
The Influence of Motivation, Ability, Organizational Culture, Work Environment on Teachers Performance

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Abstract: The purpose of this study was to analyze the effect of motivation on teachers performance, the effect of ability on teachers performance, the effect of organizational culture on teachers performance and the effect of work environment on teachers performance. The method used in this research is quantitative methods, data collection methods by distributing questionnaires to teachers in Tangerang. The questionnaire was distributed electronically with simple random sampling technique and 120 respondents returned. Tools for processing data is by using PLS and using SmartPLS version 3.0 software. Based on the results of data analysis, it was concluded that motivation did not have a significant effect on teachers performance. Ability has a significant effect on teachers performance. Organizational culture has a significant effect on teachers performance. Increasing organizational learning variables increases variable teachers Performance. Work Environment has no significant effect on teachers Performance. The Contribution of this Research is to provide an understanding of the support for aspects of performance improvement in supporting and supporting the careers of educational staff

Keywords: Motivation, Ability, Organizational Culture, Work Environment, Teachers Performance

INTRODUCTION

Since Covid-19 entered Indonesia in mid-March, various schools, campuses and educational institutions have implemented online learning policies to ensure the teaching and learning process continues. In schools, there are human resources called educational staff who are not only required to carry out the learning process but are also required to carry out research and community service which are the three basic pillars of the mindset. Changes in the learning system used so far are face-to-face in class into an online system (in a network) by utilizing internet technology, directly this condition also requires educators to be creative and innovative in providing learning materials online so that the quality of learning is met according to standards, and still be able to carry out research and community service through the online system.

With the large demands for being creative and innovative during the Covid-19 pandemic in carrying out learning, teachers must increase motivation to encourage enthusiasm and morale, increase productivity, maintain loyalty, and improve capabilities in terms of information technology which is a necessity during the Covid-19 pandemic. In this case, according to Gibson (2009), there are several abilities needed in an organization so that teachers can do the tasks assigned to them. Three types of basic abilities that must be possessed to support teachers in carrying out work or assignments, so as to achieve maximum results, namely the ability to interact, conceptual abilities, and technical abilities.

Positive support from organizations and the surrounding environment is urgently needed during the Covid-19 pandemic as well as the availability of adequate facilities to support teachers to continue to exist in carrying out learning which has an impact on improving performance and careers.

According to Robbins & Judge (2015) motivation is defined as a process that describes a person's strength (intensity), direction (direction), and persistence (persistence) in an effort to achieve goals. Intensity describes how hard a person tries, this power must be channeled in a direction that provides benefits for the organization, and the dimension of persistence which measures how long a person can maintain his efforts. In the 1950s there were 4 (four) theories about worker motivation that represented a foundation and management practice in the field still used this terminology (Robbins & Judge, 2015). The four theories are Maslow's hierarchy of needs

theory, Douglass McGregor's theory of x and y, Herzberg's two-factor theory, and McClelland's theory of needs. Robbins & Judge (2015) states that Maslow's Hierarchy of Needs theory is a motivational theory that classifies human needs into five levels of needs sequentially, namely 1) Physiological needs such as eating, drinking, vehicles, shelter 2) Need for security, for example security protection 3) Social needs such as friendship 4) Need for appreciation such as status, recognition and 5) Self-actualization needs such as self-fulfillment. As stated in Robbins & Judge (2015), a motivation theory known as the McClelland Needs Theory by David McClelland states that there are 3 (three) important needs and help drive motivation. According to Gibson (2009), ability is a trait that is born / learned that allows a person to complete a task. Gibson (2009) also explains that there are several abilities needed in an agency so that employees can do their assigned tasks. Three types of basic abilities that must be possessed to support someone in carrying out a job or task, so as to achieve maximum results, namely the ability to interact, conceptual ability, and technical ability.

