



Improving Lecturer Performance Through Organizational Culture, Serving Leadership, Personality, And Work Motivation

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Abstract: This research aims to find strategies to improve performance by analyzing the influence of organizational culture, servant leadership, personality, and work motivation. The research method used is quantitative. The sample consisted of 124 people from a population of 178 spread across twelve study programs using the proportional random sampling method. Path analysis and SITOREM are used in data analysis methodologies. Based on the analysis's results, it was concluded that a) Organizational culture directly affects performance by 19.9%; b) Servant leadership directly affects performance by 14.4%; c) Personality directly affects performance by 10.6%; d) Work motivation directly affects performance by 6.9%; e) Organizational culture directly affects motivation at work by 23.1%; f) Servant leadership directly affects workplace motivation by 40.3%; g) Personality does not directly affect workplace motivation by 25.1%; h) Organizational culture has a 1.6% indirect impact on performance through work motivation; i) Servant leadership has a 2.8% indirect impact on performance through work motivation; and j) Personality has a 1.7% indirect impact on performance through work motivation.

INTRODUCTION

Higher education is experiencing significant changes in all respects (Haug & Mork, 2021). The development of a country must be balanced with the quality of education in that country (Efendi, 2023). The tasks of higher education institutions in the Society 5.0 era are increasingly strategic, and the problems are increasingly complex. Society 5.0 is an era where the main components are humans, and technology is part of humans themselves. College student graduates will be at stake in attracting the attention of many interested parties in higher education. Therefore, the performance of HEIs as higher education organizing units, including private universities, is critical and needs to be paid attention to continuously. Professionally managed HEIs are expected to manage human resources effectively, especially lecturers, who are the spearheads of educational activities, so that lecturers develop their competence and personalities, are motivated, and can produce innovations that benefit society.

Region III Higher Education Service Institutions (LLDIKTI) continue to improve the institutional quality of HEIs both institutionally and regionally. To measure the success of the program and the performance of quality improvement facilitation, the number of

HEIs in the top 100 of the national ranking is an important indicator. From the LLDIKTI III 2020–2024 strategic plan data, the performance achievements of private universities (Private Universities) in 2019 experienced a decline compared to the performance achievements of Private Universities in 2018. Another obstacle is that the mechanism for reporting lecturer performance is not yet integrated, and updating data is also an obstacle for universities. Therefore, these problems must be addressed so that they can be resolved better (Suri *et al*, 2022).

The problem above is related to performance, in this case the performance of art lecturers. McShane and Glinow (2020) explain that throughout the majority of the last century, researchers have examined direct individual performance factors. The initial formula regarding performance is the result of multiplying everything related to the individual and the situation (performance = person x situation), where person denotes personal traits and situation denotes outside variables influencing personal behavior. Yet another equation that is often conveyed is that performance is the result of ability multiplied by motivation, which is known as the will and skill model. Several research results regarding organizations use the AMO model, namely ability, motivation, and opportunity. The researchers then identified a fourth factor as a key predictor of performance, namely the perception of the role or the obligations expected of a person in their role. Colquit *et al.* (2020), with the IMOB model (Integrative Model of Organizational Behavior), explain five integrated model factors regarding performance, namely: organizational mechanisms, group mechanisms, individual character, individual mechanisms, and individual results. Organizational mechanisms are divided into two categories: organizational culture and organizational structure. Group mechanisms include leadership, which includes style, behavior, power, and negotiation skills. Meanwhile, groups include process, communication, character, and diversity. Individual character factors include abilities, personality, and cultural values. The situation is different with individual mechanisms, namely work happiness, tension, drive, justice, ethics, learners, and decision-makers. These four factors shape individual outcomes (the fifth factor), namely performance and organizational commitment. Chayarlis *et al.* (2021) define performance as commonly understood to be a person's ability to do a task successfully. Performance is the outcome of a person's labor in completing the duties given to him in order to meet goals.

