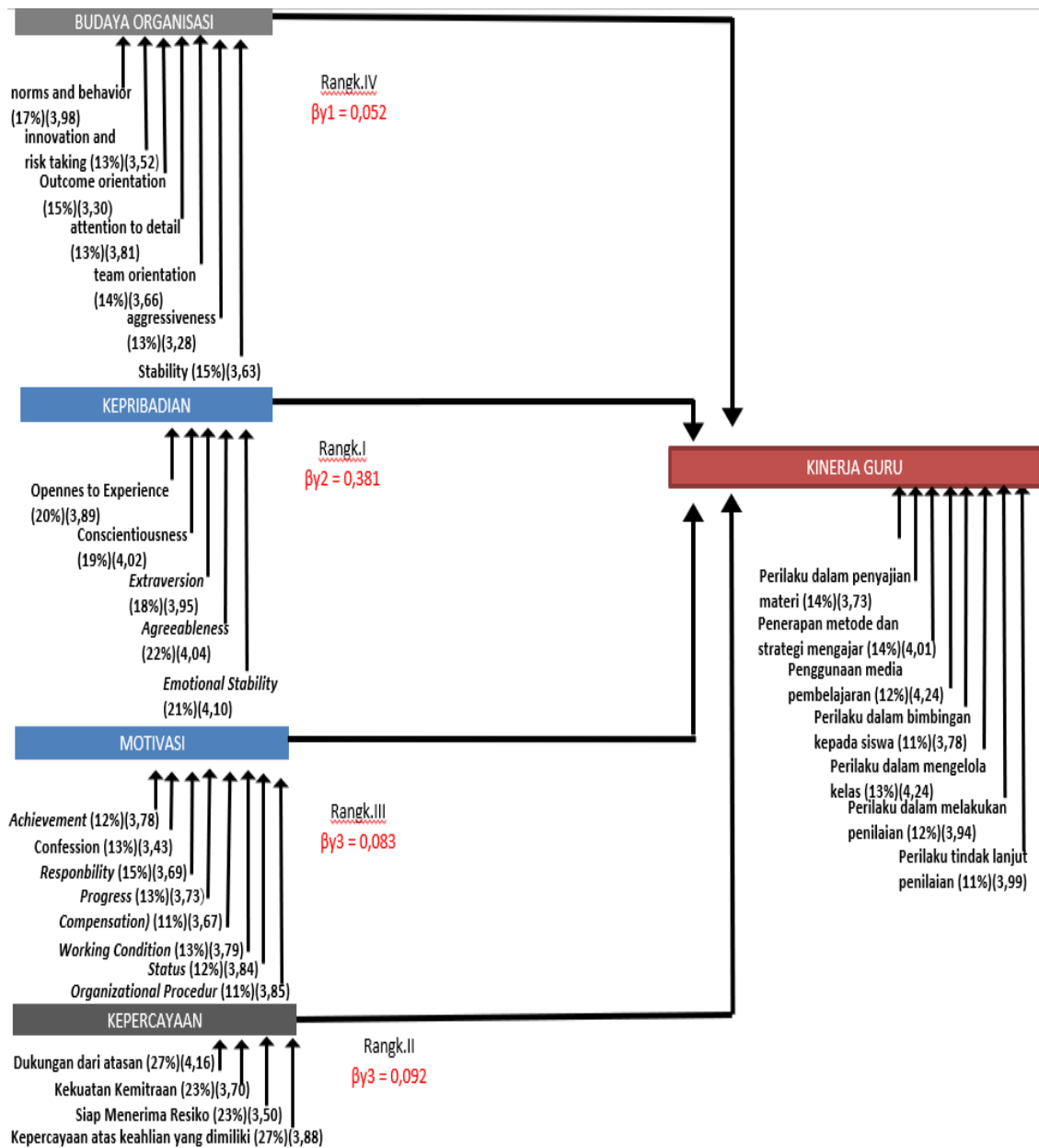
Table 6. Variable Contribution Analysis Research variables