Cushway and Lodge (2000) stated that organizational culture is an organizational value system and will influence the way work is done and the way employees behave. The characteristics of organizational culture include the ways of acting, the values that are used as a basis for action, the efforts of the leader to treat subordinates to the efforts to solve problems that occur in the organizational environment, how an organization in achieving its organizational goals is very dependent on the dynamics of the organization. Characteristics of organizational culture according to Denison, et al. (2014) namely the mission to which the organization and its members know the direction of its goals, how they will get there and how each individual can contribute. . Involvement The degree to which individuals / employees in all organizational functions are encouraged by the company to commit to their work and build responsibility for being involved in achieving the mission and working together to meet organizational goals .

According to Robbins & Coulter (2010), the environment is the institutions or outside forces that have the potential to affect organizational performance. The environment is formulated into two, namely the general environment and the special environment. The general environment is anything outside the organization that has the potential to influence the organization. Meanwhile, a special environment is a part of the environment that is directly related to the achievement of an organization's goals. According to Mathis & Jackson (2006), employee performance is what employees do or don't do which affects how much they contribute to the organization in terms of output quality, quantity of output, duration of output, workplace attendance, and cooperative attitude. Research conducted by Diamantidis & Chatzoglou (2019) with the aim of research is to examine the relationship between companies / factors related to the environment (training culture, management support, environmental dynamism and organizational climate), work-related factors (work environment, job autonomy, work communication).) and employee-related factors (intrinsic motivation, skill flexibility, skill level, proactivity, adaptation, commitment) and their impact on teacher performance. shows that work environment and management support have the strongest impact (direct and indirect) on job performance, whereas adaptability and intrinsic motivation directly influence job performance. According to Gibson (2009) career is a series of attitudes and behaviors related to work experiences and activities during a person's life span and a series of continuous work activities. The career choice theory developed by John L. Holland is one of the most researched and applied career development theories. Based on the premise that personality factors underlie career choice, his theory postulates that people project world and job views onto occupations and make career decisions that satisfy the personal orientation of their choice. This theory combines several constructs from personality psychology, vocational behavior, and social psychology, including self-perception theory and social stereotypes. The aim of this study was to analyze the effect of motivation on teachers performance, the effect of ability on teachers performance, the influence of organizational culture on teachers performance and the effect of Work Environment for teachers performance.

METHOD

Operational Definition of Variables and Indicators

This research is a causality research in which this study seeks to find an explanation in the form of a causal relationship between several concepts or variables or several strategies developed in management (Ferdinand, 2006). The method of analysis used in this study is the Partial Least Square (PLS) method. PLS can be used on any type of data scale (nominal, ordinal, interval, ratio) as well as more flexible assumption requirements. PLS is also used to measure the relationship of each indicator with its construct. In addition, in PLS, a bootstrapping test can be carried out on the structural model that is the outer model and inner model. PLS can be used for confirmatory purposes, such as hypothesis testing and exploratory purposes.

The method used in this research is quantitative methods, data collection methods by distributing questionnaires to teachers in Tangerang. The instrument used to measure all the variables of this study was adapted from (Bogler, 2001), with 5 items for each variable. Each closed question / statement item is given five

answer options, namely: strongly agree (SS) score 5, agree (S) score 4, disagree (KS) score 3, disagree (TS) score 2, and strongly disagree (STS)) score 1. The method for processing data is by using PLS and using the SmartPLS version 3.0 software as a tool.

Population and Sample

The population in this study were teachers in Jabodetabek whose numbers had not been identified with certainty. The questionnaire was distributed electronically using simple random sampling technique. The results of the questionnaire returned were 120 respondents.

