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RESEARCH ARTICLE

THE EFFECT OF WORK SATISFACTION, ORGANIZATIONAL CULTURE AND WORK MOTIVATION ON TEACHER PERFORMANCE (STUDY ON TEACHER OF MAN 1 MUARO JAMBI)

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ABSTRACT

This study aims to determine and analyze the effect of job satisfaction on teacher performance, the influence of organizational culture on teacher performance and the effect of work motivation on teacher performance. The sample in this study was 37 Teachers MAN 1 Muaro Jambi. The sampling technique is the census method because there are only 37 teachers filling out the questionnaire. The type of data used is primary data, the method of data collection uses a questionnaire with a Likert scale. Test of research instruments test validity and reliability. Data analysis techniques consist of data description test, classic assumption test, regression analysis and hypothesis testing. The results of this study found that job satisfaction influences teacher performance, organizational culture influences teacher performance and work motivation influences teacher performance, and job satisfaction, organizational culture and work motivation together have a significant effect on teacher performance. This research suggests that to improve teacher performance, it is necessary to increase job satisfaction, a more conducive organizational culture and improve work motivation.

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INTRODUCTION

In the teaching and learning process, teacher has a very decisive position. Teacher must be able to translate and describe the content contained in the curriculum, then transform the content to students through the teaching and learning process. In Law No. 14 of 2005 concerning Teachers and Lecturers explained that the position of teachers and lecturers as professionals aims to implement the national education system and realize the goals of national education, that is the development of potential students to become human beings who believe and fear the Almighty, noble, healthy, knowledgeable, competent, creative, independent, as well as being a democratic and responsible citizen. So in achieving educational goals it is necessary for educators who are reliable or professional in the field of learning, that is educators who have good academic qualifications and competencies. In essence the teacher has a high enough potential to be creative in order to improve his performance. However, the potential of the teacher to be creative as an effort to improve his performance does not always develop smoothly, this is due to the influence of various factors that arise in the teacher's personal as well as from outside the teacher's personal.

This fact is quite alarming and invites various questions about the consistency of the teacher to his profession, and on the other hand the performance of the teacher is also questioned when discussing the problem of improving the quality of education. To find out the level of teacher performance can be done by conducting a performance evaluation, because the results of performance evaluation indicate the level of management of a teacher in carrying out the tasks that are his responsibility. Low performance indicates a lack of ability to manage tasks that are his responsibility which results in hampered achievement of educational goals. Conversely, high performance reflects the ability to manage tasks and obligations that will ultimately have an impact on better performance. The schools which are the object of this research are Madrasah Aliyah Negeri (MAN) 1 Muaro Jambi. This is considered very important because there are still many things that need to be fixed and improved, especially in improving teacher performance. MAN 1 Muaro Jambi is one of the Madrasah Aliyah (MA) in Muaro Jambi. The beginning of the establishment of MAN 1 Muaro Jambi began with the establishment of MA NurulHasanah. Then in 2004 the MA was nominated and inaugurated by the Governor of Jambi, H. ZulkifliNurdin with the name Madrasah Aliyah Negeri Sungai Gelam (MAN Sungai Gelam). Given the name MAN Sungai Gelam because this madrasah aliyah is located in Sungai Gelam Village. Changes in the name of MAN Sungai Gelam become MAN 1 Muaro Jambi based on Minister of Religion

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Decree Number 681 of 2016 concerning Change of Names of Public Madrasah Aliyah, Madrasah TsanawiyahNegeri, and Madrasah IbtidaiyahNegeri in Jambi Province. The development of MAN 1 Muaro Jambi can be seen based on the results of the National Examination (UN) in Muaro Jambi in 2018 for the level of Madrasah Aliyah (MA). It is known that the average value is 55.56. MAN InsanCendekia is MAN which gets the highest score for science and social studies majors, while MAN 1 Muaro Jambi gets an average score below 55.56. The following table 1.1 shows the average scores of National Examination of MAN 1 Muaro Jambi and three other MAN in Muaro Jambi. Based on the table above, it can be seen that the average value of National Examination of MAN 1 Muaro Jambi is below 55.56. The average score of this National Examination reflects the low achievement of students in doing the National Examination. The low level of student achievement is influenced by the performance of teachers who teach at MAN 1 Muaro Jambi. This condition needs a serious attention, considering the student achievement depends on the competence and performance of the teacher, especially the learning process in the classroom. Based on the author's experience at MAN 1 Muaro Jambi, many teachers are found who do not carry out their duties properly. In the preparation of learning tools, some teachers are still constrained about how to develop a syllabus and Learning Implementation Plan (RPP). In the implementation of the learning process the teacher still uses conventional models, does not vary the learning model and rarely uses learning media so that learning seems monotonous.