No	Influence Between Research Variables	Path Coefficient	Coefficient of Determination	Contribution (%)
1	The Influence between Organizational Culture and Teacher Performance	0,052	0,0027	0,27%
2	The Influence between Personality and Teacher Performance	0,381	0,1451	14,51%
3	The Effect between Trust and Teacher Performance	0,092	0,0084	0,84%
4	The Effect between Motivation and Teacher Performance	0,083	0,0068	0,68%

Source : Analysis Results

Picture of Research Variable Constellation and Indicators

Strengthening Organizational Culture, Personality, Trust and Work Motivation in an Effort to Improve Teacher Performance



After obtaining the average score of research results on each indicator and the weight (%) of each indicator, then analysis can be carried out to determine the classification of research variable indicators, namely into (a) Groups of indicators that need to be improved immediately (high weights and low scores), and (b) Groups of indicators that need to be maintained or developed (high weights and high scores) as in table 7 below:

Tabel 7. SITOREM ANALYSIS RESULT

Order of Priority of Indicators to be improved		Maintained/developed indicators
1st	<i>Openness to Experience</i> (Openness to experience)	<i>Conscientiousness</i>
2nd	<i>Extraversion</i>	<i>Agreeableness</i>
3rd	The Power of Partnership	<i>Emotional Stability</i>
4th	Ready to Accept Risk	Support from superiors

Strengthening Organizational Culture, Personality, Trust and Work Motivation in an Effort to Improve Teacher Performance

5th	Trust in their expertise	Results of Teaching Planning and Preparation
6th	Achievement	Application of teaching methods and strategies
7th	Confession	Use of learning media
8th	Responsibility (<i>Response</i>)	Behavior in managing classes
9th	Progress	
10th	Compensation	
11th	<i>Working Conditions</i>	
12th	Status (<i>Status</i>)	
13th	Organizational <i>procedures</i>	
14th	Norms and behavior	
15th	Innovation and <i>risk taking</i>	
16th	Outcome <i>orientation</i>	
17th	Attention <i>to detail</i>	
18th	<i>team orientation</i>	
19th	<i>aggressiveness</i>	
20th	Stability	
21th	Behavior in the presentation of material	
22th	Behavior in guidance to students	
23th	Behavior in conducting assessments	
24th	Assessment follow-up behavior	

CONCLUSION

The study suggests that enhancing organizational culture, personality, trust, and motivation can significantly improve the performance of public junior high school teachers in Purwakarta Regency, Indonesia. Key indicators include conscientiousness, agreeableness, emotional stability, and support from superiors. However, low scores indicate low trust in expertise and openness to experience. To improve, schools should establish clear rules, communicate their vision, build trust, and encourage participation in activities.

REFERENCES

A. Rezaee, H. Khoshsima, E. Zare-Bahtash, A. Sarani. A Mixmethod Study of the Relationship between EFL Teachers’ Job Satisfaction and Job Performance in Iran, *International Journal of Instruction*, Vol. 11 No. 4, 391-408, 2018.

A. S. Talabi. Job Satisfaction and Job Performance of Public Secondary School Teachers in Akoko North West Local Government Areal of Ondo State, *Journal of Arts and Humanities*, Vol. 5 No. 8, 39-49, 2016

Adams, C. M., & Miskell, R. C. (2016). Teacher trust in district administration: A promising line of inquiry. *Educational Administration Quarterly*, 52(4), 675–706.

