

**THE INFLUENCE OF ORGANIZATIONAL CULTURE,  
COMPETENCE AND WORK MOTIVATION ON EMPLOYEE  
PERFORMANCE AT THE DIRECTORATE OF HIGH SCHOOLS  
IN THE MINISTRY OF EDUCATION, CULTURE, RESEARCH  
AND TECHNOLOGY OF THE REPUBLIC OF INDONESIA**

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***Abstract***

*This research aimed to detect the relationship between organizational culture, competence and motivation on employee performance at The Directorate Senior High Schools, Directorate General of Pre-School Dikdasmen, Ministry of Education Culture Research and Technology Republic of Indonesia. This study applies an associative method with a quantitative approach. Data was obtained by observing, interviewing and distributing questionnaires to 75 employees who were sample saturated since the population was less than 100. The analysis methods used is multiple linear regression to test the effect of independent variables (organizational culture, competence, and motivation) on the dependent variable (performance). Findings revealed that organizational culture, competence and motivation altogether had significant influence over employee performance. Validation and reliability tests for the questionnaire indicated that the instruments are valid as well as reliable while normality, heteroscedasticity, multicollinearity demonstrate that the regression model used met basic statistical assumptions hence suitable for further testing. Thus, bettering organizational culture; improving individual competences; enhancing motivation are going to have a substantial impact on employee's behavior at work which in turn will improve their productivity considerably.*

**Keywords:** *Organizational Culture, Competence, Employee Performance*

## **1. INTRODUCTION**

Bureaucratic Reform today is directed at Institutional Strengthening, Management and Human Resources or often referred to as the Three Pillars of Bureaucratic Reform. The institutional policy of government organizations continues to be transformed towards improving organizational effectiveness and efficiency, as well as organizational management continues to be improved and innovated towards providing better services to the community. Of course, policies on human resources also continue to be improved to achieve superior competence, with the concept of a merit system and the implementation of sustainable Talent Management.

Human Resources is one of the important assets of an organization to achieve its goals. Here the perspective of human resources as an investment for institutions or organizations gives more strategic meaning. This is based on the important role of achieving a maximum goal in an organization, therefore superior human resources and those with expertise in their fields are a must. Because, in the current era, an employee must have more expertise and experience in his work, in order to become a qualified and superior human resource. Therefore, developing human resources is mandatory to produce and produce human resources to achieve high performance. So, it is very

necessary to do what is called management or development which aims to sustain the performance of the organization. With good HR development or management, it is easy for an employee to face and complete the demands of the task both in the present and the future.

According to Mathis and Jackson (2018), performance evaluation of employees involves assessing their job performance in relation to predetermined criteria, and subsequently sharing this feedback with the employees. Meanwhile, according to Rivai (2016), performance is a word commonly applied to the actions or tasks carried out by an organization over a specific time frame, taking into account various criteria like previous expenses estimated through efficiency, accountability, and managerial responsibility. This is in line with previous research conducted by Ainanur and Tirtayasa (2018) that organizational culture, competence, and work motivation have a significant impact on the performance of employees.

The Directorate of Senior High Schools within the Directorate General of Pre-School under the Ministry of Education, Culture, Research, and Technology in Indonesia consistently focuses on enhancing employee performance to ensure that organizational objectives are successfully met. Based on the findings of the first survey, it was discovered that certain employees did not meet the performance expectations due to various reasons such as organizational culture, skills, and motivation. Therefore, it can be concluded that employee performance is not yet at its best. The initial assessment also suggests a decline in performance compared to previous years.

Based on employee performance data per year starting from 2020 - 2022, the average value of employee performance from 2020 to 2022, it can be concluded that there is a decrease in performance values in all indicators from year to year. The value of work quality has decreased from 87 in 2020 to 82 in 2022, but is still in the Good (B) category based on the employee performance value guidelines in Table 1.2. Equally, work quantity showed a decline from 87 in 2020 to 83 in 2022, but remained in the Good (B) category. The commitment indicator recorded a more significant decline from 85 in 2020 to 78 in 2022, dropping from the Good (B) to Fair (C) category. Discipline and integrity also showed a drop in scores, from 88 and 85 in 2020 to 83 and 80 respectively in 2022, but remained in the Good (B) category. These declining scores indicate the need for evaluation and intervention to improve employee performance to remain in the good category or even improve to Excellent. It can be explained that there is a phenomenon of declining employee performance from year to year for three years, this is a strong reason to conduct research on employee performance.

