

TEACHER ACHIEVEMENT PERFORMANCE: EXPLORING THE IMPACT OF ORGANIZATION CULTURE, ACHIEVEMENT MOTIVATION, AND JOB SATISFACTION

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Abstract

This study investigates the various factors that influence teacher achievement performance, with a particular focus on the interaction between organisational culture, achievement motivation and job satisfaction. Based on a comprehensive literature review and using a quantitative methods approach, we surveyed a diverse sample of educators to assess the relationships among these variables. Our findings suggest a significant correlation between organisational culture and teacher achievement performance, underscoring the important role of a supportive work environment. Moreover, achievement motivation emerged as a key predictor of performance, suggesting that individual drive and goal-oriented behaviour contribute significantly to teacher success. In addition, our study identified a nuanced relationship between job satisfaction and achievement performance, which highlights the need for a balanced and satisfying work experience to enhance educator effectiveness. The implications of these findings for educational institutions, policymakers and professional development initiatives are also discussed, providing insights into fostering a conducive environment that encourages teacher achievement and, consequently, improves overall educational outcomes.

Keywords: Organizational Culture, Achievement Motivation, Job Satisfaction, Performance.

INTRODUCTION

The success of an education depends on the teacher's performance. Teacher teaching performance as a determining factor in student learning achievement (Nyakundi, 2018; Werang et al., 2022). The quality of education is largely determined by the performance of outstanding teachers (Hung, 2020). Quality and competitive education means having good teacher performance (Hamid et al., 2012). The development of science and technology which is increasingly modern and sophisticated requires the existence of strong educational foundations, continuous renewal of the knowledge, skills and attitudes of school administrators, this is influenced by the organizational culture in the school. The better aggressive-defensive organizational culture has an impact on increasing performance.

Quality organizational culture will contribute to successful school performance. The problem in schools that needs to be addressed is the absence of significant changes to improve the teaching and learning process, quantity and quality of teachers. This can be seen from the less than encouraging student achievements. There are teachers or other employees who often arrive late, leave their assignments and go home not on time, and even do not come to work without a clear reason. This is the organizational culture of the work environment.

In recent research, the focus has shifted towards understanding the intricate dynamics that influence teacher achievement performance. This study delves into the critical factors of organizational culture, achievement motivation, and job satisfaction, aiming to unravel their collective impact on the performance of teachers. Organizational culture, as examined in various studies, emerges as a pivotal element, showcasing its potential to shape the work environment and, consequently, affect teacher performance (Sharifirad & Ataei, 2012). Moreover, the nexus between achievement motivation and performance is a focal point, highlighting the significance of individual drive and goal-oriented behavior in enhancing teacher success (Aslan & Kirikkanat, 2013; Chadwick & Raver, 2015). Additionally, the study explores the nuanced relationship between job satisfaction and achievement performance, underlining the importance of a balanced and fulfilling work experience to augment educators' effectiveness (Ajzen, 2011).

The pursuit of effective teacher achievement performance is a complex endeavor influenced by several interconnected factors. Organizational culture plays a pivotal role, as evidenced by research indicating that it directly and indirectly affects teacher job performance through commitments, highlighting the significance of the workplace environment (Schlesinger, 2017). Additionally, achievement motivation, as defined by Achievement Motivation Theory (AMT), is integral in understanding the relationship between individual characteristics and the drive to attain goals in life (Thurlow, 2008). Job satisfaction is another critical element, recognized for its impact on employee performance, morale, and productivity, thereby contributing to the broader context of teacher achievement (Dziuba et al., 2020).

Research relevant to teacher achievement performance explores the intricate connections between organizational culture, achievement motivation, and job satisfaction. Investigates the direct impact of organizational culture, achievement motivation, and job satisfaction on the performance of teachers (Abdulrahim et al., 2020). Another research, emphasizes the improvement of teacher work motivation and job satisfaction, both directly influencing performance (Kumari & Kumar, 2023). Furthermore, a study by Razak, et al., (2022) delves into the correlation between school organizational culture and achievement motivation, shedding light on their combined influence on teacher performance (Razak et al., 2022). Additionally, Lutfah's research (2019) suggests that teacher performance is affected by organizational culture, motivation, and job satisfaction, highlighting the interconnectedness of these factors in the educational context (Lutfah et al., 2019). These studies collectively contribute to understanding the multifaceted dynamics that impact teacher achievement performance, offering insights into the role of organizational culture, achievement motivation, and job satisfaction in shaping effective educational outcomes.

The interplay of these factors is a key focus of the study, seeking to uncover how organizational culture, achievement motivation, and job satisfaction collectively shape and influence teacher performance. Understanding these dynamics holds the potential to inform strategies and interventions that enhance overall teacher achievement and contribute to a more effective educational system. This study found that organisational culture has a significant positive effect on work motivation, which in turn has a positive effect on job satisfaction. The study also found

that organisational culture, work motivation, and job satisfaction have a positive effect on job performance. The paper concludes that the proposed model fits the collected data and can be used to predict teacher performance, including teacher promotion and feedback to improve teacher performance.