- Anderson, Neil, Deniz S. Ones, Handan Kepir Sinangil, *Handbook of Industrial: Work and Organization Psychology*. London: Sage Publications Ltd. 2018.
- Arikunto, Suharsimi. *Prosedur Penelitian : Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta, 2019.
- A. K. Wolomasi, S. I. Asaloei, B, R, Werang. Job Satisfaction and Performance of Elementary School Teachers: A Study from Boven Digoel District, Papua, *International Journal of Evaluation and Research in Education*, Vol. 8 No. 4, 575-580, 2019. DOI: 10.11591/ijere.v8i4.20264.
- A. M. Usop, K. Askandar, M. Langguyuan-Kadtong, D. A. S. O. Usop. Work Performance and Job Satisfaction among Teachers, *International Journal of Humanities and Social Science*, Vol. 3 No. 5, 245-252, 2013.
- Akbar, M. F. dan Rudito, B. (2016). The Influence of Commitment and Organizational Culture to Licensing Service Performance in Licensing Integrated Service Agency (BPPT Bekasi). *Journal of Business and Management*, 1(3): 144-148.
- Armstrong, Michael, *Performance Management: Key Strategies and Practical Guidelines*, New York: Kogan Page, 2006.
- B. R. Werang and A. A. G. Agung, "Teachers' job satisfaction, organizational commitment, and performance in Indonesia: A study from Merauke District," *International Journal of Development and Sustainability* 6 (8): vol. 6(8), pp. 700-711, 2017
- Colquitt, Le Pine, and Wesson. *Organizational behavior: Improving Performance and Commitment in the work Place*. New York: McGraw-Hill Companies. Inc. 2021.
- Colquitt, Jason A. Lepine, Jeffery A. dan Michael J. Wesson. *Organizational Behavior: Improving Performance and Commitment in the Workplace*. New York: McGraw- Hill, 2021.
- Chamundeswari, S. (2019), Job Satisfaction and Performance of School Teacher. *International Journal of Academic Research and Business and Social Science*, Vol. 3, No. 5. ISSN: 2222-6990.
- Chen K-H, Wang J-S, Lin M-H, Chang W-Y , "The Influence of Learning Organization on Organizational Innovation and Organizational Performance Relationship" *The Case of Ecology Industry*. 2018, *Ekoloji* 27(106): 329-335.
- Choong, Y. O., Ng, L. P., Ai Na, S., & Tan, C. E. (2020). The role of teachers' self-efficacy between trust and organisational citizenship behaviour among secondary school teachers. *Personnel Review*, 49(3), 864–886. <https://doi.org/10.1108/PR-10-2018-0434>
- D. Wea, B. R. Werang, O. Irianto, H. P. Asmaningrum. Teachers' Working Conditions and Job Performance in the Elementary Schools of Indonesia: A Survey from Southern Papua, *The International Journal of Educational Organization and Leadership*, Vol. 27 No. 1, 38-45, 2020. DOI: <https://doi.org/10.18848/2329-1656/CGP/v27i01/37-46>.
- Daft, Richard L., *Management*, New York: South-Western, 2011.
- Daft, Rhicard L. *The Leadership Experience*. Canada: South-Western, Part of the Thompson Cooperation. 2012.
- Debusscher, J., Hofmans, J., & Fruyt, F. De. (2016). The multiple face (t) s of state conscientiousness : Predicting task performance and organizational citizenship behavior. *Journal of Research in Personality*, 2–33. <https://doi.org/10.1016/j.jrp.2016.06.009>