One factor believed to influence performance is the culture within an organization. The culture within a company holds significance in its overall operations. Rather than personal preference, organizational culture is about how employees view the traits of the company's culture. It is a way to describe the environment within the organization. Organizational culture is a common understanding that every member of the organization follows. While the concept of organizational culture can encompass various definitions, the ultimate aim for all companies is to reach specific organizational objectives.

While Kinnicki and Angelo (2018), the concept of organizational culture refers to a collection of underlying beliefs that are commonly held and often overlooked. These assumptions shape the group's perceptions, thought processes, and responses to various situations. This definition suggests that culture manifests itself through daily actions, yet it is influenced by a deeply ingrained cognitive framework. Organizational culture,

according to Robbins and Coulter (2016), organizational culture refers to the collective values and beliefs within a company that shape behavior and interactions. It is believed to impact both individuals and the organization as a whole, helping them achieve their goals and objectives. According to Schein (2010), culture is a framework of fundamental beliefs that is established, uncovered, or evolved by specific communities in order to address challenges related to fitting in with society and maintaining cohesiveness. These beliefs are accepted and ingrained within the group, and are then transmitted to newcomers as the proper approach to interpreting, processing, and reacting to various issues that arise. This aligns with prior investigations carried out by Basuki et al. (2024) and research conducted by Huda (2022) that organizational culture has a noticeable impact on employee performance, as evidenced by the findings.

Based on the initial survey, the values of organizational culture are categorised as quite good, but still in the form of slogans and normative, not yet implemented in work attitudes and behavior, so that cultural values have not had an impact on improving employee performance. It is essential to examine and study how organizational culture influences work behavior and, consequently, affects employee performance. This is in accordance with previous research by Ainanur and Tirtayasa (2018) who concluded that organizational culture has a positive and significant effect on employee performance.

One key element that is believed to influence performance is competency. Competency, in general, plays a significant role in determining employee performance. The higher the level of competency displayed by employees and how it aligns with the requirements of their job, the greater the improvement in their performance. Competent employees typically exhibit a consistent attitude and behavior, demonstrating a readiness and capability to handle work challenges. This readiness stems from a combination of their personal characteristics, self-perception, internal drive, and knowledge base, enabling them to effectively tackle work issues, approach tasks confidently and calmly, perceive work as a duty to be fulfilled earnestly, and seek continuous improvement through the Moehariono process, Moehariono (2012) competence is described as the fundamental qualities that contribute to an individual's proficiency in their job or the key traits of individuals that are linked to high performance levels or exceptional work outcomes in specific contexts.

According to Dessler (2015), competence is an individual trait that can be exhibited through abilities, expertise, and demeanor like leadership. This statement clarifies that competence is a personal trait that can be displayed through expertise, skills, and personal qualities, also known as behaviors.

Competence is described as a fundamental trait in individuals that influences their ability to perform effectively in their work. This is achieved through a combination of knowledge, skills, and attitudes. It motivates employees to complete tasks efficiently and also contributes to their overall job satisfaction and sense of accountability for their work outcomes. Ultimately, all these things will improve employee performance.

Competence refers to the aptitude to effectively complete a job or task using acquired skills and knowledge within the environment of employee work practices at a company. Therefore, competence reflects the expertise and knowledge that contribute to professionalism in the workplace. Performance can be viewed as the progression of work towards reaching established objectives. This is in line with previous research conducted by Asniwati (2022), and previous research conducted by Basuki et al. (2024), the results

of which show that competence affects performance. Based on an initial survey, competence in terms of education possessed by employees is quite good or high, but in terms of skills or expertise and attitudes at work, it has relatively no impact on employee performance seen from the data of the last three years. Therefore, this is also the reason in the study why competence has not had an impact on employee performance.

