

*THE ROLE OF JOB SATISFACTION IN MEDIATING THE INFLUENCE OF MOTIVATION
AND ORGANIZATIONAL CULTURE TOWARD TEACHER PERFORMANCE IN INSTITUT
INDONESIA 48 SEMARANG FOUNDATION*

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ABSTRACT

The purpose of this study is to: Examine and analyze the influence of motivation on job satisfaction of teachers; Examine and analyze the influence of organizational culture on job satisfaction of teachers; Examine and analyze the influence of motivation on teacher performance; Examine and analyze the influence of organizational culture on teacher performance; Examine and analyze the effects of job satisfaction on teacher performance; Examine and analyze whether job satisfaction mediates the effect of motivation on teacher performance; Examine and analyze the job satisfaction mediates the influence of organizational culture on teacher performance.

The type of this research is explanatory research, using a quantitative approach. The populations in this research are 80 teachers in Yayasan Institut Indonesia 48 Semarang. Samples were taken using census method, so use the whole amount of the population as the object of research. The techniques of data analysis use multiple linear regression, fit model test, determination coefficient (R^2) test, classic assumption test, hypothesis test (t test), and test for the mediating effect.

The results showed that; Work motivation does not influent job satisfaction; Organizational culture positively and significantly influents job satisfaction; Work motivation positively and significantly influents teacher performance; Organizational culture does not influence the teacher performance; Job satisfaction positively and significantly influents teacher performance; Job satisfaction mediates the influence of organizational culture on teacher performance but does not mediate the influence of work motivation toward teacher performance.

Keywords: *Work Motivation, Organizational Culture, Job Satisfaction and Teacher Performance*

INTRODUCTION

The development of globalization requires increasing the human resource capacity in creating and managing jobs. This of course can impact the world of education, where education is the basis to create an excellent and strong nation.

According to UU Sisdiknas (National Education Law) No. 20/2003, education is a conscious and deliberate effort to create an atmosphere and process of learning so that learners can actively develop their potential in the spiritual power of religion, self-control, personality, intelligence, character, and skills

they need to develop the society, nation and country.

In the national education policy which is based on religious values, national culture and responsive for changing, it is necessary to have proper education system in which the role of educator is very important. The education system according to UU Sisdiknas (2003) is the overall educational components that are interlinked to an integrated system to achieve national education goals. While educators are qualified teaching staffs as teachers, counselors, tutors, lecturers, instructors, facilitators, and others with their specialization involve in education. It is

obvious that educators are the main capital, so their success to make competent and intelligent graduates is the benchmark of educators performance.

According to Djamarah (2002), both teaching and educating are the duty and responsibility of teachers as professionals. Therefore, the heavy task of a teacher is basically only be carried out by teachers who have strong motivation. Teachers are required to have several contributing factors that can improve the performance, one of them is motivation. Motivation in this study is a motivation to work defined by Uno (2009). It is about a process that is done to move a person that their behavior can be directed as efforts to achieve the objectives that have been set. Based on Uno opinion it can be applied for the teacher, so motivation is an impulse the teacher has which can lead their behavior towards one goal. The main goal of teaching is that the students can understand or comprehend the material delivered by the teacher in order to achieve the students competence.

Another factor needed to improve performance is job satisfaction. The assumptions made in this research is that if the teacher satisfy with their job, the teacher will increase their performance. Based on As'ad (2000), job satisfaction is a general attitude resulted by some special attitudes towards employment factors, individual characteristics, and the relationship of groups outside the work itself.

In addition, the organizational culture of both physical and nonphysical conducive is also needed for the implementation of effective teaching and learning process. A safe school environment, the high expectations of the school community, school health, and student-centered activities are examples of organizational culture that fosters students' enthusiasm for learning.

Based on this phenomenon, researchers are interested to study and test job satisfaction as mediating variables in the influence of motivation and organizational

culture on teacher performance. The earlier research found that there is significant influence between motivation and performance (Novita, 2010) which is supported by Ali, et al. (2016). Uju (2013) states that only extrinsic motivation that significantly affect performance while the intrinsic motivation does not.

For the relationship between the variables of job satisfaction and the teacher performance also found a correlation. Platis, et al. (2014) found that there is a significant influence of job satisfaction of teachers on teacher performance, supported by the result of the reasearch cunducted by Arifin (2014). Meanwhile Handoko, et al (2010), stated that there is no direct influence of organizational culture on performance. Similarly, Ram (2013) which states that there is no effect between job satisfaction on performance.