A lecturer's performance can be seen from his ability in the Tridharma activity process. According to the preliminary study, which was done utilizing a questionnaire on June 25–5, 2022, it shows a number of empirical facts about performance achievements as follows: 1) Performance achievement of 88% in the aspect of responsibility in terms of teaching: preparation of semester learning plans; 2) Performance achievement of 43% in efficiency in research; 3) Performance achievement of 49% on the effectiveness component in community service (PkM); 4) Performance achievement of 39% in the productivity component in scientific publications; 5) Performance achievement of 62% in the initiative component in support. Until now, performance issues have continued to be of concern to scientists and education practitioners in particular, as evidenced by the large number of studies conducted related to performance. Zulkarnaen *et al.* (2020), in their

research, found that there was a positive influence of school culture (9.6%), transformational leadership (62.2%), and work motivation (24.0%) on performance. Dewi and Wibowo (2020) concluded that whereas corporate culture has a partially significant impact on lecturer performance, leadership style has a partially meaningful impact; motivation has a partially significant effect on lecturer performance; and leadership style, organizational culture, and motivation simultaneously have a significant effect on lecturer performance. The world of education is a forum for providing knowledge transfer from an educator to students. In the learning process, it must be understood that there is interaction between educators and students, between educators and the environment, and between students and their environment. In a learning system, there must be several variables that must be considered to make the learning process better. This shows that there are influences that can influence the student learning process, in line with this opinion. Namely, Umalihayati's research (2021) found that the variables of visionary leadership, learning organization, innovation and creative behaviour have a significant positive effect on lecturer performance. When you have finished

This research focuses on four variables that are thought to majorly contribute to lecturer performance: organizational culture, servant leadership, personality, and work motivation. Based on the background and considerations mentioned above, the researcher considers it necessary to research Improving Lecturer Performance through Strengthening Organizational Culture, Service Leadership, Personality, and Work Motivation through observations of Empirical Studies Using Path Analysis and SITOREM Analysis on Fine Arts Lecturers in the Province DKI Jakarta.

METHOD

This research uses a quantitative methodology that focuses on research variables to measure objective truth. Therefore, apart from being objective, value-free, and free from situational context, consistency or dependability is also important in quantitative research (Neuman, 2019). The research population was carried out at the DKI Jakarta Provincial Arts Institute, and the research subjects were 124 fine arts lecturers. Sampling was carried out proportionally and randomly. This research variable consists of three exogenous variables, namely organizational culture, servant leadership, personality, intervening variables, work motivation, and endogenous performance variables. Path analysis and SITOREM were used to examine the data. To understand the direct or indirect relationship between exogenous factors and endogenous variables, path analysis looks for cause-and-effect relationships. Hardhienata (2017) stated that SITOREM analysis is a scientific identification theory for conducting operations research in educational management which is used to determine the priority order for improving indicators as a recommendation to related parties.

RESULT AND DISCUSSION

In this research, researchers have obtained critical and exciting data regarding improving lecturer performance through organizational culture, servant leadership, personality and work motivation. From the data that has been analyzed, information is

obtained that the results of descriptive statistics are the differences and impacts of several variables being measured. The summary of descriptive statistics for research variables can be seen in Table 1.

Table 1. Summary of Descriptive Statistics for Research Variables

No	Description	Y	X ₁	X ₂	X ₃	X ₄
1.	Mean	92,79	111,58	126,45	139,03	104,42
2.	Median	92,5	107	123	134	106
3.	Mode	109	112	117	132	110
4.	Standard Deviation	18,15	15,52	21,27	12,48	16,03
5.	Sample Variance	329,60	240,85	452,57	155,84	256,90
6.	Kurtosis	-0,35	0,64	0,14	-0,08	-0,41
7.	Skewness	-0,15	-0,51	-0,25	-0,39	-0,05
8.	Range	85	86	119	64	79
9.	Minimum	50	64	64	102	67
10.	Maximum	135	150	183	166	146
11.	Sum	11506	13836	15680	17240	12948
12.	Count	124	124	124	124	124

Table 1 above explains the calculation of statistical descriptions of the five variables, namely performance, organizational culture, servant leadership, personality, and work motivation.