Teachers in conducting assessments are also constrained in doing how to assess good learning outcomes, for example in making questions teachers pay less attention to learning achievement indicators so that the questions made are less able to measure the learning outcomes and learning objectives are not achieved. The following table describes the academic qualifications and staffing status of MAN 1 Muaro Jambi teachers in 2018. With Master Degree education. In terms of employee status, 23 teachers were Non Civil Servants (PNS) and 13 people as civil servants. The efforts to improve the quality of school education must be more focused on improving the quality of human resources, in this case is the teacher. In this context, the teacher's performance quality improvement program is very relevant and very strategic, to develop students' creativity as well as improve student learning outcomes given their functions and roles as managers of educational institutions at the operational level. Teacher performance is influenced by various factors, one of the factors that is suspected is job satisfaction. When an individual works for an organization, agency or company, the work that he accomplishes will affect the level of productivity of the organization, therefore, the views and feelings of individuals towards their work must be maintained on the positive side of their work, in other words the individual must have and maintain his job satisfaction so that his productivity can continue to be improved. Job satisfaction is one of the factors that is very important for individuals in working, to get optimal results. Hasibuan (2006), defines job satisfaction as an emotional attitude that is pleasant and loves his work, this attitude is reflected by work morale, discipline, and work performance.

Literature Review

Performance: According to Anwar (2000), performance (work performance) is the work result in the quality and

quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. Whereas Hasibuan (2006), argues that performance (work performance) is a result of work achieved by someone in carrying out the tasks assigned to him based on skills, experience and sincerity as well as time. Then according to Nawawi (2006), performance is defined as the ability of an employee to complete his task well and produce something in accordance with the goals of the organization. According to Handoko (2006), one measure of the success of employee career coaching is performance or work implementation. Every company or organization, both government and private, has its own way of achieving good performance. Based on the several theories above, it can be concluded, that what is meant by teacher performance is the work of a teacher in carrying out his duties and responsibilities as a professional educator, both from planning, implementation and evaluating learning.

Job satisfaction: According to Rivai (2010), argues that satisfaction is an evaluation that describes someone with a feeling of being happy or not satisfied in work. Hasibuan (2006), defines job satisfaction as an emotional attitude that is pleasant and loves his work. This attitude is reflected by work morale, discipline, and work performance. Job satisfaction is enjoyed in work, outside work, and a combination of the two. According to Handoko (2006) states that job satisfaction (job satisfaction) is an emotional state that is pleasant or unpleasant with which employees view their work.

Organizational culture: According to Rivai (2010) argues that organizational culture is what employees feel and how this perception creates an exemplary pattern of beliefs, values, and expectations. Organizational culture according to Sutikno (2012) is a culture that is built on institutions that have a certain character, is something that is built from the results of a meeting between the values adopted by the leader and the values adopted by the employees in the organization. Furthermore, Kuncoro in Sagala (2008), organizational culture that is more organic than mechanical, culture cannot be built or assembled, but must be cultivated, cultivated, and developed.

Work motivation: According to Usman (2010) states that motivation is a desire found in an individual person so that it can stimulate him to take actions or something that is the basis or reason for someone behaving. Motivation is also interpreted as a desire or need that lies behind a person so he is motivated to work. A person's motivation is determined by the intensity of the motive. Furthermore, Rivai (2010) motivation is a process to try to influence someone to do what we want. Someone who is very motivated is people who carry out substantial efforts, to support the production goals of the work unit, and the organization where he works. The concept of motivation is an important concept of study about individual performance. So, performance motivation is something that gives rise to encouragement or morale.