Motivation variable relationship with job satisfaction has been studied by Ali, et al. (2016), the result showed that motivation will increase job satisfaction. Meanwhile Roos and Eeden states that only some of the dimensions of motivation that influence job satisfaction while some other dimension does not affect. While Anghelache (2015) stated that there was no indication of significant influence of motivation on job satisfaction.

The relationship between organizational culture with job satisfaction had been studied by Vokunjanski and Nikolic (2013), the result states that the organizational culture significantly affect job satisfaction. This result are supported by Belias and Koustelios (2014).

LITERATURE REVIEW

Work motivation

Motivation is a factor that determines the individual's performance. The size of a person's motivational effect on performance depends on how much the intensity of motivation given. Work motivation is

encouragement from the inside and outside of a person to do something that is visible from the internal and external dimensions (Uno, 2009).

Internal motivation consists of (1) Responsibility for implementing the tasks, (2) Carrying out tasks with clear targets, (3) Having a clear goal and a challenge, (4) There is feedback on the results of the work, (5) Having a happy feeling to work, (6) Always trying to be the best among others, (7) Achievement as a priority. The external motivation consists of (1) Always trying to fulfill the need for both living and working, (2) Being glad to receive the praise of what has been done, (3) Working for incentives, (4) Working for the attention of friends and superiors.

Organizational Culture

Robbins and Judge (2009) explains that organizational culture refers to a system of shared meaning held by members that distinguishes the organization from other organizations. Furthermore, Robbins suggests there are seven characteristics that together capture the essence of the culture of an organization of any form of organization: (1) Innovation and risk taking. The degree to the which employees are encouraged to be innovative and take risk. (2) Attention to detail. The degree to the which employees are expected to exhibit precision, analysis, and attention to detail. (3) Outcome orientation. The degree to the which management focuses on results or comes out rather than on the techniques and processes used to Achieve the outcomes. (4) People orientation. The degree to the which management decisions take into consideration the effect of outcomes on people within the organization. (5) Team orientation. The degree to the which work activities are organized around teams rather than individuals. (6) aggressiveness. The degree to work roomates people are aggressive and competitive rather than easygoing. (7) Stability.

Job Satisfaction

Teachers job satisfaction shown by their attitude in working or teaching. If teachers are satisfied about the situation that affects the teacher, then the teacher will work or teach well, Suwar (2008). According to Hughes (2006), teacher job satisfaction, namely the extent of acceptance and values of a teacher to aspects that exist in a job such as evaluation, peer relationships work, responsibility, and recognition. Explanation according to Kumar (2007), teacher job satisfaction is a complex phenomenon that has many factors related, ie personal, social, cultural and economic. Teacher job satisfaction is also a result of a variety of teacher attitudes towards work and the factors associated with his work. Job satisfaction as positive feelings about work as a result of the evaluation of its characteristics, Robbins (2009). The dimensions of job satisfaction are: 1). The job is challenging, 2). Reward, 3). Job conditions, 4). Coworkers.

Teacher Performance

Performance is the activities undertaken by each individual to achieve the objectives that were planned. Teacher performance can be seen and measured according to the specifications or criteria of competence that must be possessed by each teacher. A form of behavior of a teacher can be seen in the activities of teacher in the learning process.

According to Sanjaya (2005), teacher is someone who is professional and has the knowledge and teaching knowledge to others for improving the quality of human resources. The teacher performance is related to the activity to plan and manage learning and also to assess the student learning outcomes. As a planner, then the teacher should be able to design appropriate learning conditions, as a manager then the teacher should be able to create a conducive learning climate so that the students can learn well, and as an evaluator, the teachers must be able to conduct the suitable assessment in students learning process and result as well.

UU Sisdiknas (2003) states that educators are professionals in charge of

planning and implementing the learning process, assessing the results of learning, coaching and training and conducting research, and community service, particularly for educators at the college. Based on *Pedoman Penilaian Kinerja Guru (2012)* teacher performance is an ability of a teacher to implement his or her competency in teaching, supervising, or doing additional tasks related to school function. The competence includes preparing the lesson plan, conducting active and effective teaching, and conducting learning assessment.