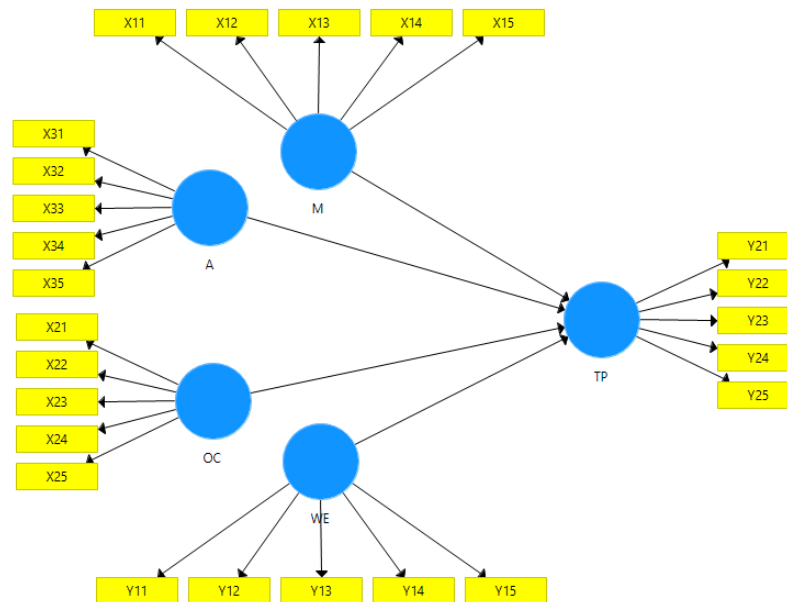


Fig 1. Research Model

Dimana M = Motivation, A = Ability, OC = Organizational Culture, WE=Work Environment and TP = Teachers Performance

Based on the theoretical review and previous research above, the research model as in Figure 1 is made the hypothesis of this research as follows:

- H1: Motivation has a significant effect on Teachers Performance
- H2: Ability has a significant effect on Teachers Performance
- H3: Organizational Culture has a significant effect on Teachers Performance
- H4: Work Environment has a significant effect on Teachers Performance

RESULT AND DISCUSION

Sample Description

The results of processing respondent data through questionnaires obtained respondent data as follows:

Table 1. Respondents Profile

Attribute		Total
Age	< 30 Years	44
	30 - 40 Years	36
	> 40 Years	40
Gender	Male	62
	Female	58
Work Periode	< 5 Years	42
	5-10 Years	40
	> 10 Years	38

Test Results of the Validity and Reliability of Research Indicators

The testing phase of the measurement model includes testing for convergent validity, discriminant validity and composite reliability. The results of the PLS analysis can be used to test the research hypothesis if all indicators in the PLS model have met the requirements of convergent validity, discriminant validity and reliability testing. Convergent Validity Testing

Convergent validity test is done by looking at the loading factor value of each indicator against the construct. In most references, a factor weight of 0.5 or more is considered to have sufficiently strong validation to explain latent constructs (Chin, 1998; Hair et al, 2010; Ghozali, 2014). In this study, the minimum limit for the accepted loading factor is 0.5, provided that the AVE value of each construct is > 0.5 (Ghozali, 2014).