RESEARCH METHODS

This study belongs to the research on causality. The population of this study were 37 teachers of MAN 1 Muaro Jambi. The sampling technique is using the census method, that is sampling method by determining the number of samples equal to the population (the number of population is the same as the sample). The data analysis technique used in this study is descriptive analysis by looking at the level of achievement of

respondents, multiple regression analysis. Next is to test the hypothesis by using the F test and t test.

RESULTS AND DISCUSSION

To test the instrument, it is necessary to use validity and reliability tests. Next, the normality test and classic assumption test that consist of normality test and homogeneity test. From the results of the above tests found a valid, reliable and normal data and meet the requirements of the classical assumptions. From the descriptive results of statistical research variables it was found that the performance variable had an average score of 4.25 with a total achievement of 85% respondents. It can be concluded that overall the teacher performance variable is in the high category. Furthermore, the average score of the job satisfaction variable was 3.69 with a total achievement of 73.78%. It can be concluded that overall the job satisfaction variables in the medium category. The organizational culture variables have an average score of 3.75 with a total achievement of respondents of 75.1%. It can be concluded that organizational culture is in the medium category. Work motivation variables have the achievement of respondents 75.06% with an average score of 3.75. It can be concluded that work motivation variables are also in the medium category.

Hypothesis Testing

Multiple Linear Regression Analysis: Multiple regression analysis is used to determine how much the influence of some independent variables on the dependent variable. The purpose of conducting multiple linear regression analysis in this study was to determine the effect of job satisfaction, organizational culture and work motivation on the performance of teachers of MAN 1 Muaro Jambi, the following table show the results of multiple linear regression testing:

Based on the results of data analysis, multiple regression equations can be written as follows:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e \quad Y = 61,533 + 0,468 X_1 + 0,391 X_2 + 0,45 X_3$$

The coefficient values in the regression equation above can be explained as follows:

The constant value of 61,533 indicates the value of the dependent variable before or without being influenced by the independent variable. Where if the variable job satisfaction, organizational culture and work motivation is worth 0 then the performance variable is worth 61,533. The regression coefficient of job satisfaction variable of 0.468 which is positive indicates that there is a positive influence on job satisfaction on teacher performance. If the variable job satisfaction increases by one unit will increase teacher performance by 0.468 in each unit or (46.8%), assuming other variables are constant. The regression coefficient of the organizational culture variable of 0.391 which is positive indicates that there is a positive influence of organizational culture on teacher performance. If the organizational culture variable increases by one unit will increase teacher performance by 0.391 in each unit or (39.1%), assuming other variables are constant. Regression coefficient of work motivation variable of 0.45 which is positive indicates that there is a positive influence on work motivation on teacher performance.

If the work motivation variable increases by one unit will increase teacher performance by 0.45 in each unit or (45%), assuming other variables are constant.

Coefficient of Determination: The coefficient of determination is used to see how much the influence of independent variable on the dependent variable. Adjusted R2 (Adj R square) value is 0.495. This means that the influence of job satisfaction, organizational culture and work motivation on teacher performance is 49.5%. While the remaining 50.5% is influenced by other variables not included in this research model.

Statistic t Test: To test the hypothesis partially, the t test is used, which is to see the effect of each independent variable on the dependent variable. Judging from the results of data analysis, the hypothesis is tested as follows: The regression coefficient of the variable job satisfaction (X1) is 0.468 which is positive with a significance value of 0.024. Significance value is smaller than alpha (0.024 < 0.05). Thus, it can be interpreted that job satisfaction has a significant effect on teacher performance. Therefore the first hypothesis of this study which states that "Job satisfaction has a positive effect on the teacher performance of MAN 1 Muaro Jambi" is accepted. Thus it is known that the improvement in job satisfaction is believed to be able to improve the performance of teachers of MAN 1 Muaro Jambi. The regression coefficient of the organizational culture variable (X2) is 0.391 which is positive with a significance value of 0.041. Significance value is greater than alpha (0.041 < 0.05). Thus, it can be interpreted that organizational culture has a significant effect on teacher performance. Therefore the second hypothesis of this study which states that "Organizational culture has a positive effect on the teacher performance of MAN 1 Muaro Jambi" is accepted. Thus it is known that the high and low level of teacher performance of MAN 1 Muaro Jambi is influenced by organizational culture. The regression coefficient of work motivation variable (X3) is 0.45 which is positive with a significance value of 0.040. Significance value is smaller than alpha (0.040 < 0.05). Thus, it can be interpreted that work motivation has a significant effect on teacher performance. Therefore the third hypothesis of this study which states that "Work motivation has a positive effect on the teacher performance of MAN 1 Muaro Jambi" is accepted. Thus it is known that the better the work motivation of the teacher in carrying out the task will certainly improve the performance of teachers of MAN 1 Muaro Jambi.