- Erlandson, P., & Karlsson, M. R. (2018) From trust to control – the Swedish first teacher reform, *Teachers and Teaching*, 24:1, 22-36
- Fitria, Happy. "The Influence Of Organizational Culture And Trust Through The Teacher Performance In The Private Secondary School In Palembang." *International Journal of Scientific & Technology Research* 7 (2018): 82-86.
- Fred Luthans. (2017) *Organizational Behavior: An Evidence-Based Approach*. New York: McGraw-Hill, p. 72.
- Ghani, Abdul; Abdullah, Kanesan; Ling, Ying-Leh; & Shamihah Binti Sufi. (2018) Principal Transformational Leadership and Teachers' Motivation, *Asian Education Studies; Vol. 3, No. 1; February 2018, ISSN 2424-8487 E-ISSN 2424-9033*, July Press, <https://doi.org/10.20849/aes.v3i1.316>.
- George, Jennifer M., Gareth Jones, *Understanding and Managing Organizational Behavior* hal, New York: Prentice Hall, 2012.
- Gibson, Donnelly, Ivancevich, dan Robert Konopaske, *Organizations Behavior, Structure, Processes*. New York: McGraw-Hill. 2016.
- Güçray, Songül Sonay, "The Analysis of Decision Making Behaviors and Perceived Problem Solving Skills in Adolescents." *The Turkish Online Journal of Educational Technology – TOJET April 2003 ISSN: 1303-6521 volume 2 Issue 2 Article 5*.
- Harahap1)*, L. S., & Prasetya2, I. (2021). Pengaruh Pemberdayaan, Kualitas Kehidupan Kerja dan Motivasi Kerja Terhadap Kepuasan Kerja Guru SMK di Padang Lawas. *Jurnal Manajemen Pendidikan Dasar, Menengah Dan Tinggi [JMP-DMT]*, July. <https://doi.org/10.30596/jmp-dmt.v2i3.7701>
- Hardhienata, S., (2017). *The Development of Scientific Identifivation Theory to conduct Operation Research in Education Management*, IOP Conference series: Materials Science and Engineering, Volume 166,2017. Doi: 10.1088/1757-899X/166/1/012017
- H. S. Afshar and M. Doosti, "Investigating the impact of job satisfaction/dissatisfaction on Iranian English teachers' job performance," *Iranian Journal of Language Teaching Research*, vol. 4(1), pp. 97-115, 2016
- Hardhienata , S. 2007. *The Development of Scientific Identification Theory to Conduct Operation Research in Education Management*, *IOP Conf. Series: Materials Science and Engineering* 166 (2017) 012007 doi:10.1088/1757- 899X/166/1/012007.
- Hart, T. A., Gilstrap, J. B., & Bolino, M. C. (2016). Organizational citizenship behavior and the enhancement of absorptive capacity ☆. *Journal of Business Research*, 69(10), 3981–3988. <https://doi.org/10.1016/j.jbusres.2016.06.001>
- Herawaty P, Y., Mukhtar, M., & Sujanto, B. (2019). *Effects of Empowerment and Work Motivation toward Organizational Citizenship Behavior of Public Schools Teachers in Jakarta*. 178(ICoIE 2018), 604–607. <https://doi.org/10.2991/icoie-18.2019.127>
- Iljins, J., Skvarciany, V., & Gaile-Sarkane, E. . (2016) Impact of Organizational Culture on Organizational Climate During the Process of Change. *Procedia - Social and Behavioral Sciences*, 213, 2015. pp. 944–950. <https://doi.org/10.1016/j.sbspro..11.509>
- Iliman Puskulluoglu, E., & Altinkurt, Y. (2017). Development of Teachers' Structural Empowerment Scale (TSES): A Validity and Reliability Study. *Üniversitepark Bülten*, 6(1), 118–132. <https://doi.org/10.22521/unibulletin.2017.61.10>