Work motivation is another element that has the potential to impact one's performance. Motivation plays a crucial role in enhancing performance as it can ignite passion, enthusiasm, and a strong work ethic in individuals, ultimately leading to increased productivity within the organization. Keith Davis also highlighted the importance of employees' abilities and motivational factors in achieving performance goals. Motivation is influenced by both internal and external factors and varies from person to person. It can be described as the driving force that determines an individual's intensity, direction, and persistence in reaching their objectives.

Motivation serves as a crucial element in influencing human actions and encouraging them to passionately strive towards achieving their goals. It plays a key role in driving individuals towards executing their tasks optimally. When every task is completed optimally, employees are able to meet organizational objectives effectively. Lacking motivation can result in an employee feeling disinterested in performing well. Attainment of high employee performance hinges on self-motivation and external encouragement from sources like supervisors or peers. This is in line with previous research conducted by Fitriani et al. (2021) that motivation can affect employee performance. After conducting an initial assessment, it seems that employee motivation is not particularly strong, as evidenced by the inconsistent performance scores of the employees over the last three years.

Other factors that can affect performance include and Compensation and Work Discipline. According to Dessler (2015), compensation encompasses various types of monetary or non-monetary benefits that employees receive in exchange for their work. There are three key parts to compensation. Incentives, bonuses, commissions, and wages and salaries are examples of direct remuneration. Many of the benefits that companies offer are indirect compensation. Recognition programs, job fulfilment, organizational support, a positive work atmosphere, and flexible work schedules that accommodate individual needs are examples of non-financial remuneration.

Work discipline is another element that has the potential to impact the effectiveness of employees within the company. Rivai (2016) states that "Work discipline is a tool used by managers to communicate with employees so that they are willing to change a behavior and as an effort to increase the awareness and willingness of a person to comply with all company regulations".

Meanwhile, according to Handoko et al., (2015), "discipline is a management activity to carry out organizational standards. From this opinion, the standard of company regulations will be assessed by the level of employee discipline, whether employees have carried out the applicable standards and procedures or not, as well as the effectiveness of organizational standards in following up the findings of employee discipline ". The expert believes that work discipline involves showing respect, appreciation, and obedience to both written and unwritten rules in an organization. This mindset is crucial for employees to be aware and capable of following all organizational regulations.

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## **2. LITERATURE REVIEW**

### **2.1. Employee Performance**

Performance is the outcome of an individual's efforts in terms of both quality and quantity, which employees have accomplished while fulfilling their tasks and obligations within the organization. It stems from the concept of performance and is often defined as the output of one's efforts or job performance. Performance can be understood as a conduct that yields positive outcomes. The meaning of performance can be defined as behavior that can get results.

Performance describes the overall state of the company over a certain period of time and is the result or performance affected by the company's operations in the use of resources. According to Mathis & Jackson (2018), performance evaluation involves assessing the effectiveness of employees in performing their duties according to specific criteria, and then conveying this feedback to the employees.

### **2.2. Organizational Culture**

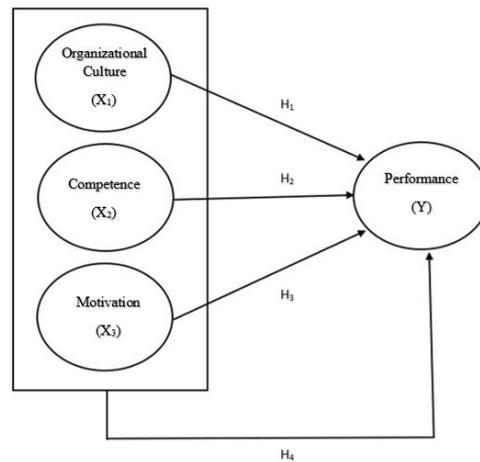
Organizational culture pertains to a set of collective beliefs and values embraced by individuals within the organization, setting it apart from others, according to Robbins & Coulter (2016), a collective understanding among the organization's members is often referred to as a shared system of meaning. Organizational culture as values or guidelines in a company has many broad meanings, however, all companies share the same objective of meeting company goals through their unique organizational cultures. This intangible social force within a company motivates employees to perform their tasks efficiently and effectively.