RESEARCH HYPOTHESIS

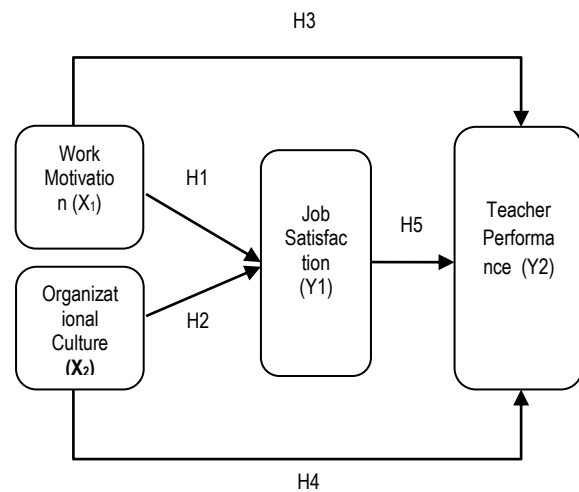
Based on the above theory, the hypothesis can be formulated as follows:

- H1: Work motivation positively and significantly influences job satisfaction among the teachers in Institut Indonesia 48 Semarang Foundation.
- H2: Organizational Culture positively and significantly influences job satisfaction among the teachers in Institut Indonesia 48 Semarang Foundation.
- H3: work motivation positively and significantly influences teachers performance in Institut Indonesia 48 Semarang Foundation.
- H4: Organizational Culture positively and significantly influences teachers performance in Institut Indonesia 48 Semarang Foundation.
- H5: Job Satisfaction positively and significantly influences teachers performance in Institut Indonesia 48 Semarang Foundation.

RESEARCH MODEL

Individual relationship between work motivation (X_1), Organizational Culture (X_2), job satisfaction (Y_1) and teacher performance (Y_2) can be described in the research model as follows:

Figure 1. Research model



RESEARCH METHOD

Types of Research

The type of research used in this research is explanatory research to understand the phenomenon or problem studied and also to explore the nature of the pattern of the study phenomena (Indriantoro, 2002). Population The population in this study are the teachers in Institut Indonesia 48 Semarang Foundation amounted to 80 teachers consisting of 36 teachers of senior high school and 44 junior high school teachers. In this study using census method, so use the whole amount of the population on the object of research.

Data Source

Source of the data required in this study is primary data obtained directly from the source as the object. In this case it is directly obtained from the questionnaire.

Data Collection Method

Data collection method used in this study is by giving questionnaire which consists of some questions to the respondents. The scale of measurement in this study is a Likert scale from 1 to 7. This measurement scale is selected to provide a flexibility in providing answers based on the respondents condition.

INSTRUMENT TEST

Validity Test

A questionnaire is considered valid if the question in the questionnaire is able to reveal something that will be measured by the questionnaire. If the value of KMO is more than 0.50 then the sample is considered to be sufficient and deserves to be analyzed further. In this study 11 indicators of motivation are all valid with KMO value 0.706. 10 indicators of organizational culture are all valid KMO value 0.871. Job satisfaction consists of 13 valid indicators with KMO value 0.829. The indicators of teacher performance consists of 13 items of questions are all valid with KMO value 0.838.

Reliability Test

Reliability test is an analysis that shows the level of stability and accuracy of a measuring instrument, i.e in the sense of whether the measure obtained the correct result of something is measured (Ghozali, 2009). Reliability test used in this study is cronbach alpha value of 0.7 where a measuring instrument is reliable if the results of the of cronbach alpha is more than 0.7. In this study work motivation variable is reliable, with cronbach alpha value $0.805 > 0.7$, Organizational Culture is also reliable with a cronbach alpha value $0.909 > 0.7$, job satisfaction is reliable by Cronbach alpha value $0.903 > 0.7$ and Teacher Performance is reliable with a Cronbach alpha value $0.922 > 0.7$.

Normality Test

Normality Test used in this study is the Kolmogorov-Smirnov test. The results show that each regression that is regression 1 on the influence of work motivation and organizational culture on job satisfaction resulting significant value 0.739 and regression 2 on the influence of work motivation, organizational culture, and job satisfaction on teacher performance has a significant value 0.683 that are more than 0.05, this means that the residual data of each regression is normally distributed.

Multicollinearity Test

Multicollinearity test aims to test whether the regression model found a correlation between the independent variables. A good regression model correlation, there should not be found a correlation between the independent variables. It can be measured by observing the tolerance value and VIF (Varian Inflation Factor). To decide that there is no multicollinearity the tolerance value should be more than 0.1 or VIF value should be less than 10.00. In this reasearch, there is no multicollinearity in each regression model.