Path Analysis Model Substructure I

The substructure 1 influence model comprises four independent factors: organizational culture (X₁), servant leadership (X₂), personality (X₃), work motivation (X₄), one dependent variable (performance, Y), and residual (ε). This effect has led to the following path model in substructure 1: $\beta y_1 + \beta y_2 + \beta y_3 + \beta y_4 + \epsilon y$. The results of the path coefficient test on substructure-1 are as follows:

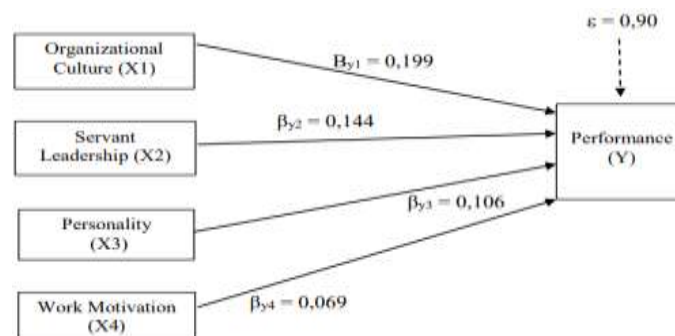


Figure 1. Substructure I

It is evident from the image above that the path coefficient in substructure 1, or path coefficient X₁ for Y, has a value $\beta y_1 = 0,199$; Additionally, X₂'s route coefficient to Y is $\beta y_2 = 0,114$, X₃ to Y is $\beta y_3 = 0,106$, X₄ to Y is $\beta y_4 = 0,069$. Meanwhile, the R square value is 0,176. Then, using formula, the value of can be determinated as $e = 1 - R^2 = \sqrt{(1-0,176)} = \sqrt{(0,82)} = 0.90$. It is possible to draw the conclusion that other factors have a 0.90 influence on the value of the variable Y. This calculation's results indicate that the path's

impact on substructure 1 is as follows: $\hat{y} = 0,199X_1 + 0,144X_2 + 0,106X_3 + 0,069X_4 + \varepsilon$ 0.90.

Path Analysis Model Substructure 2

The substructure 2 influence model comprises three independent factors: organizational culture (X₁), servant leadership (X₂), personality (X₃), one variables (work motivation, X₄), and residual (ε). The results of the path coefficient test on substructure 2 are as follows: $\hat{y} = \beta_{X_1} + \beta_{X_2} + \beta_{X_3} + \varepsilon y$:

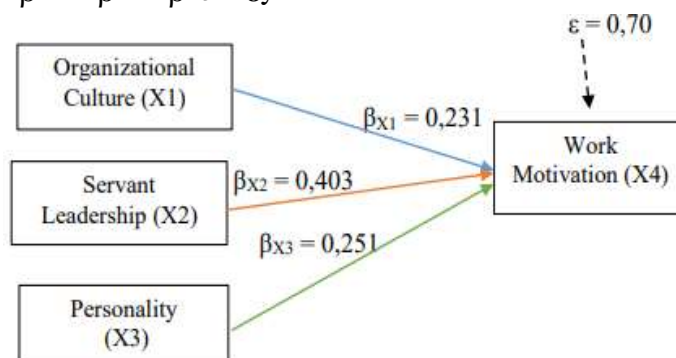


Figure 2. Substructure 2

It is evident from the image above that the path coefficient in substructure 2, or path coefficient X₁ for X₄, has a value β_{X₁} = 0,231; Additionally, X₂'s route coefficient to X₄ β_{X₂} = 0,403, X₃ to X₄ is β_{X₃} = 0,251. Meanwhile, the R Square value is 0.504. Then, using the formula, the value of can be determined as $e = 1 - R^2 = \sqrt{(1 - 0.50)} = \sqrt{(0,5)} = 0.70$. It is possible to draw the conclusion that other factors have a 0.70 influence on the value of the variable X₄. This calculation's results indicate that the path's impact on substructure 2 is as follows: $\hat{y} = 0,231X_1 + 0,403X_2 + 0,251X_3 + \varepsilon 0.70$.