The problem formulation in the study of Teacher Achievement Performance revolves around understanding the complex relationships among organizational culture, achievement motivation, and job satisfaction. The research aims to address questions such as:

1. How does the organizational culture (X_1) in educational institutions influence teacher achievement performance (Y)?
2. How does the organizational culture (X_1) in educational institutions influence job satisfaction(X_3)?
3. How does achievement motivation (X_2) influence on job satisfaction(X_3)?
4. How does achievement motivation (X_2) influence teacher achievement performance (Y)?
5. How does the organizational culture (X_1) in educational institutions influence achievement motivation (X_2)?
6. How does job satisfaction (X_3) influence teachers achievement performance(Y)?

By addressing these questions, the research seeks to provide a comprehensive understanding of the factors influencing teacher achievement performance, thereby contributing valuable insights to the field of education.

METHODS

Research design

The research method used in this study uses an associative quantitative approach, using path analysis techniques. The data collection process will be given a questionnaire to measure each variable(Sugiyono, 2016). The questionnaire provided is an online questionnaire distributed to research subjects who have been selected based on the characteristics of the respondent, where the respondent provides answers to the statements given. Path analysis is a second generation multivariate analysis technique for testing complex variable relationships.

This study examines or analyses the relationship between the variables studied based on facts and data that have occurred, and measures the effect of independent variables on the dependent variable. The variables studied consist of independent variables and dependent variables. The independent variables are Organisational Culture (X_1) and Achievement motivation (X_2). While the dependent variable is job satisfaction (X_3), and teacher achievement performance (Y). Based on the theoretical framework built, a research model can be formulated as shown in Figure 1.

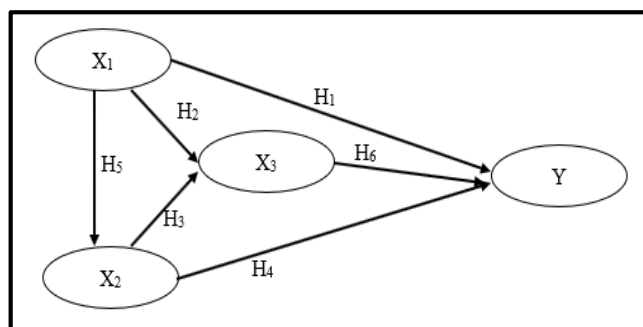


Figure 1: Research Model

Population and Sampling Technique

The population of this study were all junior high school teachers in the Bekasi Administrative City, total 95 people. The sample of this study was taken using a simple random technique or simple random sampling, based on the sample technique formula from Slovin, a total of 77 sample members were obtained. Thus, the number of junior high school teachers in Bekasi Administrative City who were used as research samples was 77 principals who were taken by simple random sampling.

The research sample is grouped by gender, so there are 22 female teachers or 28.57% and 55 male teachers or 71.43%. When grouped by tenure, there are 10 school teachers with a tenure of 1-10 years or 12.99%. 5 school teachers with 11-20 years of service or 6.49%, 45 school teachers with 21-30 years of service or 58.6%. When grouped by rank/class, there are 52 school principals with IV/a or 67.53%, 22 school principals with IV/b or 28.57% and 3 school principals with IV/c or 3.9%.

Data Collection Technique

The research data collection technique used a questionnaire, both for data on organizational culture variables, job satisfaction, achievement motivation, and teacher performance data. Data on teacher performance, organizational culture, job satisfaction, and achievement motivation were obtained from the perceptions of the sampled school principals. Each questionnaire has a number of statements that have been developed from the research variables. The use of questionnaires was chosen to collect data because the respondents are human beings who know themselves, what is stated by the subject to the researcher is true and reliable, and the subject's interpretation of the statements submitted to the subject is the same as what is intended by the researcher. The questionnaire is compiled based on a Likert scale with five alternative choices.

The rating scale for organizational culture variables (X_1), achievement motivation (X_2), job satisfaction (X_3), and teacher performance (Y), consists of five categories of answer choices, namely: rating scale for organizational culture: 1 is not very conducive, 2 is not conducive, 3 is less conducive, 4 is quite conducive, 5 is very conducive. For job satisfaction: 1 very dissatisfied, 2 dissatisfied, 3 less satisfied, 4 satisfied, 5 very satisfied. For achievement motivation: 1 very weak, 2 weak, 3 moderate, 4 strong, 5 very strong. And for teacher performance: 1 very low, 2 low, 3 moderate, 4 high, 5 very high.

Analysis Technique

The data analysis technique used in this study uses path analysis. Path analysis is a statistical technique used to build and test statistical. Lisrel can be used as a more powerful alternative to using multiple regression, path analysis, factor analysis, time series analysis, and covariance analysis, (Cooper & Hair, 2010).

