

The Effect of Organizational Culture, Work Motivation and Job Satisfaction on The Performance Accounting Teachers in The South Jakarta

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ABSTRACT

*This study aims to determine the effect of organizational culture, work motivation and job satisfaction on the performance of accounting teachers in South Jakarta. The data testing technique uses multiple linear regression analysis which produces the equation $\hat{Y} = 3.845 + 0.367X_1 + 0.322X_2 + 0.384X_3$. The results of the analysis based on the *t* test and *f* test show: (1) There is a positive and significant influence between organizational culture and teacher performance. (2) There is a positive and significant influence between work motivation and teacher performance.. (3) There is a positive and significant influence between job satisfaction and teacher performance. (4) There is a positive and significant influence between organizational culture, work motivation and job satisfaction on teacher performance. Based on the results of this analysis, it can be concluded that organizational culture, work motivation and job satisfaction simultaneously affect teacher performance.*

Keywords: *organizational culture, work motivation, job satisfaction, teacher performance*

PRELIMINARY

Education is identified as a staple in the development of Human Resources (HR), which contributes to the country. Education has been identified as having a vital role in shaping effective human resources, ownership of knowledge, skills, and abilities as well as a positive attitude. Through education, someone is expected to become a better person. Broadly speaking, the role of education is to create output that has knowledge, competence, and utility.

The success of the quality of education is one of the indicators that can be seen from the performance, the performance or the performance is the ability to get the best work output in terms of quality and quantity to carry out the work. Without good teacher performance, it is difficult to achieve high-quality education. The teacher plays an important role in the world of education, especially in the teaching process. In learning, teachers are required to be innovative and creative in the implementation process so that there is no boredom when getting the teaching materials delivered by the teacher. Based on this, the teacher must have the competence to support and achieve the best performance, because, without good teacher

performance, there is the potential for obstacles to occur during teaching and learning activities. Therefore, performance improvement and work performance can be done through the optimization of education management to achieve learning objectives (Alfons, 2018).

Data obtained from the Ministry of Education and Culture shows that the number of teachers at State Vocational Schools in DKI Jakarta, both male and female in the academic year 206/2017, totaled 2,717 teachers. Then there was an increase in the 2017/2018 school year by 7.6% to 2,924 teachers. In the 2018/2019 school year the number of teachers decreased by 0.78% to 2,901 teachers. Then the decrease increased in the 2019/2020 school year by 18% to 2,376. The decrease in the number of teachers in this State Vocational High School can be caused by several factors, for example, the job satisfaction obtained by the teachers is still said to be unsatisfactory, which means that there is a mismatch of expectations and reality, lack of work motivation, limited facilities and infrastructure, lack of attention from the principal of moral and material needs of the teachers, The existence of a work climate or a less supportive work environment and so on.

The culture of school organizations is identified as one of the things that contribute to teacher performance. The existence of a good organizational culture is considered to contribute to the creation of a positive working atmosphere in the school environment. According to (Sutrisno, 2018) Organizational culture comes from invisible social forces but can encourage members of the organization to carry out their duties and responsibilities. Meanwhile, according to (Arif, 2019) Organizational culture can be said as a system that can be passed on to future generations, this system acts as an identity, adhesive, unifier, image, and behavior reference with organizational goal orientation. A strong organizational culture will have a positive impact on the achievement of organizational goals, on the other hand, a weak organizational culture can hinder the achievement of organizational goals.

In addition to a positive organizational culture, improving work motivation is identified as another opportunity that has the opportunity to contribute to improving teacher performance. Through work motivation, it is expected that there will be an inner motivation that makes employees have an effort to get successful work results. Employee work motivation will experience an increase or decrease in the face of work, a good result of the decrease in employee work motivation will affect their performance so that it has an impact on the achievement of organizational goals (Taruh, 2020)

Based on observations of several teachers during the Teaching Skills Practice (PKM) at one of the State Vocational High Schools in South Jakarta, it was found that there were still teachers who were less motivated in carrying out their duties and obligations. This phenomenon can be seen from the following facts:

1. There are several teachers who feel they have limited enthusiasm in carrying out their duties. Some of these teachers still use learning tools such as lesson plans, prota, syllabus and promes that are old and not updated.
2. Learning devices are not updated according to the applicable curriculum and are only updated when there is supervision from the school principal.
3. Some teachers do not provide appropriate learning media in implementing distance learning (PJJ) so that it is monotonous and makes students feel bored.
4. Lack of teacher initiative in implementing learning. media and learning methods are made in such a way only when a supervisor comes to supervise the teacher.