The result of the regression for model 1 shows that tolerance value of the independent variables are $0.820 > 0.1$ and VIF values are $1.220 < 10$. It means that there is no multicollinerity in model 1 regression.

The result of the regression for model 2 shows that tolerance value of the independent variables are : $X1 = 0.817$; $X2 = 0.812$; $Y1 = 0.990$ less than 0.1 and VIF values are : $X1 = 1.224$; $X2 = 1.231$; $Y1 = 1.010$ more than 10. It means that there is no multicollinerity in model 2 regression..

Heteroscedasticity Test

The presence of heteroscedasticity in this study is determined by using Glejser test. The test is done by regressing absolute unstandardized residuals value as the dependent variable toward dependent variable. If the test result is more than the level of significance ($p > 0.05$) it means there is no heteroscedasticity, otherwise if the result is lower than the level of significance ($p < 0.05$), heteroscedasticity occurs. In this study there were no heteroscedasticity because none of the independent variables has significant value less than 5%.

Fit Model Test

Determinant coefficient (adjusted R square) analysis test and F test are used to determine the influence of the organizational culture and work motivation toward job satisfaction; and the of organizational culture,

work motivation and job satisfaction toward teacher performance.

In this study, adjusted R^2 value in model 1 regression is 0.66. It can be explained that work motivation and organizational culture 66.0% influences job satisfaction and 34.0% remaining is influenced by other variable which is not included in this study.

For model 2 regression, adjusted R^2 is 43.9. It means that work motivation, organizational culture and job satisfaction simultaneously affects 43.9% teacher performance, and 56.1% remaining is influenced by other variables not included in this study.

The significant value of Anova test (F test) is 0.000 for both model 1 and model 2 regression. It means that model 1 and model 2 have a goodness of fit for sig $0.000 < 0.05$.

Multiple Regression Analysis

Multiple regression analysis technique is used to determine the influence of independent variables ($X1 =$ Work Motivation and $X2 =$ Organizational Culture) partially or simultaneously toward the dependent variable ($Y2 =$ Teacher Performance) through the mediating variables ($Y1 =$ Job Satisfaction).

Model 1. The Influence of Work Motivation (X1) and Organizational Culture (X2) toward Job Satisfaction (Y1).

Table 1
Regression Analysis Result Model 1

Variables	Beta	t	Sig.
X1	0.118	1.636	0.106
X2	0.761	10.502	0.000
Dependent Variable: Y1			

Table 1 can be described in a statistical interpretation as follows:

1. Work motivation influence job satisfaction positively with beta coefficients = 0.118. It

means if work motivation is high, job satisfaction will increase.

2. Organizational culture positively influences job satisfaction indicated by beta coefficient = 0.761. It means if there is a good organizational culture, job satisfaction will increase.

Model 2. The influence of work motivation (X1), Organizational Culture (X2), and Job Satisfaction (Y1) toward the Performance among teachers (Y2).

Table 2
Regression Analysis Result Model 2

Variables	Beta	T	Sig.
X1	0.443	4.678	0.000
X2	0.047	0.325	0.746
Y1	0.313	2.137	0.36
Dependent Variable : Y2			

From Table 2 can be described in a statistical interpretation as follows:

1. Work motivation positively influences teacher performance with beta coefficient = 0.443. It means if work motivation is strong, teacher performance will increase.
2. Organizational culture influences teacher performance positively indicated by beta coefficient = 0.047. It means if there is a good organizational culture, teacher performance will increase.
3. Job satisfaction positively influences teacher performance proofed by beta coefficient = 0.313. It means if teacher is satisfied with his or her job, his or her performance will increase.

HYPOTHESIS TEST AND DISCUSSION

The results of regression above can be used to answer the following hypotheses:

Work Motivation Positively and Significantly Influences Job Satisfaction among Teachers in Institut Indonesia 48 Semarang Foundation.

The regression results beta coefficient positive for 0.118 and t value of 1.636 with significance value $0.106 > \alpha = 0.05$. Thus the hypothesis is rejected. It can be concluded that partially work motivation does not positively and significantly influences job satisfaction among teachers in Institut Indonesia 48 Semarang Foundation. It means that if the work motivation increases, does not directly improve the job satisfaction among teachers.