RESULTS AND DISCUSSION

The results of the analysis of teacher achievement performance variables based on data from 77 respondents, after being processed using descriptive statistics, obtained a minimum score of 160, a maximum score of 214, an average of 198.44, a median of 202, a mode of 211, a standard deviation of 12.78, a score range of 54 variance of 163.328, interval 7, and interval class 8. To see the distribution of principal performance data is in table 1.

Table 1: Frequency Distribution of Teacher Performance Scores

Interval Score	Minimum	Maximum	Absolute frequency	Relative frequency
160-166	159,5	166,5	4	5,2%
167-173	166,5	173,5	3	3,9%
174-180	173,5	180,5	2	2,6%
181-187	180,5	187,5	1	1,3%
188-194	187,5	194,5	13	16,9%
195-201	194,5	201,5	14	18,2%
202-208	201,5	208,5	23	29,9%
209-215	208,5	215,5	17	22,1%
			77	100%

From table 1, data was obtained for 23 people (29.9%) whose scores were below the average, as many as 14 people (18.2%) were in the average interval, and as many as 50 people (64.9%) were above average. This can be visualized in the form of a histogram graph like Figure 1.

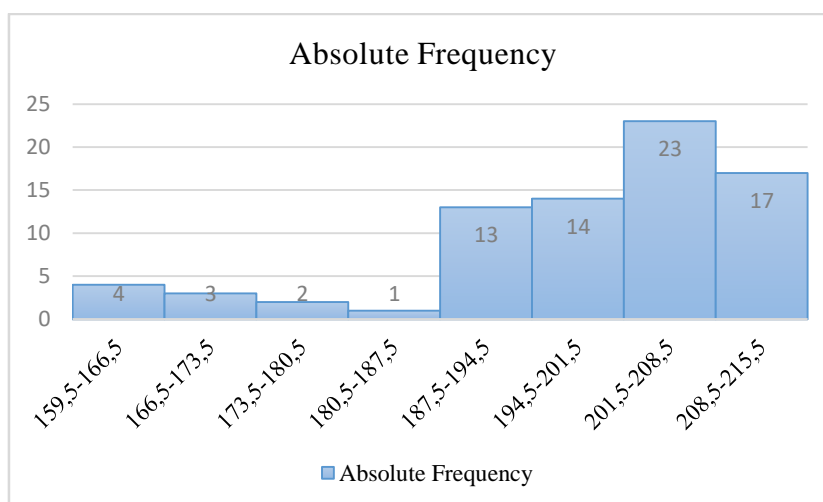


Figure 1: Histogram of Performance Variables for high achieving teachers

The results of the analysis of the job satisfaction variable based on data from 77 respondents, after processing it using descriptive statistics obtained a minimum score of 158, a maximum score of 220, a mean of 194.23, a median of 195, a mode of 195, a standard deviation of 17.47, a score range of 62, a variance of 305.18, and a class interval 8. To see the distribution of job satisfaction data, see table 2.

Table 2: Frequency Distribution of job satisfaction Scores

Interval Score	Minimum	Maximum	Absolute frequency	Relative frequency
158-165	157,5	165,5	7	9,1%
166-173	165,5	173,5	5	6,5%
174-181	173,5	181,5	7	9,1%
182-189	181,5	189,5	10	13,0%
190-197	189,5	197,5	14	18,2%
198-205	197,5	205,5	7	9,1%
206-213	205,5	213,5	16	20,8%
214-221	213,5	221,5	11	14,3%
			77	100%

From table 2, data was obtained for 29 people (37.7%) whose scores were below the average, as many as 14 people (18.2%) were in the average interval, and as many as 34 people (44.2%) were above average. This can be visualized in the form of a histogram graph like figure 2.