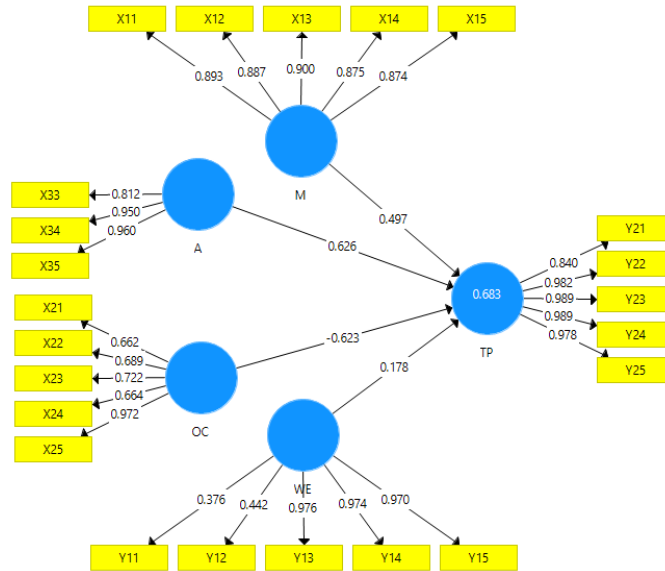


Fig 2. Model valid

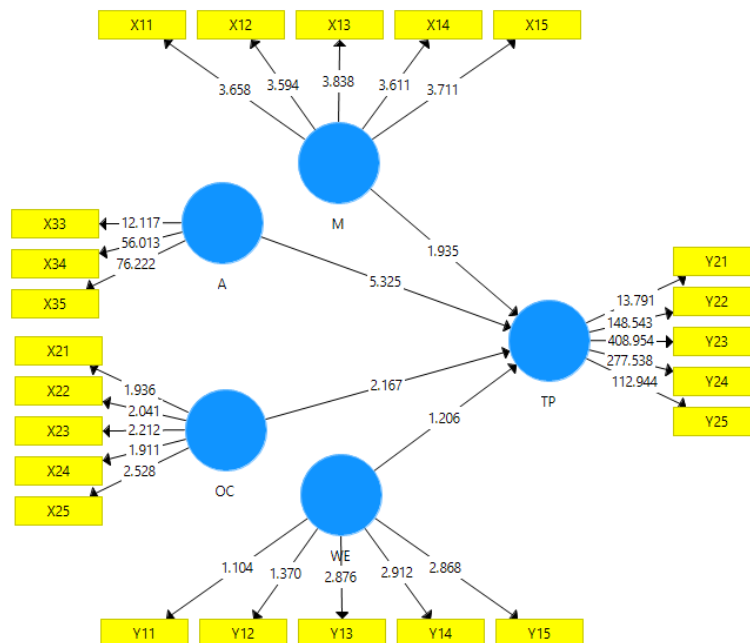


Fig 3. Model valid

Based on the estimation results of the PLS model in the image above, all indicators have a loading factor value above 0.5 so that the model has met the convergent validity requirements. Apart from looking at the loading factor value of each indicator, convergent validity was also assessed from the AVE value of each construct. The AVE value for each construct of this study is more than 0.5. So the convergent validity of this research model has met the requirements. The value of loadings, cronbach's alpha, composite reliability and AVE for each complete construct can be seen in table 2 below:

Table 2. Cronbach’s Alpha, Composite Reliability, and Average Variance Extracted (AVE)

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
A	0.898	0.972	0.935	0.827
M	0.933	0.960	0.948	0.784
OC	0.949	3.068	0.863	0.564
TP	0.976	0.983	0.982	0.916
WE	0.926	0.815	0.885	0.636

Construction Reliability Testing

Construct reliability can be assessed from the Cronbach's alpha value and the composite reliability of each construct. The recommended composite reliability and cronbach's alpha value is more than 0.7. (Ghozali, 2014). The results of the reliability test in Table 2 above show that all constructs have composite reliability and Cronbach's alpha values are greater than 0.7 (> 0.7). In conclusion, all constructs have met the required reliability.

Desriminant Validity Testing

Discriminant validity is done to ensure that each concept of each latent variable is different from other latent variables. The model has good discriminant validity if the AVE square value of each exogenous construct (the value on the diagonal) exceeds the correlation between this construct and other constructs (values below the diagonal) (Ghozali, 2014). The results of discriminant validity testing using the AVE square value, namely by looking at the Fornell-Larcker Criterion Value are obtained as follows:

Table 3. Discriminant Validity

	A	M	OC	T	WE
A	0.910			P	
M	0.157	0.886			
OC	0.084	0.713	0.751		
TP	0.709	0.138	-0.196	0.957	
WE	0.321	-0.076	0.107	0.274	0.797

The results of the discriminant validity test in Table 3 above show that all constructs have a square root value of AVE above the correlation value with other latent constructs (through the Fornell-Larcker criteria) so that it can be concluded that the model has met discriminant validity.