F Test: The F test is used to test the hypothesis simultaneously with a certain level of significance of all independent variables on the dependent variable. Based on the results of data analysis, the calculated F value is 12.788 with a significance level of 0,000 or less than 0.05. Thus, it can be concluded that together the variables of job satisfaction, organizational culture and work motivation have a positive effect on the teacher performance of MAN 1 Muaro Jambi. Therefore the fourth hypothesis of this study which states that "job satisfaction, organizational culture and work motivation affect the performance teacher of MAN 1 Muaro Jambi" is accepted.

DISCUSSION

Based on data analysis on the study results, it can be seen how the performance, job satisfaction, organizational culture, work motivation of teacher MAN 1 Muaro Jambi.

Table 1. The Average of UN of MAN 1 Muaro Jambi and 3 others in Muaro Jambi

| Name of MAN | The Average of National Examination Value | |
|--------------------------|---|----------------|
| | Science | Social Studies |
| MAN 1 Muaro Jambi | 48,80 | 48,61 |
| MAN 2 Muaro Jambi | 54,56 | 50,02 |
| MAN 3 Muaro Jambi | 48,41 | 46,66 |
| MAN Insan Cendikia Jambi | 69,75 | 71,56 |

Source: Education Office of Jambi Province, 2018.

Table 2. Academic Qualifications and Staffing Status for Teachers of MAN 1 Muaro Jambi

| Staff Status | Academic Qualification | | Amount (person) |
|--------------|------------------------|----|-----------------|
| | S1 | S2 | |
| Group IVa | 1 | 2 | 3 |
| Group IIIa | 2 | - | 2 |
| Group IIIb | 3 | - | 3 |
| Group IIIc | 3 | 1 | 4 |
| Group IIId | 1 | - | 1 |
| Non PNS | 23 | - | 23 |
| Total | 33 | 3 | 36 |

Source: Secondary Data, MAN 1 Muaro Jambi, 2018

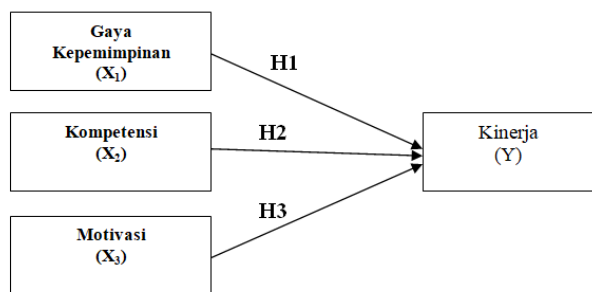


Figure 1. Conceptual Framework

The teacher performance of MAN 1 Muaro Jambi is in the good / high category, which is seen from the indicators of planning, implementation, evaluation and follow-up of learning. 2) The organizational culture of Teacher of MAN 1 Muaro Jambi is in the fairly good / moderate category, which is seen from the indicators of bureaucratic and traditional practices. 3) Work motivation of Teacher of MAN 1 Muaro Jambi is in the fairly good / moderate category, which is seen from the indicators of the needs of achievement, habit and affiliation. 4) Job satisfaction of teachers of MAN 1 Muaro Jambi is in the fairly good / moderate category, which is seen from the indicators of satisfaction with salaries, promotions, coworkers, supervisors, and jobs.

The Effect of Job Satisfaction on Performance: The following hypothesis test is also intended to find out and analyze whether there is a significant effect of job satisfaction on performance, or to find out whether the job satisfaction that exists in the teacher in carrying out his work is also able to maintain and improve his performance in work. Based on the multiple linear regression analysis carried out previously in Table 3, the research findings state that there is a significant positive effect on job satisfaction on teacher performance with a regression coefficient of 0.468. The direction of the relationship or influence between the two variables also has a positive slope, which states if the higher the level of teacher satisfaction on the job, this will also further enhance teacher performance. Conversely, if the teacher's satisfaction is lower, this will also result in lower performance. Job satisfaction has many roles in improving teacher performance.