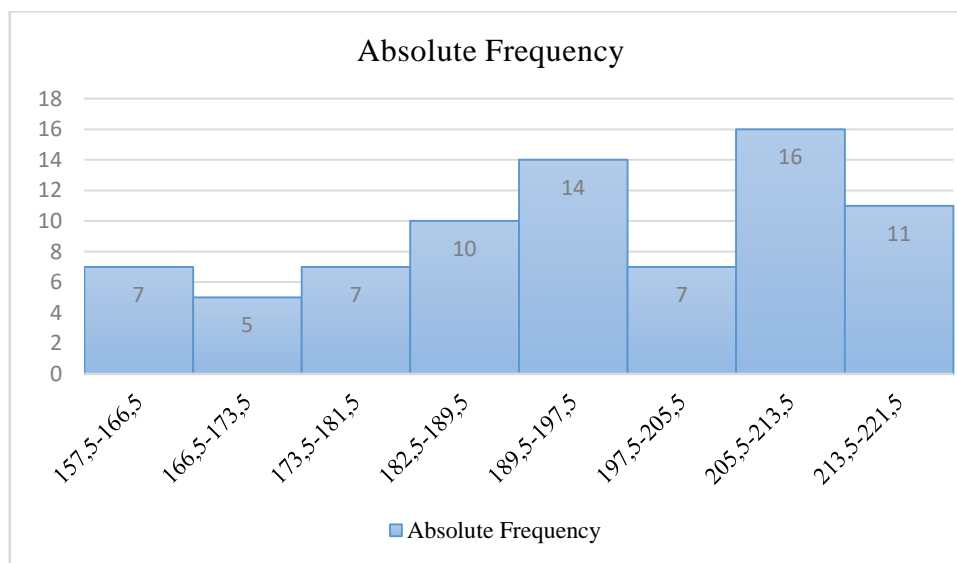


Figure 2: Histogram of Performance Variables for job satisfaction

The results of the analysis of organizational culture variables based on data from 77 respondents, after processing using descriptive statistics obtained a minimum score of 148, maximum score of 205, mean 185.05, median 189, mode 187, standard deviation 15.01, score range 57, variance 225.21, interval 8, and class interval 8. To see the distribution of organizational culture data, see table 3.

Table 3: Frequency Distribution of organizational culture Scores

Interval Score	Minimum	Maximum	Absolute frequency	Relative frequency
148-155	147,5	155,5	4	5,2%
156-163	155,5	163,5	2	2,6%
164-171	163,5	171,5	10	13,0%
172-179	171,5	179,5	10	13,0%
180-187	179,5	187,5	11	14,3%
188-195	187,5	195,5	16	20,8%
196-203	195,5	203,5	20	26,0%
204-211	203,5	211,5	4	5,2%
			77	100%

From table 3, data was obtained for 26 people (33.8%) whose scores were below the average, as many as 11 people (14.3%) were in the average interval, and as many as 40 people (51.9%) were above average. This can be visualized in the form of a histogram graph like figure 3.

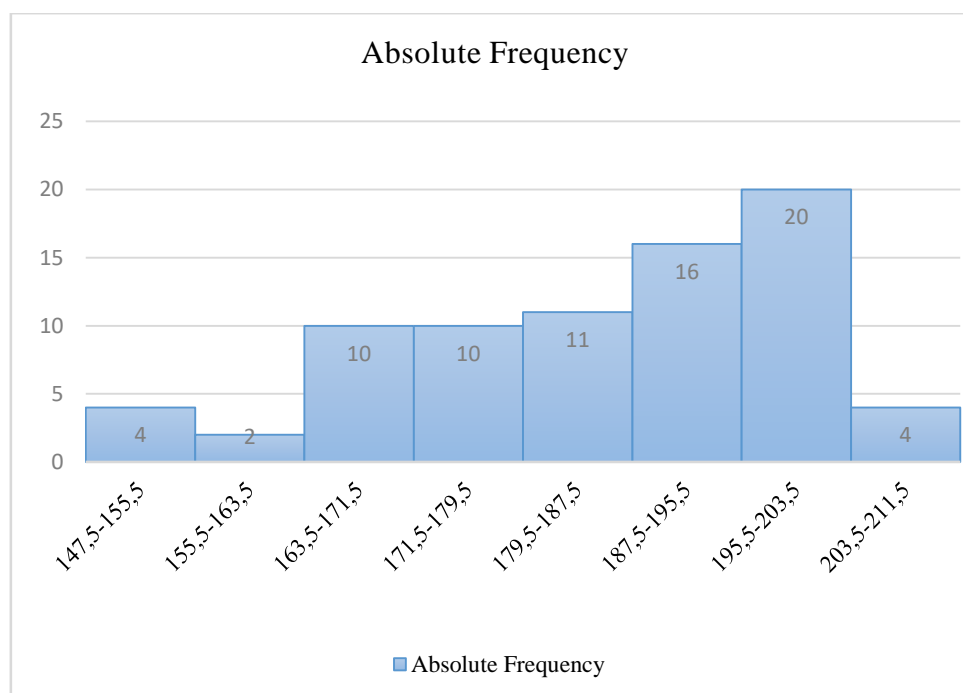


Figure 3: Histogram of Performance Variables for organizational culture

The results of the analysis of the achievement motivation variable based on data from 77 respondents, after processing using descriptive statistics obtained a minimum score of 188, a maximum score of 245, a mean of 227.10, a median of 232, a mode of 243, a standard deviation of 15.19, a range of scores of 57, a variance of 230.88, and interval class 8. To see the distribution of school principal achievement motivation data, it is in table 4.

Table 4: Frequency Distribution of achievement motivation Scores

Interval Score	Minimum	Maximum	Absolute frequency	Relative frequency
188-195	187,5	195,5	5	6,5%
196-203	195,5	203,5	3	3,9%
204-211	203,5	211,5	3	3,9%
212-219	211,5	219,5	10	13,0%
220-227	219,5	227,5	11	14,3%
228-235	227,5	235,5	13	16,9%
236-243	235,5	243,5	30	39,0%
244-251	243,5	251,5	2	2,6%
			77	100%

From table 4, data was obtained for 21 people (27.3%) whose scores were below the average, as many as 24 people (31.2%) were in the average interval, and as many as 32 people (41.6%) were above average. This can be visualized in the form of a histogram graph as in Figure 4.