- Iroegbu, Manasseh N., "Self Efficacy and Work Performance: A Theoretical Framework of Albert Bandura's Model, Review of Findings, Implications and Directions for Future Research". *Psychology and Behavioral Sciences*, ISSN: 2328-7837 (Print); ISSN: 2328-7845 (Online)
- Ivancevich, John M. Robert Konopaske, dan Michael T. Matteson, *Organizational Behavior and Management*. Singapore: McGrawhill Education. 2016.
- [Jabeen, F.](#) and [Isakovic, A.A.](#) (2018), "Examining the impact of organizational culture on trust and career satisfaction in the UAE public sector: A competing values perspective", *Employee Relations*, Vol. 40 No. 6, pp. 1036-1053.
- Jaja Sudarjat, Suwanto Hardhienata and Widodo Sunaryo. (2016). "Relationship between Organizational Culture, Transformational Leadership, Working Motivation to Organizational Commitment". *International Journal of Managerial Studies and Research (IJMSR)*, Volume 4, Issue 10, pp. 93-98.
- J.A. Colcuitt, J. LePine, and M. Wesson. *Organizational Behavior* 4th Ed. New York : McGraw-Hill, 2015. pp. 168
- John R. Schermerhorn, Jr. *Management, Learn Succed* 12th ed. New York : John Wiley & Sons, Inc., 2013, pp.404.
- John R. Schermerhorn, Jr., James G. Hunt, Richard N. Osborn, Mary Uhl - Bien, *Organizational Behavior* 11th Edition, USA : John Wiley & Sons, Inc. 2007, pp. 108 – 115
- Judge, Timothy A., Robbins, Stephen P.. (2019). *Organizational Behavior, 18th Ed.* (18 (Global Edition)). New York: Pearson Education Limited.
- Jurnal Formatif 5(3): 192-201, ISSN: 2088-351X tahun 2015 Leonard yang berjudul Kompetensi Tenaga Pendidik di Indonesia ; Analisis Dampak Rendahnya Kualitas SDM Guru dan Solusi Perbaikannya
- Karacabey, M. F., Bellibaş, M. Ş., & Adams, D. (2020). Principal leadership and teacher professional learning in Turkish schools: Examining the mediating effects of collective teacher efficacy and teacher trust. *Educational Studies*, 1-20
- Krutka, D. G., Carpenter, J. P., & Trust, T. (2016) Elements of Engagement: A Model of Teacher Interactions via Professional Learning Networks, *Journal of Digital Learning in Teacher Education*, 32:4, 150-158.
- Koswara, D., Hardhienata, S., & Retnowati, R. (2021). Increasing Teacher`s Organizational Commitment Through Strengthening Teamwork, Situational Leadership and Self-Efficacy. *Journal of Industrial Engineering & Management Research*, 2(4), 228 - 238. <https://doi.org/10.7777/jiemar.v2i4.179>
- Köse, Ertuğrul, & Hüner, Şencan, "The Effect of Decision Making Competence on Managerial Performance", *International Journal of Commerce and Finance, Commerce University, Istanbul* ,Vol. 2, Issue 2,2016, 1-12
- Kreitner, Robert dan Angelo Kinicki. (2016). *Perilaku Organisasi*. Buku ke-1. Jakarta : Salemba Empat. h.205
- Li, L., Hallinger, P., & Walker, A. (2016). Exploring the mediating effects of trust on principal leadership and teacher professional learning in Hong Kong primary schools. *Educational Management Administration & Leadership*, 44(1), 20–42