### **2.3. Competence**

According to Wibowo (2018) explains that competence forms the fundamental traits of individuals, reflecting their behavior and mindset, along with sustaining consistency under various circumstances for a significant duration. According to Rivai (2016), competence as a fundamental characteristic of a person that has a direct effect on, or can predict excellent performance. In another sense, outstanding performers demonstrate higher levels of competence through consistently achieving superior results in various situations compared to average performers.

### **2.4. Work Motivation**

Motivation consists of a collection of beliefs and principles that have the ability to inspire individuals to reach certain objectives aligned with their personal ambitions. These beliefs and principles are intangible forces that serve as motivation for individuals to work towards accomplishing their goals. According to Heller et al. (2017) motivation is the desire to act. Then Kreitner et al. (2001) explain Motivation is a mental mechanism that sparks and guides actions towards the attainment of objectives or purposeful actions. It encompasses distinct emotions, ideas, and previous encounters that shape the organization's internal and external connections. Moreover, motivation can be described as the inner urge for people to engage in activities driven by their personal wishes. When individuals are motivated, they will opt for beneficial decisions as it aligns with their own aspirations.



**Figure 1. Research Framework**

### 3. RESEARCH METHODS

The purpose of this study is to explore the correlation between organizational culture, competence, and motivation as separate factors, in relation to performance. The research involved 75 employees from the Directorate of Senior High School Ministry of Education Culture, Research, and Technology, ensuring a comprehensive sample size. Questionnaires, observation and interviews are examples of data collection methods. The research conducts validity and reliability tests for data instruments besides classical assumption tests i.e., heteroscedasticity, multicollinearity, and normality. Data analysis uses multiple linear regression analysis and coefficient of determination method. Hypothesis testing is done by using t-tests for individual parameter significance as well as F-tests for overall model significance (ANOVA).

### 4. RESULTS AND DISCUSSION

#### 4.1. Results

##### 4.1.1. Respondent Characteristics

**Table 1. Respondent Characteristics**

Gender	Total	Percentage (%)
Male	60	80%
Female	15	20%
Total	75	100%
Age	Total	Percentage (%)
21 - 30	12	16%
31 - 40	22	29,30%
41 - 50	26	34,70%
>50	15	20%
Total	75	100%
Education Level	Total	Percentage (%)
High School/Diploma	24	32%
Bachelor	51	68%

Total	75	100%
Length of Service	Frequency	Percentage (%)
1 - 5 years	12	16%
5 - 10 years	30	40%
>10 years	33	44%
Total	75	100%

Source: Results of Questionnaire Data Analysis

Table 1 data shows that a higher percentage of male respondents are present compared to female respondents, with 60 employees representing 80% as male and 15 employees representing 20% as female. The respondents were categorized into four age groups, with the first group consisting of individuals aged 21-30 years accounting for 16% or 12 respondents, the second group consisting of individuals aged 31-40 years accounting for 29.3% or 22 respondents, the third group consisting of individuals aged 41-50 years accounting for 34.7% or 26 respondents, and the fourth group consisting of individuals aged over 50 years accounting for 20% or 15 respondents.

The majority of respondents in the study had completed high school or vocational high school education, representing 32% or 24 respondents, while those with S1 education represented 68% or 51 respondents. The respondents were further categorized into three groups based on length of work, with the first group having a work experience of 1-5 years accounting for 16% or 12 respondents, the second group having a work experience of 5-10 years accounting for 40% or 30 respondents, and the third group having a work experience of over 10 years accounting for 44% or 33 respondents.