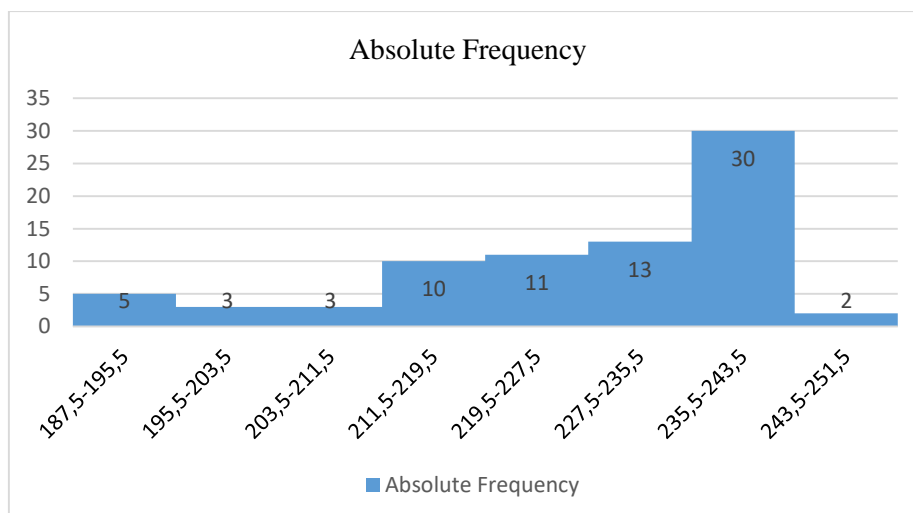


Figure 4: Histogram of Performance Variables for achievement motivation

Before the path model is tested, the significance and linearity test of the simple linear regression model is first carried out in accordance with the relationship model between variables formulated in the theoretical model. The results can be seen in table 5.

Table 5: Significance Test Results and Regression Linearity

No	Variables Tested	Significance			Information	Regression Linearity			Information
		F-Statistic	F table $\alpha=0.05$	F table $\alpha=0.01$		F-statistic	F table $\alpha=0.05$	F table $\alpha=0.01$	
1	X ₁ – X ₂	8,99**	3,97	6,99	Significant	0,64 ^{ns}	1,72	2,16	Linear
2	X ₁ – X ₃	28,55**	3,97	6,99	Significant	1,39 ^{ns}	1,72	2,16	Linear
3	X ₂ – X ₃	19,83**	3,97	6,99	Significant	0,79 ^{ns}	1,75	2,22	Linear
4	X ₁ – X ₄	91,94**	3,97	6,99	Significant	1,61 ^{ns}	1,72	2,16	Linear
5	X ₂ – X ₄	44,38**	3,97	6,99	Significant	1,04 ^{ns}	1,75	2,22	Linear
6	X ₃ – X ₄	75,70**	3,97	6,99	Significant	1,25 ^{ns}	1,71	2,14	Linear

Based on table 5 it can be explained as follows:

- a) The results of the calculation of the significance test and Linearity of Principal Job Satisfaction (X2) on organizational culture (X1) obtained F-statistics = 0.64, while at the real level $\alpha = 0.05$ and $dk = 36/39$ obtained F-table = 1.72 so $F\text{-statistics} = 0.64 < F\text{-table} = 1.72$, then the linear regression model is acceptable. Thus, it can be said that the relationship between organizational culture (X1) and job satisfaction (X2) is very significant and linear. This regression model means that if organizational culture is increased by one point, then job satisfaction tends to increase by 0.381 points at a constant of 123.74.
- b) The results of the calculation of the Significance and Linearity test of Achievement Motivation (X3) on Organizational Culture (X1) obtained F-statistics = 1.39, while at the real level $\alpha = 0.05$ and $dk = 36/39$ obtained F-table = 1.72 so that $F\text{-statistics} = 1.39 < F\text{-table} = 1.72$, then the linear regression model is acceptable. Thus, it can be said that the relationship between organizational culture (X1) and achievement motivation (X3) is very significant and linear. This regression model means that if organizational culture is increased by one point, achievement motivation tends to increase by 0.532 points at a constant of 128.721.
- c) The results of the calculation of the Significance and Linearity test of Achievement Motivation (X3) on Job Satisfaction (X2) obtained F-statistic = 0.79, while at the real level $\alpha = 0.05$ and $dk = 42/33$ obtained F-table = 1.75 so $F\text{-statistic} = 0.79 < F\text{-table} = 1.75$, then the linear regression model is acceptable. Thus, it can be said that the relationship between achievement motivation (X3) and job satisfaction (X2) is very significant and linear. This regression model means that if job satisfaction is increased by one point, then achievement motivation tends to increase by 0.398 points at a constant of 149.849.
- d) The results of the calculation of the Significance and Linearity of Performance (Y) tests on Organizational Culture (X1) obtained F-statistic $t = 1.61$, while at the real level $\alpha = 0.05$ and $dk = 36/39$, F-table = 1.72, so $F\text{-statistic} = 1.61 < F\text{-table} = 1.72$, then the linear regression model is acceptable. Thus, it can be said that the relationship between teacher performance (Y) and organizational culture (X1) is very significant and linear. This regression model means that if organizational culture is increased by one point, then the principal's performance tends to increase by 0.632 points at a constant of 81.510.
- e) The results of the calculation of the Significance test and Performance Linearity (Y) above Job Satisfaction (X2) obtained F-statistics = 1.04 while at the real level $\alpha = 0.05$ and $dk = 42/33$ obtained F-table = 1.75 so that $F\text{-statistics} = 1.04 < F\text{-table} = 1.75$, then the linear regression model can be accepted. Thus, it can be said that the relationship between performance (Y) and job satisfaction (X2) is very significant and linear. This regression model means that if job satisfaction is increased by one point, then the principal's performance tends to increase by 0.446 points at a constant of 111.808.