Direct Influence and Indirect Influence of Substructure 1

X₁ has a direct impact on Y, which is β_{y₁} = 0,199. In the meantime, X₁'s indirect impact on Y via X₄ is equal to 0,231 x 0,069 = 0,016. X₂ has a direct impact on Y, which is β_{y₂} = 0,144. In the meantime, X₂'s indirect impact on Y via X₄ is equal to 0,403 x 0,069 = 0,028. X₃ has a direct impact on Y, which is β_{y₃} = 0,106. In the meantime, X₃'s indirect impact on Y via X₄ is equal to 0,251 x 0,069 = 0,017. X₄ has a direct impact on Y, which is β_{y₄} = 0,069. In the meantime, X₄'s indirect impact on Y is equal to 0,069 + 0 = 0,069.

Direct Influence and Indirect Influence of Substructure 2

X₁ has a direct impact on X₄, which is β_{X₁} = 0,231. In the meantime, X₁'s indirect impact on X₄ is equal to 0,231 + 0 = 0,231. X₂ has a direct impact on X₄, which is β_{X₁} = 0,403. In the meantime, X₂'s indirect impact on X₄ is equal to 0,403 + 0 = 0,403. X₃ has a direct impact on X₄, which is β_{X₁} = 0,251. In the meantime, X₃'s indirect impact on X₄ is equal to 0,251 + 0 = 0,251. Based on the results above, the combined analysis results for each substructure to determine the path's total influence can be explained as follows Figure 3.

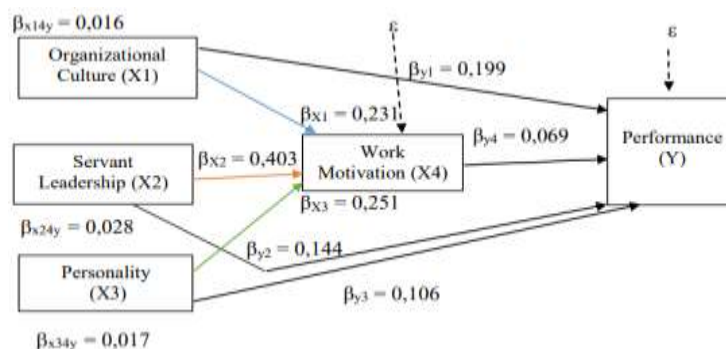


Figure 3. Path Analysis Results

SITOREM Analysis

The data creation process becomes clearer and more understandable, followed by the SITOREM test. The results of the tests that have been carried out can be seen in Table 2.

Table 2. Summary of SITOREM Analysis

No	Priority order of indicators to be improved	Indicators to be maintained/developed
1 st	Stability (3,53)	1 st Results orientation (4,12)
2 nd	Innovation and risk taking (3,56)	2 nd People orientation (4,01)
3 rd	Attention to detail (3,41)	3 rd Team orientation (4,01)
4 th	Aggressiveness (3,57)	4 th Reliability (4,61)
5 th	Listening (3,21)	5 th Responsibility (4,11)
6 th	Caring (3,17)	6 th Openness to experience (4,47)
7 th	Humble (3,26)	
8 th	Empowerment (3,24)	
9 th	Service (3,35)	
10 th	Kind (3,91)	
11 th	Emotional stability (3,91)	
12 th	Psychological needs (2,19)	
13 th	Opportunities for promotion (3,82)	
14 th	Awards (3,48)	
15 th	Recognition (3,59)	
16 th	Responsibility (3,91)	
17 th	Efficient (2,84)	
18 th	Effective (2,81)	
19 th	Productivity (2,39)	
20 th	Initiative (2,90)	

The data obtained in Table 2 presents the findings of the analysis of each indicator, which is calculated based on expert judgment based on the criteria of cost, benefit, urgency and importance of each indicator to the variable. The data that researchers have presented becomes exciting and valuable information in the world of education, especially in the learning process in higher education, because the information used can be a driving force as well as changing views and ways of thinking, especially for the learning process in higher education.