#### 4.1.2. Validity Test

The 10 organizational culture questions in the questionnaire results are all valid because  $r_{statistic} > 0.2272$ . Because the data is declared valid, further testing can be done with data reliability. Of the 9 Competence questions on the questionnaire results, all of them are valid because  $r_{statistic} > 0.2272$ . Because the data is declared valid, further testing can be done with data reliability. Of the 9 questions of Work Motivation in the questionnaire results are entirely valid because  $r_{statistic} > 0.2272$ . Because the data is declared valid, further testing can be done with data reliability. Of the 9 questions on Employee Performance on the questionnaire results are all valid because  $r_{statistic} > 0.2272$ . Because the data is declared valid, further testing can be done with data reliability.

#### 4.1.3. Reliability Test

**Table 3. Data Reliability Test**

Variable	Cronbach's Alpha	Description
Organizational Culture	0.844	Reliable
Competence	0.649	Reliable
Work Motivation	0.628	Reliable
Employee Performance	0.757	Reliable

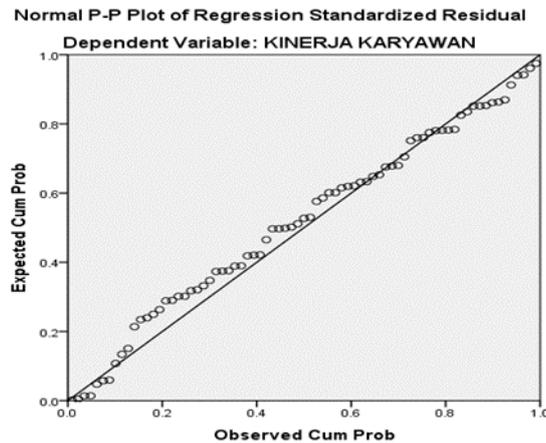
Source: Data processed by SPSS version 23

Based on table 3, it can be seen that the questions can be said to be reliable because the Cronbach's Alpha of each Organizational Culture variable is 0.844, Competence is

0.649, Work Motivation is 0.628 and Employee Performance is 0.757 greater than 0.600. Because all data has been declared valid and reliable, further testing can be submitted.

#### 4.1.4. Classical Assumption Test

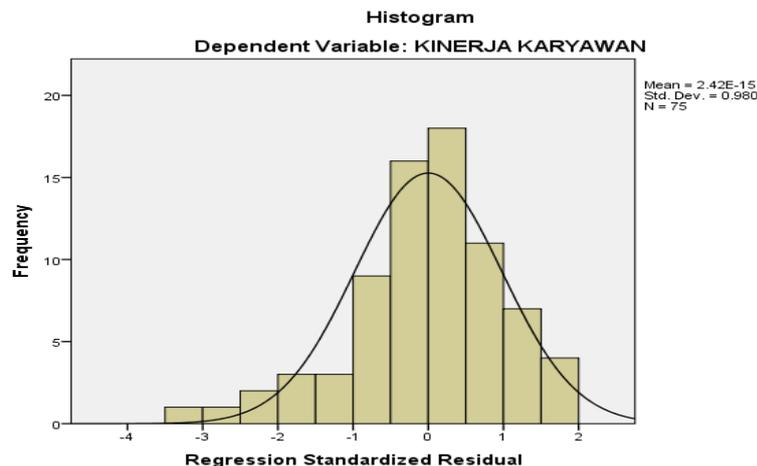
##### 1) Normality Test



Source: Data processed by SPSS version 23

**Figure 2. Data Normality Test**

The illustration above indicates that the data is distributed close to the diagonal line in a manner that aligns with the direction of the line. As a result, the regression model employed in this research satisfies the requirement of normal distribution.



Source: Data processed by SPSS version 23

**Figure 3. Histogram Graph Normality Test**

From the results of testing the normality of the known value  $\text{sig} > 0.05$  so it is greater and the data used is normally distributed.