- f) The results of the calculation of the Significance and Linearity of Performance (Y) test on Achievement Motivation (X3) obtained F-statistics = 1.25, while at the real level $\alpha = 0.05$ and $dk = 32/43$ obtained F-table = 1.71 so that F-statistics = 1.25 < F-table = 1.71, then the linear regression model is acceptable. Thus it can be said that the relationship between performance (Y) and achievement motivation (X3) is very significant and linear. This regression model means that if achievement motivation is increased by one point, then teacher achievement tends to increase by 0.596 points at a constant of 63.083.

Before testing the hypothesis using the path analysis method, the research data is tested and meets all the necessary requirements. One of the very important requirements that must be met is the existence of a significant correlation between variables that are related and related to one another. This is based on the understanding that the correlation coefficient is a coefficient that states the degree or level of relationship between a number of data variables. Therefore, the researchers carried out a simple correlation coefficient calculation. The results of the simple correlation coefficient test between research variables can be presented in table 6.

Table 6: Simple Correlation Coefficient Test Results Between Variables

Variable	Organizational culture (X ₁)	Job satisfaction (X ₂)	Achievement motivation(X ₃)	Performance Headmaster (Y)
Organizational culture (X ₁)	1,000**	0,327**	0,525**	0,742**
motivation (X ₂)	0,327**	1,000**	0,457**	0,610**
Satisfaction (X ₃)	0,525**	0,457**	1,000**	0,709**
Performance(Y)	0,742**	0,610**	0,709**	1,000**

From table 6 it is known that all correlations between variables are greater than r-table with a significance level of $\alpha = 0.05$ of 0.220. This shows that the relationship between research variables, namely: organizational culture (X1), motivation (X2), satisfaction (X3) and teacher performance (Y) has a significant relationship.

Next, for the causal influence of the variables studied, a path analysis test was carried out by calculating the path coefficient value and the significance of the path coefficient value using the t test. If the path being tested is not meaningful based on the path coefficient value being insignificant, then the path is eliminated or removed and recalculated. Path analysis calculations were carried out using Lisrel 8.80. The summary of the results of calculating and testing path coefficients can be seen in table 7.

Table 7: Hypothesis Test Results for path coefficients

Path Coefficient	t _{hitung}	t _{tabel}		information
		$\alpha = 0.05$	$\alpha = 0.01$	
P ₂₁ = 0,38	3,56	1,99	2,64	Very Significant
P ₃₁ = 0,43	4,12	1,99	2,64	Very Significant
P ₃₂ = 0,28	2,53	1,99	2,64	Significant
P ₄₁ = 0,40	3,78	1,99	2,64	Very Significant
P ₄₂ = 0,23	2,05	1,99	2,64	Significant
P ₄₃ = 0,27	2,43	1,99	2,64	Significant

In table 7 it can be depicted as in figure 5.