Based on the above phenomena, increasing teacher motivation is very important. Teachers should be able to be a good example for their students, be able to accommodate a conducive

learning atmosphere, not feel boredom and a pleasant atmosphere in the implementation of teaching and learning activities.

Job satisfaction is identified as a sense of love and not loving one's job. In essence, there are efforts that humans will do to fulfill their daily needs and if the job satisfaction obtained is in accordance with their expectations, someone will have a high level of loyalty to the company (Wahyudi & Tupti, 2019). As a leader, it is best to pay attention to employee satisfaction by giving a form of appreciation for their good performance, employees who feel underappreciated will have difficulty developing their potential so that they cannot focus on carrying out their duties. The high level of satisfaction felt by someone is considered to contribute to positive feelings at work, while a person with a low level of satisfaction tends to have negative feelings at work (Brury, 2016).

LITERATURE REVIEW

Teacher's Performance

Teacher performance is identified as the teacher's ability to carry out teaching and learning activities and achieve learning goals (Pianda, 2018). While (Sari, 2018) argues that teacher performance is a work effort to fulfill duties and obligations as educators. More specific (Priansa, 2017) defines teacher performance is the result of work in schools in order to realize the goals of the school organization. The success of teacher performance can be seen from the responsibility to accommodate jobs and professions.

Considering the subject of education is a human being who has the potential to be developed, therefore teachers are required to be professional and have good abilities in accordance with the demands of society. Therefore, (Octavia, 2016) states that performance means carrying out an obligation in order to carry out its responsibilities because the results of the work are expected by someone.

Organizational Culture

Organizational culture is a mindset of values and beliefs that have meaning for members of the organization and the applicable rules are mutually agreed upon (Sudiro, 2011). Barrel with that, (Akim, 2016) explains organizational culture is a set of assumptions and mindsets related to the beliefs and values and norms that are used as references and a shared view of life for each member of the organization, which is formed through a learning process so that members of the organization well behaved and be nice within the organization and outside the organization.

Furthermore, the definition of organizational culture was put forward by (Sagala, 2016) Organizational culture is a set of shared meanings that focus on the importance of values or norms as well as interactions adopted by members of the organization in the workplace, which function as differentiators for organizations from one another.

Work Motivation

Motivation comes from the word moveree, in English *to move* means to push or move. Darodjat in his book states that motivation is a psychological process that describes a person's behavior towards attitudes, perceptions, and decisions taken (Darodjat, 2015). Next (Kadarisman, 2017) defines work motivation as an internal driving or driving component so that someone is willing to work hard and well behaved following their main duties and responsibilities.

Furthermore, (Anoraga, 2006) explained that work motivation is an encouragement that can spark passion or enthusiasm for work. Suryani et al in their book also define work motivation as an encouragement or reason about situations that occur in the work environment of the organization (Suryani, Sugianingrat, & Laksemimi, 2020).

Job Satisfaction

Job satisfaction is a set of feelings felt by employees to enjoy or dislike their work (Rosmaini & Tanjung, 2019). Job satisfaction describes an employee's feeling which can be seen from the attitude shown in the work environment because work will require an employee to interact with superiors and co-workers, comply with all regulations, standards of organizational policy performance and familiarize themselves with existing conditions.

Next (Fathoni, 2006) argues that job satisfaction is identified as attitudes and emotions about love for work. This can be seen from the work morale, employee discipline, and employee performance achievements. More specifically (Anoraga, 2006) argues that job satisfaction is a positive attitude from teachers related to adjustment to working conditions and situations. These working conditions and situations include salary or wage issues, physical, social and psychological conditions.

THEORITICAL FRAMEWORK

The Effect of Organizational Culture on Teacher Performance

The level of teacher performance is identified as being able to be influenced by good organizational culture, to create a conducive work environment that is supported. Most of the organization's research experts also agree that organizational culture has a strong influence on performance with relatively long effectiveness (Sedarmayanti, 2017).