**Table 4. Normality Test (KS Value)  
One-Sample Kolmogorov-Smirnov Test**

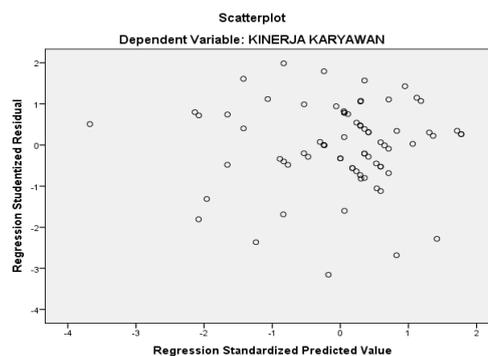
		Unstandardized Residual
N		75
Normal Parameters <sup>a,b</sup>	Mean	0E-7
	Std. Deviation	1.66681328
Most Extreme Differences	Absolute	.085
	Positive	.059
	Negative	-.085
Kolmogorov-Smirnov Z		.733
Asymp. Sig. (2-tailed)		.655

a. Test distribution is Normal.

b. Calculated from data.

Source: Data processed by SPSS version 23

2) Heteroscedasticity Test



Source: Data processed by SPSS version 23

**Figure 4. Heteroscedasticity Test**

According to the information presented in Figure 3, the regression analysis of the independent variable residuals supports the idea that there is not a significant correlation between the independent variables and the absolute residual value. This suggests that the assumption of non-heteroscedasticity is valid. Therefore, it can be concluded that there is no inconsistency in the error terms in the regression model, making it suitable for testing. The data points are scattered randomly above and below the Y-axis, without displaying any particular pattern.

3) Multicollinearity Test

**Table 5. Multicollinearity Test Results  
Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Collinearity Statistics	
	B	Std. Error	Tolerance	VIF
(Constant)	5.716	3.189		
1 Organizational Culture	.516	.062	.591	1.691
Competence	.670	.123	.536	1.866
Work Motivation	.650	.103	.698	1.433

a. Dependent Variable: Employee Performance

Source: Data processed by SPSS version 23

Based on the data in table 5, it can be seen that all VIF (Variance Inflation Factor) values of the Organizational Culture variable are  $1.691 < 10$ , the VIF value of the Competency variable is  $1.866 < 10$ , the VIF value of the Work Motivation variable is  $1.433 < 10$ . While the Tolerance value of the Organizational Culture variable is  $0.591 > 0.10$ , the Tolerance value of the Competency variable is  $0.536 > 0.10$ , the Tolerance value of the Work Motivation variable is  $0.698 > 0.10$ . Based on the results of the data processing, it can be concluded that the VIF value  $< 10$  and the Tolerance value  $> 0.10$ . The absence of a strong linear correlation among the independent variables suggests that the regression model in this study did not encounter issues of multicollinearity, meeting the criteria for a well-performing regression model.

**4.1.5. Multiple Linear Regression Analysis**

**Table 6. Multiple Linear Regression  
Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	5.716	3.189		1.793	.077
Organizational Culture	.516	.062	.200	2.180	.033
Competence	.670	.123	.523	5.435	.000
Work Motivation	.650	.103	.217	2.574	.012

a. Dependent Variable: Employee Performance

Source: Data processed by SPSS version 23

From the above calculations, the regression equation is obtained as follows:

$$Y = 5,716 + 0,516 X_1 + 0,670 X_2 + 0,650 X_3 + \varepsilon$$

Based on the regression equation above, it can be explained as follows:

- a)  $\alpha = 5.716$  means that if the Organizational Culture, Competence and Work Motivation variables are 0 (zero) so that Employee Performance is 5.716 points.
- b)  $\beta_1 = 0.516$  this shows that the Organizational Culture variable shows a positive regression coefficient, indicating that as the X1 value of Organizational Culture increases by 1 point, the Employee Performance (Y value) will also increase by 0.516 points.
- c)  $\beta_2 = 0.670$  this shows that the regression coefficient of the Competency variable has a positive regression direction, where every 1 (one) point increase in the X2 Competency value, the Y (Employee Performance) value will increase by 0.670 points.
- d)  $\beta_3 = 0.650$  this indicates that the Work Motivation variable has a positive impact on Employee Performance, with every point increase in Work Motivation resulting in a 0.650 point increase in Employee Performance.