The research results show that organizational culture has a direct and significant positive effect on lecturer performance, with an indication of the path coefficient = 0.199 and $t_{count} = 3.915 > t_{table}$ at $\alpha = 0.05$ (1.657) with the regression equation $\hat{Y} = 43.211 + 0.444X_1$. The positive line coefficient value indicates that increasing organizational culture practices can stimulate increased lecturer performance, meaning that organizational culture

is an important determinant of lecturer performance. The findings of Mustofa's (2020) research, Dasmin (2019) and Abidin (2019) also prove that organizational culture influences performance. Furthermore, the findings of this study's SITOREM analysis demonstrate that the signs that are maintained or developed with a score weight of ≥ 4 are results-, people-, and team-oriented. Meanwhile, the indicators that need to be improved are stability, innovation, risk-taking, attention to detail, and aggressiveness. Lecturer performance is therefore positively correlated with organizational culture; conversely, a poorer organizational culture correlates with lower lecturer performance.

The results of this research indicate that servant leadership has a direct and significant positive effect on lecturer performance, with an indication of a path coefficient value of 0.144 and $t_{\text{count}} = 5.948 > t_{\text{table}}$ at $\alpha = 0.05$ (1.657) through the regression equation $\hat{Y} = 55.237 + 0.297X_2$. The path coefficient value shows that servant leadership practices can stimulate increased lecturer performance, meaning that servant leadership is an important determinant of lecturer performance. Research by Hakim (2021) provides an explanation that servant leadership is an inseparable part of building performance in an organization. Darmasusila (2021), in his research, claimed that there is a strong and positive correlation between performance and servant leadership. Confirmed by Firmansyah and Hersona (2020), specifically, that performance and servant leadership have a substantial and favorable link. Service leadership at arts institutes to assist faculty in maximizing their creative potential. The findings of this study's SITOREM analysis demonstrate that every indication need to be improved because < 4 . The indicators are listening, caring, humility, empowerment, and service.

The results of this research show that personality has a direct and significant positive effect on lecturer performance, with an indication of a path coefficient value of 0.106 and $t_{\text{count}} = 2.277 > t_{\text{table}}$ at $\alpha = 0.05$ (1.657) through the regression equation $\hat{Y} = 40.422 + 0.377X_3$. The path coefficient value shows that improving personality practices can stimulate increased lecturer performance, meaning that personality is an important determinant of lecturer performance. Abidin's research (2019) explains that personality can increase performance by 18.5%. Zamroni (2020) concluded in his research that there is a significant positive relationship between personality and performance through the regression equation $y = 49.196 + 0,711X_1$. The results of research by Buela and Joseph (2015) show that personality is positively related to performance. Institutions that have lecturers with good personalities will become universities with high lecturer performance. The findings of this study's SITOREM analysis demonstrate indicator that are maintained or developed with a score weight of ≥ 4 are reliability, responsibility, and openness to experience. Meanwhile, the indicators that need to be improved are kindness and emotional stability.

The results of this research indicate that work motivation has a direct and significant positive effect on lecturer performance, with an indication of path coefficient value of 0.069 and $t_{\text{count}} = 5.286 > t_{\text{table}}$ at $\alpha = 0.05$ (1.657) through the regression equation $\hat{Y} = 54.117 + 0.370X_4$. A positive path coefficient value indicates that improving work motivation practices can stimulate increased lecturer performance, meaning that work motivation is an important determinant of lecturer performance. Research by Effendi et al.