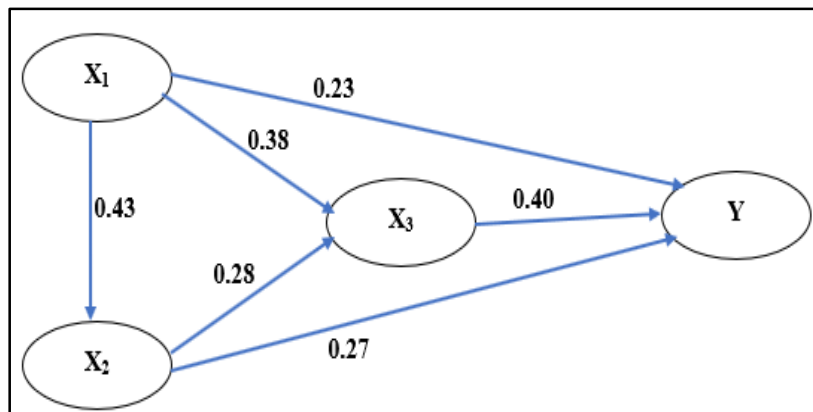


Figure 5: Path Coefficient Analysis Results

The results of the first hypothesis test proposed are that organizational culture (X₁) has a direct positive effect on the performance of the school principal (Y). H₀: $\rho_{41} \leq 0$; H₁: $\rho_{41} > 0$. Test criteria: reject H₀ if t-stat > t-table and H₁ is accepted. Accept H₀ if t-stat \leq t-table and reject H₁ at $\alpha = 0.05$. Based on the calculation results, t-stat = 3.780 and t-table for $\alpha = 0.05$ and dk = 75 is 1.992. The calculation results show that t-stat t = 3.780 > from t-table = 1.992 so that H₀ is rejected and H₁ is accepted. The results of hypothesis testing $\rho_{41} > 0$ means that the path coefficient X₁ to Y of 0.40 is significant at the $\alpha = 0.05$ level. In other words, organizational culture has a direct positive effect on teacher performance. Based on empirical evidence, the findings of this research show that organizational culture has a direct influence on teacher performance. This finding is supported by Wahjoedi, (2021) that organizational culture has a direct effect on job performance and satisfaction, where the stronger the organizational culture, the better the performance produced or the higher the level of job satisfaction felt by members of the organization(Wahjoedi, 2021).

The results of the second hypothesis test proposed are that organizational culture (X₁) has a direct positive effect on job satisfaction (X₃). H₀: $\rho_{21} \leq 0$; H₁: $\rho_{21} > 0$. Test criteria: reject H₀ if t-stat > t-table and H₁ is accepted. Accept H₀ if t-stat \leq t-table and reject H₁ at $\alpha = 0.05$. Based on the calculation results, t-stat = 3.558 and t-table for $\alpha = 0.05$ and dk = 75 is 1.992. The calculation results show that t-stat = 3.558 > from t-table = 1.992 so that H₀ is rejected and H₁ is accepted. The results of hypothesis testing $\rho_{21} > 0$ mean that the path coefficient X₁ to X₂ is 0.38 and is significant at the $\alpha = 0.05$ level. In other words, organizational culture has a direct positive effect on job satisfaction in the Bekasi Administrative City. Based on empirical evidence, the findings of this research show that organizational culture has a direct effect on job satisfaction. This research is supported by previous researchers that organizational culture as part of organizational mechanisms has a direct effect on job satisfaction(MacIntosh & Doherty, 2010). Another theoretical model that also explains this direct influence is the theoretical model from Kinicki and Kreitner which shows that organizational culture as part of the task context has a direct influence on job satisfaction.

The results of the third hypothesis test proposed are that motivation (X_2) has a direct positive effect on satisfaction (X_3). $H_0: \rho_{32} \leq 0$; $H_1: \rho_{32} > 0$. Test criteria: reject H_0 if $t\text{-stat} > t\text{-table}$ and H_1 is accepted. Accept H_0 if $t\text{-stat} \leq t\text{-table}$ and reject H_1 at $\alpha = 0.05$. Based on the calculation results, $t\text{-stat} = 2.526$ and $t\text{-table}$ for $\alpha = 0.05$ and $dk = 75$ is 1.992. The calculation results show that $t\text{-stat} = 2.526 > t\text{-table} = 1.992$ so that H_0 is rejected and H_1 is accepted. The results of hypothesis testing $\rho_{32} > 0$ means that the path coefficient X_2 to X_3 is 0.28 and is significant at the $\alpha = 0.05$ level. In other words, motivation has a direct positive effect on satisfaction. Based on empirical evidence, the findings of this research show that motivation has a direct effect on satisfaction. This research is supported by previous researchers that job satisfaction as part of organizational mechanisms has a direct effect on motivation (Widarto & Anindita, 2018). From the theoretical description above and based on empirical evidence carried out in this research and in accordance with the reality that occurs in the field, it is proven that motivation has a direct effect on satisfaction.

The results of the fourth hypothesis test proposed are that motivation (X_2) has a direct positive effect on performance (Y). $H_0: \rho_{42} \leq 0$; $H_1: \rho_{42} > 0$. Test criteria: reject H_0 if $t\text{-stat} > t\text{-table}$ and H_1 is accepted. Accept H_0 if $t\text{-stat} \leq t\text{-table}$ and reject H_1 at $\alpha = 0.05$. Based on the calculation results, $t\text{-stat} = 2.047$ and $t\text{-table}$ for $\alpha = 0.05$ and $dk = 75$ is 1.992. The calculation results show that $t\text{-stat} = 2.047 > t\text{-table} = 1.992$ so that H_0 is rejected and H_1 is accepted. The results of hypothesis testing $\rho_{42} > 0$ mean that the path coefficient X_2 to Y is 0.23 and is significant at the $\alpha = 0.05$ level. In other words, job satisfaction has a direct positive effect on performance