**4.1.6. Test Coefficient of Determination (R<sup>2</sup>)**

**Table 7. Value of the Coefficient of Determination (R<sup>2</sup>)**

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.805 <sup>a</sup>	.648	.633	1.702

a. Predictors: (Constant), Organizational Culture, Competence, Work Motivation

b. Dependent Variable: Employee Performance

Source: Data processed by SPSS version 23

Data table 7 reveals that the R<sup>2</sup> value, referred to as R Square, stands at 0.648, representing 64.8%. This suggests the impact of organizational culture, competence, and work motivation on employee performance is 0.648 or 64.8%. The remaining 0.352 or 35.2% is attributed to other factors not examined in this study, like compensation and work discipline.

**4.1.7. Hypothesis Test**

- 1) Partial Significance Test (t test)

**Table 8. Hypothesis Testing Results with t Test**

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	5.716	3.189		1.793	.077
Organizational Culture	.516	.062	.200	2.180	.033
Competence	.670	.123	.523	5.435	.000
Work Motivation	.650	.103	.217	2.574	.012

a. Dependent Variable: Employee Performance

Source: Data processed by SPSS version 23

Calculations that have been carried out using SPSS version 23, then between the comparison of tstatistic with  $df = (n-k-1) = (75-3-1) = 71$  (1.993) each variable as follows:

- a) Based on the results of the t test calculation, it is clear that the organizational culture positively and significantly impacts employee performance at the Directorate of High Schools, Directorate General of Pre-School, Dikdasmen, Ministry of Education, Culture, Research and Technology of the Republic of Indonesia. This is evident as the t statistic is greater than the t table ( $2.180 > 1.993$ ) and the significance level is less than 0.05 ( $0.033 < 0.05$ ), leading to the rejection of the null hypothesis and acceptance of the alternative hypothesis.
- b) The impact of Competence on Employee Performance can be determined from the t-test results, which show that the t-statistic is greater than the t-table value ( $5.435 > 1.993$ ) and the significance level is below 0.05 ( $0.000 < 0.05$ ). Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted. This indicates that Competence has a meaningful and favorable influence on Employee Performance at the Directorate of Senior High Schools, Directorate General of Pre-School, Dikdasmen, Ministry of Education, Culture, Research and Technology of the Republic of Indonesia.
- c) The study found that Work Motivation has a significant positive impact on Employee Performance at the Directorate of Senior High Schools, Directorate General of Pre-School, Dikdasmen, Ministry of Education, Culture, Research and Technology of the Republic of Indonesia. This conclusion was drawn after analyzing the results of the t test, which showed a tstatistic  $>$  ttable ( $2.574 > 1.993$ ) and a significant level of  $\alpha = (0.012 < 0.05)$ . Therefore, the null hypothesis is rejected, and the alternative hypothesis is accepted.

2) Simultaneous Significance Test (F Test)

**Table 9. F Test (Simultaneous Test)**

ANOVA<sup>a</sup>

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	378.995	3	126.332	43.628	.000 <sup>b</sup>
Residual	205.592	75	2.896		
Total	584.587	75			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Organizational Culture, Competence, Work Motivation

Source: Data processed by SPSS version 23

The results displayed in table 10 show that the calculated F value, at a significance level of 0.05 with  $df = (n-k-1) = (75-3-1 = 71)$ , is equal to 2.73. Upon conducting the F test, it is evident that the Fstatistic value (43.628) is greater than the F table value (2.73), with a significant value of 0.000, lower than the stipulated 0.05. This leads to the rejection of the null hypothesis ( $H_0$ ) and acceptance of the alternative hypothesis ( $H_a$ ), indicating a positive and significant influence of Organizational Culture, Competence, and Work Motivation on Employee Performance within the Directorate of Senior High Schools,

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Directorate General of Pre-School, Dikdasmen, Ministry of Education, Culture, Research and Technology of the Republic of Indonesia.