- Luthans, F. (2011) *Organizational Behaviour: An Evidence-Based Approach*. New York: *Mc Grow Hill*. pp. 149-150
- Lyman, Amy. *Trust worthy Leader: Leveraging The Power of Trust to Transform Your Organization*. San Fransisco: Jossey-Bass A Wilei Imprint. 2012.
- M. A. B. Pilarta. Job Satisfaction and Teachers Performance in Abra State Institute of Sciences and Technology, *Global Journal of Management and Business Research: Administration and Management*, Vol. 15 No. 4, 80-85, 2015.
- Mangkunegara, A.A. Anwar Prabu, *Evaluasi Kinerja Sumber Daya Manusia*, Bandung: Refika Aditama. 2019.
- Mathis, Robert L., John H. Jackson, *Human Resource Management*, New York: Thomson South-Western, 2017.
- Mathis, Robert L., John H. Jackson, *Human Resource Management*, New York: South-Western Cengage Learning, 2011.
- McShane, Steven L. & Glinow, Mary Ann Von. *Organizational Behavior*, New York: McGRAW Hill-International, 2008.
- Mehndroo, M., & Vandana, V. (2020). Impact of motivation on academic achievement. *Elementary Education Online*, 19(4), 3316–3320. <https://ilkogretim-online.org/?mno=73952>
- Mushtaq, A. L., Ahmad, F. S., & Tanveer, A. (2013) Organizational culture in the hotel industry: Perceptions and preferences among staff. *Advances in Management*, 6(5), pp. 55—60.
- Newstrom, John W., dan Keith Davis, *Organizational Behavior*. New York: McGraw-Hill. 2002.
- Nababan, O., & suharti, L. (2022). PENGARUH FAKTOR KEPERCAYAAN, KOMITMEN, KOMUNIKASI, DAN KOHESIVITAS TERHADAP KINERJA TIM VIRTUAL. *JURNAL EKONOMI PENDIDIKAN DAN KEWIRAUSAHAAN*, 10(1), 57–72. <https://doi.org/10.26740/jepk.v10n1.p57-72>
- O. Usikalu, A. J. Ogunleye, J. Effiong. Organizational Trust ob Satisfaction and Job Performance among Teachers in Ekiti State, Nigeria, *British Open Journal of Psychology*, Vol. 1 No. 1, 1-10, 2015.
- Pinder, C. C. (2008). *Work Motivation in Organizational Behavior* 2nd edition). New York : Psychology Press. Pp. 13
- Robbins, Stephen P. and Judge, Timothy A. *Organizational Behavior*, twelfth edition, New Jersey: Pearson, Prentice Hall, 2007.
- Rohiman, Agus., Hardhienata, Soewarto., Sunardi, Oding. (2021). Strengthening Transformational Leadership, Organizational Culture, Interpersonal Communication, Organizational Justice, Job Satisfaction, And Trust In Improving Teacher Ocb. *International Geographical Education Online* . 2021, Vol. 11 Issue 8, p742-753. 12p.
- Rohma, A. I. (2022). The effect of teacher performance on students' academi achievement at MI Al-Hidayah Keboan Ngusikan Jombang. *The Annual International Conference on Islamic Education Proceedings*, 6(1), 58–65. <https://jurnal.stitnualhikmah.ac.id/index.php/proceedings/article/view/1129>

- Rosyati, T., Saprudin, S., & Alaydrus, A. S. (2020). Kinerja OCB pada guru PAUD ditinjau dari Educational leadership dan Integritas. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 5(1), 201. <https://doi.org/10.31004/obsesi.v5i1.513>
- S. Radja, C. Madhavi, and S. Sankar, "Influence of organizational climate on employee performance in manufacturing industry," *Suraj Punj Journal for Multidisciplinary Research*, vol. 9(3), pp. 146-157, 2019.
- Sabater-Grande, G., García-Gallego, A., Georgantzis, N., & Herranz-Zarzoso, N. (2022). The effects of personality, risk and other-regarding attitudes on trust and reciprocity. *Journal of Behavioral and Experimental Economics*, 96, 101797.
- Sampath, U,W,M,R, Kappagoda,Self-Efficacy, "Task Performance and Contextual Performance" *A Sri Lankan Experience, Faculty of Management Studies, Rajarata, University of Srilanka, Mihintale, Srilanka, June 2018. vol.6,N0,2.*
- Santiago, R. T., Garbacz, S. A., Beattie, T., & Moore, C. L. (2016). Parent-teacher relationships in elementary school: An examination of parent-teacher trust. *Psychology in the Schools*, 53(10), 1003–1017
- Satriwan Salim, "Catatan Kritis Uji Kompetensi Guru Jakarta", www.medcom.id. Dikutip 22 September 2020
- Setyaningsih, Sri. (2020). Penguatan Sumber Daya Manajemen Pendidikan. Melalui Analisis Jalur (*Path Analysis*), cetakan kesatu, PT. Alfabeta
- Sharan, N. N., & Romano, D. M. (2020). The effects of personality and locus of control on trust in humans versus artificial intelligence. *Heliyon*, 6(8), e04572.
- Shane, Steven L.Mc., dan Mary Ann Von Glinow. *Organizational Behavior*. New York: McGraw-Hill. 2010.
- Shane P. Desselle, Leela Raja, Brienna Andrews, & Julia Lui. (2017). Perceptions of organizational culture and organizational citizenship. Faculty in U.S. colleges and schools of pharmacy. Pp 1877-1297
- S. I. Asaloei, A. K. Wolomasi, B. R. Werang. Work-related stress and performance among primary school teachers, *International Journal of Evaluation and Research in Education*, Vol. 9 No. 2, 352-358, 2020. DOI: 10.11591/ijere.v9i2.20335.
- S. Chamundeswari. Job Satisfaction and Performance of School Teachers, *International Journal of Academic Research in Business and Social Sciences*, Vol. 3 No. 5, 420-428, 2013.
- Sijtsma, H., Lee, N. C., Buczny, J., Hollarek, M., Walsh, R. J., Van Buuren, M., & Krabbendam, L. (2023). HEXACO Personality Dimensions Do Not Predict Individual Differences in Adolescent Trust Behavior. *Games*, 14(1), 10.
- Simamora, Henry, *Manajemen Sumber Daya Manusia*, Yogyakarta: STIE YKPN. 2014.
- Stavrova, O., Evans, A. M., & van Beest, I. (2022). The effects of partner extraversion and agreeableness on trust. *Personality and Social Psychology Bulletin*, 01461672221086768.
- Stephen P. Robbins. (2008) *Organizational Behavior*. 10th Edition. New Jersey: Prentice Hall Pearson Education, p. 525
- Stephen P. Robbins and Timothy A. Judge, *Organizational Behavior*, 15th ed 2019, USA: Prentice Hall, p. 201