In addition to improving the quality of teacher work, job satisfaction also plays a role in providing a good example to all school members, especially other teachers. According to Rivai (2010), argues that satisfaction is an evaluation that describes someone with a feeling of being happy or not satisfied in work. Hasibuan (2005), defines job satisfaction as an emotional attitude that is pleasant and loves his work. This attitude is reflected by work morale, discipline, and work performance. Job satisfaction is enjoyed in work, outside work, and a combination of the two. An individual in working for an organization, agency or company then the work result that he accomplishes will affect the level of productivity of the organization. Therefore, the views and feelings of individuals towards their work must be maintained on the positive side of their work, in other words the individual must have and maintain his job satisfaction so that his productivity can continue to be improved.

The results of this study are also consistent with the research conducted by Ida AyuBrahmasari and Agus Suprayetno (2008) on employees of PT. Pei Hai International Wiratama Indonesia, shows that job satisfaction has a positive and significant influence on company performance. Then the research conducted by Muhammad Nur Jamaluddin Al Afghoni and Amin Wahyudi (2011) on the performance of teachers at the Kuripan Elementary School in Purwodadi Subdistrict, his research findings show that job satisfaction has a positive and significant effect on teacher performance. And research findings conducted by Mini Setiyarti and Mulyanto (2013) on the performance of hospital employees of Orthopedics Hospital Prof. Dr. R. Soeharso Surakarta, shows that job satisfaction has a positive and significant influence on employee performance. Based on the description above, it can be concluded that the existence of job satisfaction will be able to improve teacher performance, the higher the level of teacher job satisfaction, the higher the teacher's performance, on the contrary the lower the teacher's job satisfaction, the lower the teacher's performance. Thus there is an influence between teacher job satisfaction on teacher performance.

The Effect of Organizational Culture on Performance: The following testing hypothesis statement is to assess whether there is a significant influence of organizational culture on performance, or to measure how much the impact of Organizational Culture support that exists in the school in growing and improving the teacher performance. In accordance with the results of multiple linear regression analysis in Table 3 above, information is obtained, stating that there is a significant positive effect of organizational culture on teacher performance with a regression coefficient of 0.391. Where the relationship and influence of these two variables have a positive slope that shows if the higher the support of organizational culture in the school to help implement the work of the teacher, it will directly affect the higher performance shown by the teacher in the implementation of tasks and work. But on the contrary if the lower the support of the existing organizational culture in the school in helping the implementation of the teaching and learning process carried out by the teacher, then this will also have an impact on the decline in teacher performance in carrying out their duties. This finding indicates that it is very necessary to support the organizational culture in achieving the objectives of implementing a work as well as overall organizational goals. According to Rivai (2010) argues that organizational culture is what employees feel and how this perception creates an

Table 3. The Results of Multiple Regression Analysis

| Dependent Variable | Independent Variable | Reg. Coefficient | Sig. | Information |
|-------------------------|--|------------------|-------|-------------|
| Teacher performance (Y) | Constants (a) | 61,533 | | - |
| | Job satisfaction (X ₁) | 0,468 | 0,024 | Significant |
| | Organizational culture (X ₂) | 0,391 | 0,041 | Significant |
| | Work motivation (X ₃) | 0,450 | 0,040 | Significant |
| | F count | 12,778 | 0,000 | - |
| | Adj R ² | 0,495 | | |

Source: Appendix 7

exemplary pattern of beliefs, values, and expectations. Organizational culture can support or delay the progress of the organization and is seen as improving performance. With a well-organized organizational culture, the teachers will be easier to carry out their duties and jobs and will be able to improve job satisfaction better in the teacher himself. The results of this study are also consistent with the results of research conducted by Sri Porwani (2010) on employees of PT. Tambang Batubara Bukit Asam Tanjung Enim, shows that organizational culture has a positive and significant influence on employee performance. Furthermore, research conducted by Ida Ayu Brahmasari and Agus Suprayetno (2008) on employees of PT. Pei Hai International Wiratama Indonesia, shows that organizational culture has a positive and significant influence on company performance. Then the results of a study conducted by Widodo (2011) on the performance of the teachers of SD BPK Penabur Tasikmalaya, showed that organizational culture had an influence on teacher performance of SP BPK Penabur Tasikmalaya of 34.60. Based on the description above, it can be concluded that the existence of a good organizational culture will be able to improve teacher performance, the better the level of organizational culture, the higher the teacher's performance, conversely the lower the level of organizational culture, the lower the teacher's performance. Thus there is a direct influence of organizational culture on teacher performance.