## **4.2. Discussion**

### **4.2.1. Effect of Organizational Culture on Employee Performance**

According to the findings from the data analysis using multiple linear regression, a coefficient value of 0.516 is established for organizational culture, indicating a positive correlation. An increase in organizational culture is linked to enhanced employee performance. The t-test results demonstrate that the organizational culture variable has a significant and positive impact on employee performance, particularly in terms of Innovation and risk-taking behaviors such as generating new ideas at work. According to the analysis provided earlier, it can be inferred that the organizational culture factor plays a beneficial and noteworthy role in enhancing employee productivity. This is in line with research conducted by Basuki et al., (2024) and Huda (2022) organizational culture is believed to have a beneficial and notable impact on the performance of employees.

### **4.2.2. Effect of Competence on Employee Performance**

From the results of the calculation data with multiple linear regression analysis, the Competency coefficient value of 0.670 can be obtained, which means that the coefficient is positive or unidirectional. If competence increases, employee performance will also increase. Meanwhile, from the acquisition of the t test results where  $t_{\text{statistic}} > t_{\text{table}}$  ( $5.435 > 1.993$ ) and a significant value of ( $0.000 < 0.05$ ), then  $H_0$  is rejected and  $H_a$  is accepted which shows that the competency variable has a significant and significant effect on employee performance, which is reflected by the Knowledge dimension with indicators of having work knowledge. Based on the explanation above, the research findings suggest that the competency factor is positively correlated with employee performance, as shown by previous studies by Asniwati (2022) which states that competence is believed to have a strong and positive impact on the performance of employees.

### **4.2.3. The Effect of Work Motivation on Employee Performance**

Work motivation has a positive or unidirectional coefficient of 0.650, as determined by the results of the calculation data with multiple linear regression analysis. Staff output rises in conjunction with intrinsic motivation. At the same time, according to the t test results, which show that  $t_{\text{statistic}} > t_{\text{table}}$  ( $2.574 > 1.993$ ) and a significant value of ( $0.012 < 0.05$ ), we can reject  $H_0$  and accept  $H_a$ . This indicates that the work motivation variable has a positive and significant impact on employee performance, as signified by the need for achievement dimension with an indicator of the need to succeed at work. In light of the foregoing, it is reasonable to infer that the work incentive variable significantly and positively influences worker output. This is in line with research conducted by Fitriyanti et al. (2022) the theory suggests that employee performance is greatly influenced by their level of motivation in the workplace.

#### 4.2.4. Effect of Organizational Culture, Competence, and Work Motivation together on Employee Performance

The combined influence of organizational culture, competence, and work motivation factors positively impact employee performance. The F test results indicate that the calculated F value (43.628) is greater than the table value (2.73) with a significant p-value ( $0.000 < 0.05$ ). Therefore, the null hypothesis is rejected in favor of the alternative hypothesis, confirming that organizational culture, competence, and work motivation collectively contribute to enhancing employee performance. These results are in line with previous research conducted by Basuki et al., (2024) which states that the influence of organizational culture and capabilities on employee performance is both beneficial and substantial. Research conducted by Fitriyanti et al. (2022) also states that employee performance is greatly impacted by high levels of motivation in the workplace.

### 5. CONCLUSION

The study's results point to the fact that organizational culture has a significant and positive effect on staff performance in the Indonesian Ministry of Education, Culture, Research and Technology's Senior High School, Dikdasmen, and General Pre-School Directorates. This is mirrored in the risk-taking and innovation dimensions, which are defined by the presence of fresh concepts and ideas in the workplace. Employee performance will rise as a result of an organization's better culture. In addition, the knowledge dimension, which includes indications of good working knowledge, shows that competence has a favorable and significant effect on employee performance in the same institution. Employee performance can be enhanced by enhancing their competency. Third, the demand for success dimension, which indicates the urge to succeed at work, shows that work motivation significantly and positively affects employee performance. Employees will perform better when they are more motivated to do their best at work. Accounting for 64.8% of the variance in employee performance, the combination of corporate culture, competence, and job motivation is a crucial factor. While this study did not expressly address remuneration and work discipline as factors affecting employee performance, they are certainly relevant.

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