From this study, it was shown that in fact teacher job satisfaction is not influenced by the overall motivation. Some aspects of the dimensions of motivation studied are not the factor that make a teacher motivated. In this case the internal factors such as responsibility, a sense of excitement, and passion for achievement have a role to trigger teacher work motivation. While external factors such as life necessities, incentive, praise, and attention are not some factors that contributed to the teacher motivation to work.

Job satisfaction is influenced by external factors such as the work itself, in this case the challenge of the job; appreciation for what has been done either in the form of promotion or an increase in welfare; working conditions and coworker support.

It supports research Angelache (2015) which states that there is no indication of significant influence of motivation toward job satisfaction but it is different with the result of the research by Ali, et al (2016) which stated that the motivation of teachers positively and significantly affects teacher performance.

Organizational Culture Significantly and Positively Influences Job Satisfaction among Teachers in Institut Indonesia 48 Semarang Foundation.

The result of regression shows positive value of beta coefficient = 0.761 and t value = 10.502 with a significance value $0.000 < 0.05$. Thus the hypothesis is accepted, it can be concluded that partially organizational culture significantly and positively influences

job satisfaction among teachers in Institut Indonesia 48 Semarang Foundation. This means that if the organizational culture is good then teacher job satisfaction will increase.

Further than that job satisfaction is not only influenced by the organizational culture, but can also be predicted from the teacher's perception of the cultures that exist within the organization. Especially on things like innovation and courage to take risks that are strongly correlated with the challenging work that will make a teacher satisfied if he or she can carry out the task or the job. In addition some factors such as results orientation, the orientation of the people and spirit work in teams within an organization greatly affect the experience that gives satisfaction in a job because there are interactions among colleagues, and between superiors and subordinates are very intensive. This supports a previous study conducted by Vukonja and Nikolic (2013) which suggests that organizational culture affects job satisfaction significantly and Belias and Koustelios (2014) which stated that organizational culture influences job satisfaction.

Work Motivation Positively And Significantly Influence Teacher Performance in Institut Indonesia 48 Semarang Foundation.

The results of regression shows beta positive value of beta coefficient = 0.443 and t value = 4.678 with significance value = $0.000 < 0.05$. Thus the hypothesis is received. It can be concluded that partially work motivation positively and significantly influence teacher performance in Institut Indonesia 48 Semarang Foundation. It means that if work motivation among the teachers increases the teachers performance will also increase.

This study suggests that motivation is a factor supporting the teacher performance in Institut Indonesia 48 Semarang Foundation. It means if a high work motivation, the performance of teachers has also increased and if the work motivation is low, the

performance of teachers will decrease. Motivation also underlies professionalism of teachers to perform three-dimensional performance of teachers i.e lesson planning; implementation of learning activities that actively and effectively; as well as the assessment of learning (PPKG, 2012).

It supports research by Ali, et al (2016) which states that there is positive and significant effect between motivation of teachers on teacher performance and in line with research conducted by Novita (2010) which states that the higher motivation of a person will improve the performance.

Organizational culture Positively And Significantly influences Teacher Performance in Institut Indonesia 48 Semarang Foundation.

The results of beta coefficient from the regression shows positive value on 0.047 and t value on 0.325 with significance value = $0.746 > 0.05$, therefore the hypothesis is rejected. It can be concluded that partially Organizational culture does not Positively And Significantly influences Teacher Performance in Institut Indonesia 48 Semarang Foundation. Although Organizational Culture is good, performance will not be directly improve the performance of teachers.

The result shows that organizational culture is not the main factor supporting teachers to improve their performance. Although the organizational culture is good it does not directly improve the performance of a teacher. The dimensions of organizational culture as the courage to take risks; aggressiveness; and willingness to sustain the growth of the organization are not the factors that can improve the performance of teachers. This is similar to a previous study conducted by Handoko, et al (2015) that there was no direct impact of organizational culture on the lecturer performance. It is also inline with research conducted by Arifin (2005) resulting

that there was actually little influence of organizational culture on performance but not significant. This means that organizational culture had an important role in determining the success of a teacher in the works, but the fact it did not go well. Different things revealed by Sihotang (2013) which stated that there was positive and significant influence of organizational culture on teacher performance. The influence of organizational culture on teacher performance is the foundation of organizational behavior. Each employee is equipped with a variety of characteristics and behaviors in the organizational culture. This means that by seeing and knowing the employee in performing everyday activities we can see the actual organizational culture. However, organizational culture is a portrait of the organization itself. Sangadji (2013) also revealed a different thing that organizational culture had a positive and significant impact on teacher performance.