The Effect of Work Motivation on Performance: This hypothesis test aims to find out and analyze whether there is a significant effect of work motivation on performance, or to measure how much the impact of work motivation that a teacher has in providing results in the implementation of his work at school. In accordance with the results of multiple linear regression analysis that has been done above in table 3, this analysis found that there was a significant positive effect of work motivation on teacher performance with a regression coefficient of 0.45. Where the relationship and influence between these two variables has a positive slope, which can be explained if the better or higher motivation of work that the teacher has in supporting the implementation of work, then this is believed to also have an impact on increasing teacher performance in the implementation of their work. Likewise, if the lower motivation of work that the teacher has, this will also have an impact on the lower performance the teacher has in carrying out his work. People who have high work motivation tend to have a high score in completing tasks and oriented to goals and success and are often faster and oriented towards the future, reality and often feel afraid of failing to complete work and reject words related to failure, also always appreciate the results of other people's work and innovation.

According to Usman (2010) states that motivation is a desire found in an individual person so that it can stimulate him to take actions or something that is the basis or reason for someone behaving.

Motivation is also interpreted as a desire or need that lies behind a person so he is motivated to work. The results of this study are also consistent with the results of a study conducted by Widodo (2011) on the teacher performance at SD BPK Penabur Tasikmalaya, showing that work motivation has an influence on the performance of teachers of SP BPK Penabur Tasikmalaya of 64.70. Furthermore, the results of research conducted by Kartono and Untung Sriwidodo (2009) on the performance of private junior high school teachers in Tegowanu Subdistrict, Grobogan Regency, found that work motivation coefficients had a positive effect on teacher performance. And the research conducted by Agus Pramono and Alwi Suddin (2011) on the performance of teachers at the Christian Middle School, Vocational School and High School in Grobogan Regency, the findings of his research show that work motivation has an influence on teacher performance. Based on the description above, it can be concluded that with high teacher motivation, it will be able to improve teacher performance, the higher the teacher's work motivation, the higher the teacher's performance, on the contrary the lower the teacher's work motivation, the teacher's performance will be lower. Thus there is an influence between work motivation on teacher performance.

The Effects of Job Satisfaction, Organizational Culture, and Work Motivation on Performance Together Based on the results of data analysis, it is obtained that F value is 12.788 with a significance level of 0,000 or less than 0.05. Thus, it can be concluded that together the variables of job satisfaction, organizational culture and work motivation have a positive effect on the performance of teachers of MAN 1 Muaro Jambi. Proven that job satisfaction, organizational culture and work motivation have a significant effect on employee performance. If simultaneously variable work satisfaction, organizational culture and work motivation are changed, it will improve employee performance. The results of this study are also consistent with the results of research conducted by Intan Ratnawati (2012), Fajar Budiarto, Sulaefi, Tri Maryati (2016) and Munir (2013) who concluded that organizational culture, motivation and job satisfaction affect employee performance.

Conclusion

Based on data analysis and interpretations that have been submitted in the previous chapter, some conclusions can be raised from the results of this study as follows: Job satisfaction has a significant effect on teacher performance. This means that the more job satisfaction increases the more the teacher's performance in MAN 1 Muaro Jambi. Organizational culture has a significant effect on teacher performance. This means that the more conducive the organizational culture, the higher the teacher's performance of MAN 1 Muaro Jambi. Work motivation has a significant effect on teacher performance. This means that the higher work motivation, the higher the teacher's performance of MAN 1 Muaro Jambi.

Job satisfaction, organizational culture and work motivation together have a significant effect on teacher performance. This means that the more job satisfaction, the more conducive organizational culture and the higher the work motivation, so the higher teacher's performance MAN 1 Muaro Jambi.

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