(2020) explains that with a coefficient value of 0.164, work motivation has a positive impact on performance. Research by Agiawati (2020) and Wahyuni (2019) demonstrated a significant correlation between lecturer performance and work motivation. Every job a person does is always driven by motives that exist in every human being, whether it is instinctive motivation in the form of psychological needs, responsibility, and opportunities for advancement or promotion; or extrinsic motivation of reward and recognition. The combination of these two motivations can strengthen lecturers to work better. The stronger the lecturer's motivation for a job, the stronger the lecturer will work so that they show high performance. This study's SITOREM analysis reveals that indicators that are maintained or developed with a score weight of ≥ 4 are a responsibility. Meanwhile, the indicators that need to be improved are opportunities for advancement, appreciation, psychological needs, and recognition. Thus, work motivation plays an important role in performance.

The results of this research indicate that organizational culture has a direct and significant positive effect on work motivation, with an indication of the path coefficient value of 0.231 and $t_{\text{count}} = 4.168 > t_{\text{table}}$ at $\alpha = 0.05$ (1.657) through the regression equation $\hat{Y} = 35.274 + 0.620X_1$. The path coefficient value shows that improving organizational culture practices can stimulate increased work motivation, meaning that organizational culture is an important determinant of work motivation. Research by Dasmin (2019), Ramlanto et al. (2017), and Pranitasari *et al.*, (2018) demonstrates that organizational culture has a favorable impact on work motivation. The results of this study show that having a strong organizational culture will motivate lecturers in their work. Good organizational culture conditions can encourage the performance of lecturers to implement the tridharma of higher education optimally. The findings of this study's SITOREM analysis demonstrate that the indications that are maintained or developed with a score weight of ≥ 4 are results-, people-, and team-oriented. Meanwhile, the indicators that need to be improved are stability, innovation, risk-taking, attention to detail, and aggressiveness. Thus, organizational culture plays an important role in work motivation.

The results of this research indicate that servant leadership has a direct and significant positive effect on work motivation, with an indication of a path coefficient value of 0.403 and $t_{\text{count}} = 6.584 > t_{\text{table}}$ at $\alpha = 0.05$ (1.657) through the regression equation $\hat{Y} = 45.019 + 0.470X_2$. A positive path coefficient value indicates that improving servant leadership practices can stimulate increased work motivation, meaning that servant leadership is an important determinant of work motivation. Hikmatullah's research (2022) indicates that, with a coefficient value of 0.384, leadership has a favorable impact on work motivation. Lofian (2020) and Ramadian (2022) prove in their research that leadership and work motivation are positively correlated. Servant leaders have a humble attitude and realize the importance of members in achieving organizational progress. This can be done through novel research, community service, and creating teaching materials with a futuristic perspective. Leaders provide direction and care for lecturers by setting superior standards and performance standards through discoveries of more productive and successful methods of operation. The findings of this study's SITOREM analysis demonstrate that every indications need to be improved because < 4 . The indicators are

listening, caring, humility, empowerment, and service. Thus, servant leadership plays an important role in work motivation.

The results of this study indicate that personality does not have a direct and significant positive effect on work motivation, with an indication of the path coefficient value of 0.251 and $t_{\text{count}} = 1.605 < t_{\text{table}}$ at $\alpha = 0.05$ (1.657) through the regression equation $\hat{Y} = 23.186 + 0.584X_3$. A positive path coefficient value indicates that improving personality has not been able to stimulate an increase in work motivation, meaning that personality is not an important determinant of work motivation. According to Balgies's (2018) research, there isn't a strong correlation between work motivation and personality. Nindyati (2006) also explained that several personality categories were not proven to have a significant influence on motivation. In other words, research conducted by Balgies and Nindyati supports the study's conclusions, which indicate that personality has no positive influence on work motivation. The findings of this study's SITOREM analysis demonstrate that the indications that are maintained or developed with a score weight of ≥ 4 are reliability, responsibility, and openness to experience. Meanwhile, the indicators that need to be improved are kindness and emotional stability.