The creation of a positive organizational culture in the work environment will contribute to improved performance and conversely the creation of an unfavorable organizational culture will have the potential to reduce performance. Furthermore (Marwan et al., 2020) states that organizational culture is created or formed to achieve good performance because organizational culture is the most impactful thing on performance.

The Effect of Work Motivation on Teacher Performance

The level of motivation of good apes in the teachers will try to work hard and try to find solutions to all kinds of problems to achieve good performance (Ardiana, 2017). Fostering work motivation is also the duty of a manager, as a manager must ensure that his employees are highly motivated because highly motivated employees will have high levels of productivity and performance (Hamali, 2018). In line with that Saydam deeply (Kadarisman, 2017) also argued that one of the goals of work motivation is to optimize work performance and employee productivity.

The Effect of Job Satisfaction on Teacher Performance

Job satisfaction is one of the factors that should be considered in efforts to improve performance. Job satisfaction is identified as a driver of morale, discipline, and work performance to achieve organizational goals (Hasibuan, 2006). Furthermore (Hamali, 2018) said that job satisfaction shows a relationship with performance factors. Barrel with that (Octavia, 2016) explained that teacher's performance will develop and increase along with improving teacher satisfaction, i.e. individual feelings with inner satisfaction towards their work so that they feel happy and love the job.

The Effect of Organizational Culture, Work Motivation and Job Satisfaction on Teacher Performance

Kasmir in his book states that 13 factors affect performance, both in terms of results and behavior directly or indirectly. These factors include work discipline, leadership style, leadership, job satisfaction, abilities, and expertise. Work motivation, loyalty, work design, organizational culture, commitment, knowledge, work environment, and personality (Kasmir, 2018). Furthermore, research conducted by Wahyudi and Tupti states that the improvement of employee performance is done by fostering motivation, organizational culture, and job satisfaction for their employees (Wahyudi & Tupti, 2019).

Hypothesis

Based on the explanation of the theoretical framework described above, the hypothesis formulation that the researcher proposes is as follows:

H1 : there is a side effect between organizational culture on teacher performance.

H2: there is a side effect between work motivation on teacher performance.

H3: There is a side effect between job satisfaction on teacher performance.

H4: there is a side effect between organizational culture, work motivation and job satisfaction on teacher performance.

RESEARCH METHODOLOGY

This research was conducted at the State Vocational School of the business and management group in the South Jakarta area. Schools taken to be the study population include:

1. SMK Negeri 47 Jakarta. Located on Raya Condet Pejaten Street, Pasar Minggu, South Jakarta.
2. SMK Negeri 25 Jakarta. Located on Raya Ragunan Street, Pasar Minggu, South Jakarta.
3. SMK Negeri 15 Jakarta. Located on Mataram 1 Selong Street, Kebayoran Baru, South Jakarta.
4. SMK Negeri 20 Jakarta. Located on Melati Street No. 24, Cilandak Barat, South Jakarta.
5. SMK Negeri 43 Jakarta. Located on Cipulir I Street, Kebayoran Lama, South Jakarta.
6. SMK Negeri 41 Jakarta. Located on Komplek Timah Street No. 1, Pondok Labu, South Jakarta.
7. SMK Negeri 62 Jakarta. Located on Camat Gabun 2 Street, Lenteng Agung, Jagakarsa, South Jakarta.

Researchers used a survey method with a regression approach. Measurement of variables using questionnaires and documentation. The population in this study amounted to 84 accounting teachers of State Vocational Schools in South Jakarta. The sampling technique used was nonprobability sampling with a saturated sampling technique (census). According to (Sugiyono, 2014) Nonprobability sampling is a sampling technique that does not pay attention to equal opportunities or chances for the population to be sampled, while saturated sampling or census is a sampling that includes all members of the population. The selection of a saturated sampling technique is based on a relatively small population.