The fifth hypothesis test result proposed is that organizational culture (X_1) has a direct positive effect on achievement motivation (X_2). $H_0: \rho_{31} \leq 0$; $H_1: \rho_{31} > 0$. Test criteria: reject H_0 if $t\text{-stat} > t\text{-table}$ and H_1 is accepted. Accept H_0 if $t\text{-stat} \leq t\text{-table}$ and reject H_1 at $\alpha = 0.05$. Based on the calculation results, $t\text{-stat} = 4.125$ and $t\text{-table}$ for $\alpha = 0.05$ and $dk = 75$ is 1.992. The calculation results show that $t\text{-stat} = 4.125 > t\text{-table} = 1.992$ so that H_0 is rejected and H_1 is accepted. The results of hypothesis testing $\rho_{31} > 0$ mean that the path coefficient X_1 to X_2 is 0.43 and is significant at the $\alpha = 0.05$ level.

In other words, organizational culture has a direct positive effect on achievement motivation. Based on empirical evidence, the findings of this research show that organizational culture has a direct effect on achievement motivation. This research is supported by several previous researchers that organizational culture as part of organizational mechanisms has a direct effect on motivation (Matkó & Takács, 2017). Another theoretical model that also explains this direct influence is the theoretical model from Kinicki and Kreitner which shows that organizational culture as part of the task context has a direct influence on motivational processes and behavior. The findings of this research show that motivation is a very important variable and has a direct influence on performance variables. In line with several previous researchers that motivation has an effect on performance, it is used as an analogue of the Goal Setting Theory from Colquitt, Lepine and Wesson which describes that setting individual goals will have an effect on performance (Rachman, 2022).

The results of the sixth hypothesis test proposed are that satisfaction (X_3) has a direct positive effect on performance (Y). $H_0: \rho_{43} \leq 0$; $H_1: \rho_{43} > 0$. Test criteria: reject H_0 if $t\text{-stat} > t\text{-table}$ and H_1 is accepted. Accept H_0 if $t\text{-stat} \leq t\text{-table}$ and reject H_1 at $\alpha = 0.05$. Based on the calculation results, $t\text{-stat} = 2.428$ and $t\text{-table}$ for $\alpha = 0.05$ and $dk = 75$ is 1.992. The calculation results show that $t\text{-stat} = 2.428 > t\text{-table} = 1.992$ so that H_0 is rejected and H_1 is accepted. The results of hypothesis testing $\rho_{43} > 0$ means that the path coefficient X_3 to Y is 0.27 and is significant at the $\alpha = 0.05$ level.

In other words, satisfaction has a direct positive effect on performance. Based on empirical evidence, the findings of this research show that job satisfaction has a direct effect on performance. The findings are supported by (Ouedraogo & Leclerc, 2013) that job satisfaction as part of organizational mechanisms has a direct effect on performance. Another theoretical model that also explains this direct influence is the theoretical model from Kinicki and Kreitner which shows that job satisfaction as part of the task context has a direct effect on performance.

Another theory that supports this hypothesis is the results of Bavendam's research that someone who has high job satisfaction has a productive attitude. Davis said there is a relationship between job satisfaction and work productivity. Meanwhile, Donald C. Moesley said that job satisfaction is one of the variables that can influence performance.

CONCLUSION

Based on the results of the path analysis, it can be concluded that organizational culture, motivation and satisfaction. direct positive effect on performance. This means that organizational culture, motivation and job satisfaction can be used as variables that support the performance theory model proposed by Colquitt, Lepine and Wesson. Thus, the results of this research can answer the question asked in the background section of the research problem regarding whether the variables of organizational culture, motivation and job satisfaction can have a direct positive effect on teacher performance.

Thus, overall it can be stated that ways to improve teacher performance can be done by improving the quality of school culture, improving the quality of job satisfaction, and improving the quality of achievement motivation.

Teacher Achievement Performance shows that organizational culture has a direct and indirect effect on teacher work performance, the influence of which can be observed through teacher commitment. The research results show that organizational culture, achievement motivation, and job satisfaction are integral factors that influence teacher performance.

Achievement Motivation Theory (AMT) emphasizes the relationship between individual characteristics and the drive to achieve life goals. In addition, job satisfaction is closely related to individuals' perceptions of their ability to fulfill job obligations. These findings highlight the importance of organizational culture, work environment, and motivation in shaping high-caliber teacher performance. Research on Teacher Achievement Performance highlights the interconnected influence of organizational culture, achievement motivation, and job satisfaction. Organizational culture has a direct and indirect influence on teacher work

performance so that it influences teacher commitment significantly. Limitations that may occur during the course of the research are that the quantitative approach still allows for aspects of the research variables that are not suitable to be approached quantitatively because this method cannot explore information in depth. Researchers' ability to analyze theories related to research variables is still felt to be lacking. So, it is possible that there are theories that do not provide sufficient explanation of the research variables.

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