The results of organizational culture have an indirect effect on lecturer performance with mediation or through work motivation, with an indication of the path coefficient value = 0.016 and $t_{\text{count}} = 3.153 > t_{\text{table}}$ at $\alpha = 0.05$ (1.657). A positive path coefficient value indicates that improving organizational culture can trigger the growth of lecturers' work motivation and then have implications for lecturers' performance. Dasmin's research (2019) explains that performance, leadership, and organizational culture all have a very strong positive correlation. The results of this study show that lectures will have a positive attitude toward various aspects of feelings and innovation related to performance if they have developed a set of values and processes that guide and encourage activities to achieve good organizational goals. Then, new, practical discoveries and innovations are implemented in tasks or operations. The use of these fresh discoveries will spur both output volume and quality. A professor with strong work motivation and organizational culture will be able to raise his performance in this way.

The results of servant leadership have an indirect effect on lecturer performance with mediation or through work motivation, with an indication of the path coefficient value = 0.028 and $t_{\text{count}} = 4.291 > t_{\text{table}}$ at $\alpha = 0.05$ (1.657). A positive path coefficient value indicates that improving servant leadership practices can trigger the growth of lecturers' work motivation and then have implications for lecturers' performance. Ramadian's research (2022) claims that the mediation model he used in his research is reliable and has a beneficial impact on performance, specifically leadership through work motivation. Institutional leaders will serve as examples of how work motivation is necessary to attain the circumstances that the community as a whole aspires to. These leaders will provide members with avenues for discussion to consider different approaches to achieving their objectives. Lecturers are challenged to learn new information during this research phase so that it can be transformed into novel, practical concepts. Leaders who aspire to produce graduates capable of competing on a worldwide scale, for instance, will push lecturers to develop effective teaching strategies. The lecturer will compile the best lecture standards

and then derive fresh lecture ideas. His ability to compile worldwide standards for RPS will improve as a result, promoting the development of cutting-edge instructional strategies and raising the caliber of both research and teaching. In order to ensure that these new discoveries result in higher lecturer performance overall, lectures are encouraged to create efficient but effective lecture schedules during this process.

Personality results have an indirect effect on lecturer performance with mediation or through work motivation, with an indication of the path coefficient value = 0.017 and $t_{count} = 4.291 > t_{table}$ at $\alpha = 0.05$ (1.657). A positive path coefficient value indicates that improving personality practices in PTK can trigger the growth of lecturers' work motivation and then have implications for lecturers' performance. Agiawati's (2020) research, explained by Zamroni's (2020), using the regression equation $y = 38.709 + 0.610X1 + 0.178X3$, demonstrate the strong positive correlation that exists between motivation, personality, and performance. A good personality can create a comfortable working atmosphere that allows each member to work well together. Openness, friendliness, and emotional stability of lecturers, both horizontally and vertically, between members can ultimately improve performance optimally. Awareness and openness to experience regarding performance can motivate other lecturers to be open and share knowledge about performance. Lecturers must provide more details, compare, enhance, test, and compare ideas in an open manner. Lecturers can apply this activity to various tasks, for example, research and community service.

CONCLUSION

As for the research results, we found that the direct influence of organisational culture on performance was 19.9%, the direct influence of servant leadership on performance was 14.4%, the direct influence of personality on performance was 10.6%, and the direct influence of work motivation on performance was 6.9%, the direct influence of organisational culture on work motivation is 23.1%, the direct influence of servant leadership on work motivation is 40.3%, does not directly influence of personality on work motivation is 25.1%, the indirect influence of organisational culture on performance through work motivation is 1.6%, the indirect influence of servant leadership on performance through work motivation is 2.8%, and the indirect influence of personality on performance through work motivation is 1.7%. It is recommended for further research to choose a more comprehensive research location, prepare valid instruments to generalise the data better and follow up on research results by providing training to improve lecturer performance.

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