Job Satisfaction Positively and Significantly Influences Teacher Performance in Institut Indonesia 48 Semarang Foundation.

The results of beta coefficient from the regression shows positive value of 0.313 and t value of 2.137 with significance value of $0.036 < 0.05$. Thus the hypothesis is received. It means that job satisfaction positively and significantly influence teacher performance in Institut Indonesia 48 Semarang Foundation. It can be concluded if a teacher job satisfaction increases, then teacher performance will increase.

Seeing the results above, it is clear that the dimensions of job satisfaction greatly affect teachers to do their work professionally. Some factors such as justice, promotion, increased prosperity, a good working environment, as well as solid teamwork will support the teacher's performance.

Teachers who are satisfied tend to have a positive attitude about their work, they are likely to be present on time, pay more

attention on a given target, work fast, work free from errors and omissions, loyalty and commitment to jobs, reduce dependency to other, suggesting new ideas, tends to increase the knowledge, willing to accept more responsibility, obey the rules and regulations, rarely to be absent and trying not to turn over the job. This positive attitude will improve the quality and quantity of teacher performance. Such situations are good for the organization. Therefore, if the organization concerned about teacher satisfaction, a better performance can be expected, because the relationship between satisfaction and performance is positive and significant. The principal should pay more attention to this aspects in order to improve performance.

It supports research by Ram (2013) which suggested that there was significant influence of job satisfaction on performance as well as research by Platis et al. (2014), which indicated that there was a strong correlation between job satisfaction and performance. Likewise with Pushpakumari (2008), which concluded that there was a significant relationship between job satisfaction on performance.

Job Satisfaction Does Not Mediate the Influence of Work Motivation toward Teacher Performance in Institut Indonesia 48 Semarang Foundation.

Because there is no influence of the independent variable (motivation to work) toward the mediating variable (job satisfaction) can be concluded that job satisfaction does not mediate the influence of work motivation toward teacher performance although job satisfaction influences teacher performance positively and significantly. This indicates that work motivation and job satisfaction are the factors that affect the performance of teacher, but they are not in a position to strengthen each other. This is contrast with the results of research by Ali, et al (2016) which stated that the three dimensions of job satisfaction correlated with work motivation. In this case the motivation

had a significant effect on the performance through the mediation of job satisfaction.

Job Satisfaction Mediates the Influence of Organizational Culture toward Teacher Performance in Institut Indonesia 48 Semarang Foundation.

Because of the independent variables (organizational culture) has no effect on the dependent variable (teacher performance), while mediating variables (job satisfaction) is significantly influenced by independent variables (organizational culture) and it significantly affects the dependent variable (teacher performance), it can be concluded that job satisfaction mediate the influence of organizational culture toward teacher performance. In this case teacher performance is strongly influenced by the teacher's perception of the values within job satisfaction such as a challenging job, reward, working condition and co-workers who support better than the perception of the values contained in organizational culture as courage in taking risks, focus on results, aggressiveness, and the ability to maintain stability.

This result is consistent with research by Sangadji (2009) which stated that there was no direct influence of organizational culture on performance through job satisfaction. Otherwise it is in contrast with research conducted by Handoko, et al (2015) which states that job satisfaction did not mediate the effect of organizational culture on the lecturer performance.

CONCLUSION

Based on the result of the research and data analysis about the influence of organizational culture and work motivation on teacher performance mediated by job satisfaction among teachers in Institut Indonesia 48 Semarang Foundation can be concluded as follows:

1. Work motivation does not influence job satisfaction among teachers in Institut Indonesia 48 Semarang Foundation.

2. *Organizational culture positively and significantly influences job satisfaction among teachers in Institut Indonesia 48 Semarang Foundation.*
3. *There is a positive and significant influence of work motivation toward teacher performance in Institut Indonesia 48 Semarang Foundation.*
4. *There is no significant influence of organizational culture toward teacher performance in Institut Indonesia 48 Semarang Foundation.*
5. *Job satisfaction positively and significantly influences teacher performance in Institut Indonesia 48 Semarang Foundation.*
6. *Job satisfaction does not mediate the influence of work motivation toward teacher performance.*
7. *Job satisfaction mediates the influence of organizational culture toward teacher performance.*

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