RESULTS AND DISCUSSION

Normality Test

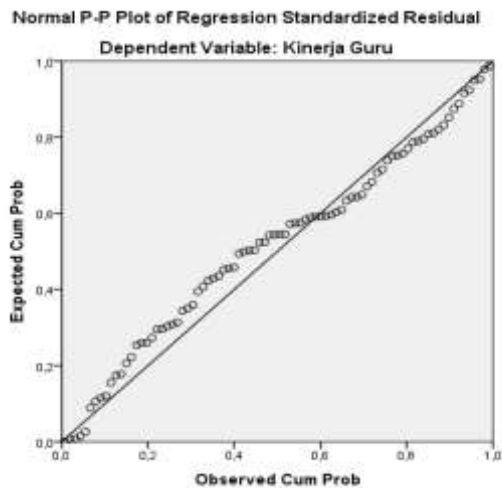
Based on the results of the calculation of the normality test using the Kolmogorov-Smirnov IBM SPSS version 22 program obtained a significance value of $0.097 > 0.05$, which means that the variable data for Organizational Culture (X1), Work Motivation (X2), Job Satisfaction (X3) and Teacher Performance (Y) normally distributed.

**Normality Test
 One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		84
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	2,90170809
	Most Extreme Differences	
	Absolute	,089
	Positive	,056
	Negative	-,089
Test Statistic		,089
Asymp. Sig. (2-tailed)		,097 ^c

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

Apart from using the Kolmogorov-Smirnov test, the normality test can also be obtained through the Normal Probability Plot test. The results of the Normal Probability Plot test output for the variable Organizational Culture (X1), Work Motivation (X2), Job Satisfaction (X3) and Teacher Performance (Y) are as follows:



Based on the picture above, it is known that the data points spread around the diagonal line and follow the direction of the diagonal line, it can be concluded that the data on the variables of Organizational Culture (X1), Work Motivation (X2), Job Satisfaction (X3) and Teacher Performance (Y) are distributed normal and can be tested further analysis because the regression model has met the requirements of the normality assumption.

Linearity Test

Based on the results of the calculation, it is known that the organizational culture variable has a significance value in Linearity that is $0.002 < 0.05$ and a significance value on Deviation from Linearity. is $0.257 > 0.05$, it can be concluded that the variables of organizational culture and teacher performance have a linear connection. The work motivation variable obtained a significance value in Linearity is $0.005 < 0.05$ and a significance value on Deviation from Linearity is $0.170 > 0.05$, it can be concluded that the variables of work motivation and teacher performance have a linear connection. Job satisfaction variable obtained a significance value in Linearity is $0.001 < 0.05$ and a significance value on Deviation from Linearity is $0.115 > 0.05$, it can be concluded that the variables of job satisfaction and teacher performance have a linear connection.

Multiple Regression Equation

Multiple Regression Test Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3,845	17,265		,223	,824
Organizational Culture	,367	,129	,281	2,842	,006
Work Motivation	,322	,141	,230	2,284	,025
Work Satisfaction	,384	,162	,244	2,378	,020

a. Dependent Variable: Teacher Performance

Based on the table above, the regression equation is obtained as follows:

$$\hat{Y} = 3,845 + 0,367X_1 + 0,322X_2 + 0,384X_3$$

Based on the coefficient values of X_1 , X_2 , X_3 and Y above, a constant value of 3.845 is obtained, meaning that if the organizational culture, work motivation and job satisfaction are 0, then the teacher's performance has a value of 3.845. The regression coefficient value X_1 is 0.367, meaning that if the organizational culture variable (X_1) increases by 1 point, the teacher performance variable (Y) will increase by 0.367 at a constant value of 3.845 and it is assumed that the coefficient of work motivation (X_2) and job satisfaction (X_3) has fixed value.

The regression coefficient value X_2 is 0.322, meaning that if the work motivation variable (X_2) increases by 1 point, the teacher performance variable (Y) will increase by 0.322 at a constant value of 3.845 and it is assumed that the value of the organizational culture coefficient (X_1) and job satisfaction (X_3) has fixed value.

The regression coefficient value X_3 is 0.384, meaning that if the job satisfaction variable (X_3) increases by 1 point, the teacher performance variable (Y) will increase by 0.384 at a constant value of 3.845 and it is assumed that the value of the organizational culture coefficient (X_1) and work motivation (X_2) has fixed value.

T test

Based on the results of the T test, the significance value of the organizational culture variable is $0,006 < 0,05$ and T_{count} value amounts $2,842 > T_{table}$ amounts 1,99006. T_{table} obtained

from the formula $df = n-k-1$ or $df = 84-3-1 = 80$. In the statistical table with a significance level of 5% obtained T_{table} amounts 1,99006. This means that the organizational culture variable has a significant effect on teacher performance variables. The work motivation variable obtained a significance value of $0,025 < 0,05$ and T_{count} value amounts $2,284 > T_{table}$ amounts 1,99006. This means that the work motivation variable has a significant effect on teacher performance variables. The job satisfaction variable obtained a significance value of $0,020 < 0,05$ and T_{count} value amounts $2,378 > T_{table}$ amounts 1,99006. This means that the job satisfaction variable has a significant effect on teacher performance variables.