- Sonnentag, Sabine and Michael Frese, *Performance Concepts and Performance Theory*, German: John Wiley & Sons, Ltd. 2002.
- Sonnentag, S., Volmer, J., & Spychala, A. (2020). Job Performance. *Encyclopedia of Personality and Individual Differences*.
- Soewarto Hardhienata (2017). "The Development of Scientific Identification Theory to Conduct Operation Research in Education Management". IOP Conference Series: Material Science and Engineering, Vol. 166 (doi: 10.1088/1757-899X/166/1/2007)
- Suharyati, Henny; Abdullah, Thamrin & Rubini, Bibin, (2016). Relationship Between Organizational Culture, Transformational Leadership, Working Motivation to Teacher's Innovativeness. *International Journal of Managerial Studies and Research (IJMSR)*, Volume 4, Issue 3, March 2016, PP 29-34, ISSN 2349-0330 (Print) & ISSN 2349-0349 (Online), www.arcjournals.org,
- Sugiyono. 2016 Metode Penelitian Kombinasi (Mixed Methods). Bandung : Alfabeta
- . 2016 Metode Penelitian Kuantitatif (Kuantitatif Methods). Bandung : Alfabeta
- Rivai, Veithzal dan Ahmad Fawzi Mohd. Basri, Performance Appraisal, Jakarta: Rajawali Pres. 2011.
- Rivai, Veithzal, Manajemen SDM untuk Perusahaan, Jakarta: Raja Grafindo Persada. 2008.
- Robbins, dan Timothy A. Judge. Organizational behavior. New Jersey: Perason Education, Inc. 2011.
- Robbins, Stephen dan Mary Coulter. Management. New Jersey: Pearson Prentice Hall. 2012.
- Tajudin, T., Setyaningsih, S., & Sunaryo, W. (2021). STRENGTHENING ORGANIZATIONAL CULTURE, TRANSFORMATIONAL LEADERSHIP, AND PERSONALITY IN EFFORTS TO IMPROVE TEACHER PERFORMANCE: Empirical Study Using Correlation Approach and Sitorem Analysis on Elementary School Teachers in Jakarta Barat City. *International Journal of Social and Management Studies*, 2(6), 58–68. <https://doi.org/10.5555/ijosmas.v2i6.81>
- Terry, George R. dan Leslie W. Rue, *Dasar-dasar Manajemen*, alih bahasa: GA. Ticoalu, Jakarta: Bumi Aksara, 2014.
- Togatorop, J. B., & Heryanto. (2019). The effect of teacher performance on student learning outcomes public elementary school 060934 Medan Johor Academic Year 2017/2018. *International Journal of Education, Learning and Development*, 7(5), 97–107. <https://www.eajournals.org/wp-content/uploads/The-Effect-of-Teacher-Performance-on-Student-Learning-Outcomes-Public-Elementary-School.pdf>
- Torres, A. C. (2016). The Uncertainty of High Expectations: How Principals Influence Relational Trust and Teacher Turnover in No Excuses Charter Schools. *Journal of School Leadership*, 26(1), 61–91.
- UKG, Neraca Pendidikan Daerah“ <https://npd.kemdikbud.go.id/?appid=ukg>. Dikutip 22 Mei 2021.
- Warrick, D. D. (2017). What leaders need to know about organizational culture. *Business Horizons*, 2017.pp. 60(3), 395–404
- Wea, D., Werang, B. R., Asmaningrum, H. P., & Irianto, O. (2020) Teachers' working conditions and job performance in the elementary schools of Indonesia: A survey from Southern Papua. *The International Journal of Educational Organization and Leadership*, 27(1), 37–46. <https://doi.org/10.18848/2329-1656/CGP/v27i01/37-46>