Hypothesis test

Hypothesis testing in PLS is also known as the inner model test. This test includes a significance test for direct and indirect effects as well as a measurement of the magnitude of the influence of exogenous variables on endogenous variables. To find out The Influence of Motivation, Ability, Organizational Culture, Work Environment on Teachers Performance, a direct and indirect effect test is needed. The effect test was performed using the t-statistic test in the partial least squared (PLS) analysis model using the SmartPLS 3.0 software. With the boothstrapping technique, the R Square value and the significance test value are obtained as shown in the table below:

Tabel 5. Nilai R Square

	R Square	R Square Adjusted
TP	0.683	0.668

Based on Table 5 above, the R Square value is 0.683 which means that the Teachers Performance variable can be explained by the Motivation, Ability, Organizational Culture, Work Environment variables of 68.3%, while the remaining 31.7% is explained by other variables not discussed in this study.

Table 6. Hypotheses Testing

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ((O/STDEV))	P Values
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A -> TP	0.626	0.695	0.118	5.325	0.000
M -> TP	0.497	0.262	0.257	1.935	0.054
OC -> TP	-0.623	-0.357	0.287	2.167	0.031
WE -> TP	0.178	0.065	0.147	1.206	0.228

Meanwhile, Table 6 shows the T Statistics and P-Values which show the influence between the research variables that have been mentioned.

Relationship between Motivation and Teachers Performance

Based on the results of the analysis in Table 6, it is obtained T Statistics of 0.257 > 1.96 and P-Values of 0.054 > 0.050 so that it can be concluded that H1 is rejected, motivation has no significant effect on Teachers Performance. An increase in the motivation variable will not be followed by an increase in teachers performance and a decrease in variable motivation will not followed by a decrease in teachers Performance. The results of this study are in line with research results from According to Hyun (2020); Kadiyono (2020); Roojil (2020), who stated that motivation did not have a significant effect on teachers performance.

Ability Relationship to Teachers Performance

Based on the results of the analysis in Table 6, it is obtained T Statistics of 5,325 > 1.96 and P-Values of 0.000 < 0.050 so that it can be concluded that H2 is accepted, Ability has a significant effect on teachers performance. An increase in the Ability variable will be followed by an increase in teachers performance and a decrease in variable ability will be followed by a decrease in teachers Performance. The results of this study are in line with the research results of According to Basri (2020); Kadiyono (2020); Roojil (2020) who stated that ability has a significant effect on teachers performance

The Relationship of Organizational Learning to Teachers Performance

Based on the results of the analysis in table 6, it is obtained T Statistics of 2.167 > 1.96 and P-Values of 0.031 < 0.050 so it can be concluded that H3 is accepted. Organizational Learning Affects Teachers Performance. Increasing organizational learning variables increases variable teacher performance and decreasing variable organizational learning decreases variable teachers performance. The results of this study are in line with the research results of According to Sartika (2020); SLamet (2020) which states that organizational learning affects teachers performance

Relationship between Work Environment and Teachers Performance

Based on the results of the analysis in Table 6, it is obtained T Statistics of 1.206 < 1.96 and P-Values of 0.228 > 0.050 so that it can be concluded that H4 is rejected, the Work Environment has no significant effect on teachers performance. Increasing the variable Work Environment will not increase the variable teachers Performance and decreasing the variable Work Environment will decrease the variable teachers Performance. The results of this study are in line with research results from According to Slamet (2020); Supriadi (2020); Purwanto (2020); Robby (2019) who stated that the Work Environment has no significant effect on teachers performance.

Research conducted by Al-Musadieg et al., (2018) shows that there is a significant direct effect of work design on human resource performance and work motivation; there is a significant direct effect of organizational culture on work motivation and human resource performance; and there is a significant direct effect of work motivation on the performance of human resources. There is an indirect effect of work design on human resource performance through the mediating variable of work motivation. Meanwhile, work motivation is not the influence of organizational culture on human resource performance. Research conducted by Kundu & Gahlawat (2018) shows that affective commitment fully mediates the relationship between opportunities to improve human resource practices and company performance and partly mediates the relationship between human resource improvement practices and capacity building with company performance.

CONCLUSION

Based on the results of data analysis, it was concluded that motivation did not have a significant effect on teachers performance. Ability has a significant effect on teachers performance. Organizational culture has a significant effect on teachers performance. Increasing organizational learning variables increases variable teachers Performance. Work Environment has no significant effect on teachers Performance.

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