F test

Based on the results of the calculation of the F test in table IV.16, it is obtained a significance value of $0,000 < 0,05$ and F_{count} value amounts $8,822 > F_{table}$ amounts 2,72. F_{table} obtained from the statistical table F distribution at a significance level of 0.05 or 5% where df_1 (number of variables - 1) or $df_1 = 4-1 = 3$ and $df_2 = nk-1$ or $df_2 = 84-3-1 = 80$. Based on F statistical table $F(3; 80) = 2.72$. Thus it can be concluded that the variables of organizational culture, work motivation and job satisfaction simultaneously affect teacher performance variables.

Analysis of the Coefficient of Determination

Based on the calculation results obtained, the R square in the Model Summary table is 0.249. It can be concluded that the influence of the variable organizational culture (X1), work motivation (X2) and job satisfaction (X3) simultaneously on Teacher Performance (Y) is 24.9%.

RESEARCH RESULT

The Effect of Organizational Culture on Teacher Performance

Based on the results of the t test, it was found that the significance value = $0,006 < 0,05$ and T_{count} amounts $2,842 > T_{table}$ amounts 1,99006. This means that there is an influence between organizational culture on teacher performance. T_{count} value = 2,842 which is positive means that the relationship is directly proportional to the two variables. The better the level of organizational culture in schools, the higher the level of teacher performance and vice versa.

The Effect of Work Motivation on Teacher Performance

Based on the results of the t test, it was obtained a significance value = $0,025 < 0,05$ and T_{count} amounts $2,284 > T_{table}$ amounts 1,99006. This means that there is an influence between organizational culture on teacher performance. T_{count} value = 2,284 which is positive means that the relationship is directly proportional between the two variables. The higher the level of work motivation of a teacher, the higher the level of teacher performance and vice versa.

The Effect of Job Satisfaction on Teacher Performance

Based on the results of the t test, it was obtained a significance value = $0,020 < 0,05$ and T_{count} amounts $2,378 > T_{table}$ amounts 1,99006. This means that there is an influence between organizational culture on teacher performance. T_{count} value = 2,378 which is positive means that the relationship is directly proportional between the two variables. The higher the level of work motivation of a teacher, the higher the level of teacher performance and vice versa.

The Effect of Organizational Culture, Work Motivation and Job Satisfaction on Teacher Performance

Based on the results of the f test, it was found that the significance value = $0,000 < 0,05$ and F_{count} amounts $8,822 > T_{table}$ amounts $2,72$. This means that the three independent variables, namely organizational culture, work motivation and job satisfaction together have an effect on the dependent variable, namely teacher performance.

Furthermore, the results of the calculation of the coefficient of determination obtained the R square value of 0.249 . This shows that the percentage contribution of the three independent variables to the dependent variable is 24.9% and the rest is influenced by other factors not included in this study.

CONCLUSION

1. There is a positive and significant influence between organizational culture on teacher performance. This means that the better the level of organizational culture in schools, there will be an improvement in teacher performance, on the other hand, the poor level of organizational culture in schools will be followed by a decrease in teacher performance.
2. There is a positive and significant influence between work motivation on teacher performance. This means that the higher the level of work motivation of a teacher, there will be an improvement in teacher performance, on the other hand, the lower level of work motivation of a teacher is followed by a decrease in teacher performance.
3. There is a positive and significant influence between job satisfaction on teacher performance. This means that the higher the level of job satisfaction obtained by a teacher, there will be an improvement in teacher performance, on the other hand, the lower the level of job satisfaction obtained by a teacher, there can be the decrease in teacher performance.
4. There is a positive and significant influence between organizational culture, work motivation, and job satisfaction on teacher performance. This means that the better the level of organizational culture in schools, work motivation and job satisfaction, the higher the level of performance of a teacher, conversely the worse the level of organizational culture in schools, work motivation and job satisfaction, the lower the level of performance of a teacher.

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