- Wexley, Kenneth N dan Gary A. Yukl, (2005). *Perilaku Organisasi Dan Psikologi Perusahaan*, Alih Bahasa : M. Shobarudin, Jakarta: Rineka Cipta. 2005, pp 16 - 18
- Wibowo, *Manajemen Kinerja*, Jakarta: Raja Grafindo Persada, 2014.
- Widodo Sunaryo (2018). *Penyusunan Instrumen Penelitian Melalui Lembar Kerja Instrumen Penelitian (LKIP)*. Bogor: Yayasan Warkat Utama
- Widiyana, N. P. (2019). *Pengaruh Kinerja Guru Terhadap Hasil Belajar Siswa (Penelitian Kuantitatif pada Guru dan Siswa di SDN Se-Desa Citereup Kecamatan Dayeuh Kolot Kabupaten Bandung)* [Unpublished Graduate Thesis]. Universitas Pasundan.
- Wigfield, A., Tonks, S., & Klauda, S. L. (2016). Expectancy-value theory. In K. R. Wentzel & D. B. Mielecpepnm (Eds.), *Handbook of motivation in school* (pp. 55–74). Routledge.
- Wijayanti, L. M., Hyun, C. C., Hutagalung, L., Asbari, M., Santoso, P. B. & Purwanto, A. (2020). Teachers' empowerment, self-regulation and being istiqamah as key features of job performance. *Dinasti International Journal of Education Management and Social Social Science*, 1(4), 468-478. <https://doi.org/10.31933/dijemss.v1i4.94>
- Wolomasi, A. K., Asaloei, S. I., & Werang, B. R. (2019). Job satisfaction and performance of elementary school teachers. *International Journal of Evaluation and Research in Education*, 8(4), 575–580. <http://doi.org/10.11591/ijere.v8i4.20264>
- Wula, P., Yunarti, B. S., Wolomasi, A. K., Wea, D., Wullur, M. M., Krowin, M. M., Asaloei, S. I., & Werang, B. R. (2020). Job satisfaction and performance of elementary school teachers in Southern Papua, Indonesia. *Universal Journal of Educational Research*, 8(7), 2907–2912. doi: 10.13189/ujer.2020.080718.
- Yasodara Jayarathna, S. M. D.* Weerakkody, W. A. S , “Impact of Decision Making, Reward Management on Job Performance: Mediation of Job Satisfaction:” *A Case of a Private Banks in Sri Lanka European Journal of Business and Management* www.iiste.org 2016, ISSN 2222-2839 (Online) Vol.8, No.32.
- Yunarti, B. S., Asaloei, S. I., Wula, P., & Werang, B. R. (2020). Stress and performance of elementary school teachers of Southern Papua: A survey approach. *Universal Journal of Educational Research*, 8(3), 924–930.