Corrective Culture and Organizational Climate as Determiners of Teachers Motivation in Schools

Hasan Argadinata
Educational Management, Universitas Negeri Malang

*(**corresponding author**)*
✉ hasanargadinata@gmail.com

Abstract: Organizational climate has a rich, but largely unattainable, role in organizational development and increasing work motivation. Researchers looked at problems arising from different cultures and climates affecting management and motivation levels among teacher performance. This study examines the influence of climate and organizational culture on the motivation level of teachers who work in schools with the help of various previous research results compiled into the results of a literature review. In particular, organizational climate factors understand the environment, teamwork, management efficiency, participation, assessment and recognition, competence and commitment. These factors have been found to influence motivation and are considered to be multidimensional constructs. The results showed that most teachers carrying out their duties and functions have high work motivation if they are familiar with the culture and organizational climate deeply and for a long time.

Keywords: organizational culture, organizational climate, motivation.

INTRODUCTION

Humans are influenced by the local culture in which humans live. For example, someone who is raised in a classroom environment means that the values, beliefs and behaviors are expected to act, which are common in the classroom environment (Alvesson & Sveningsson, 2015). Culture is a mirror of thinking and how humans work. Likewise, what has happened in the history of the growth of an organization. The ideas that consider organizations as cultural units, where there is a system that can be interpreted the same as each member of the organization is a relatively new phenomenon. Organizational culture can differentiate organizations from other organizations (Schneider et al., 2013).

Organizational climate is closely related to the process of creating a conducive work environment so as to create harmonious relationships and cooperation among all individuals or human resources in the organization. A conducive organizational climate can be a tool for leaders to motivate teachers. Motivated teachers will certainly be more productive. and

ultimately have an impact on the performance of the Teacher and his organization (Argadinata & Gunawan, 2019).

The influence of organizational climate on organizational performance is so great that many experts or experts pay special attention to organizational climate. Many research results in the form of scientific articles and dissertations are published around the world. Research is also carried out in all types of organizations such as educational units or schools. Organizational climate also not only receives special attention from experts in the field of human relations and organizational behavior but also among communication experts, especially industrial and organizational communication (Argadinata, 2020).

Organizational climate from one organization to another, of course, will vary. The difference in organizational climate is caused by the diversity of teacher performance in a school. So important is organizational climate because organizational climate is recognized as having an influence on the behavior of employees and leaders as members of the organization. Organizational climate affects employees so that they can understand the prevailing order in the work environment and provide guidance to them in their efforts to adjust themselves in the organization. The concept of organizational climate is considered to have a position as a bridge that connects management or leadership and employee behavior in realizing organizational performance in order to achieve organizational goals (Argadinata & Putri, 2017).

Leaders who play a very big role in determining and maintaining the organizational climate by transforming the value system into behavior patterns in the work environment. Leader's behavior can affect the organizational climate which then encourages employee motivation. Employee motivation is the main driver of performance (Argadinata, 2020).

Culture and climate have a big share in increasing the motivation for teacher performance. Referring to the data (BPS, 2019) shows the development of teachers who have a D4 / S1 certificate or more (teachers who are fit to teach) during the last two academic years amounted to 89.33% which in the previous year was 89.86%. It can be seen that the percentage of teachers fit to teach in the 2018/2019 academic year tends to be stagnant when compared to the 2017/2018 school year.

This condition is a problem that is felt by organizations or educational units in an effort to achieve organizational goals. Apart from being a challenge in itself it is also the task of organizational leaders in an effort to minimize the less than optimal performance of teachers. So that the topic of organizational culture and climate is worth raising to help organizational leaders understand in depth the important role of organizational culture and climate in increasing the motivation for teacher performance in schools.

METHOD

Method used in writing this article is a literature review study of books and journal articles from the latest research results. The data collected is related to online learning and student learning motivation. Data obtained from research results in national and international journals. In addition, to support the data, there are also *survey* results from *reports* in various regions. The data that can then be reduced based on the required information.

RESULTS AND DISCUSSION

1. Organizational Culture

Definition of organizational culture Understanding organizational culture cannot be separated from the basic concept of culture, which is one of the terminology in sociology (Shahzad et al., 2012). According to Edward, quoted by Akdon, defines culture as a complex whole, which contains knowledge, beliefs, arts, morals, laws, customs, and other abilities that a person gets as a member of society (Linnenluecke & Griffiths, 2010).

From the above understanding, we can stand on two key words, namely "mind" and "power". Budi means mind and heart as the embodiment of power which means work, creativity and human initiative. Linda Smircich stated that there are two opinions regarding organizational culture (Cameron & Quinn, 2011). the first opinion holds that "*organization is a culture*", so that it focuses more on the importance of descriptive explanations of an organization. While the second opinion considers that "*organization has a culture*", thus this camp emphasizes the factors that cause culture in organizations and their implications for the organization. According to Sobirin, this second opinion is more appropriate to be applied in the interests of the organization because it focuses on the importance of culture as a variable that can affect organizational effectiveness (Ostroff et al., 2012).

In an organization there is an organizational culture, organizational culture refers to a system of shared meanings shared by members that differentiates the organization from other organizations. Meanwhile, according to Robbins, quoted by Siswanto and Sucipto, defines organizational culture as values that are supported by the organization or philosophy that guides organizational policies towards employees and customers, or how work is done in the workplace, or basic assumptions and beliefs that exist among members. organization (Schein, 2010).

Value systems, norms, rules, philosophy, beliefs and attitudes, all of which are shared by the members and will affect the workers' organizational management patterns. Organizational culture is reflected in the mindset, speech and consistent behavior of its members. Organizational culture cannot be seen by the eye, but can be felt through the behavior of the members or the way of thinking, feeling, responding and demanding members of the organization in making decisions or in other activities (Alvesson, 2012).

Thus, organizational culture can be defined as the values, norms, rules, philosophies, and beliefs that an organization believes are reflected in the mindset and behavior of organizational members. Organizational culture is a common perception of organizational members. So that organizational culture is often referred to as a shared system (Frost et al., 1985). There are seven main characteristics of organizational culture, namely: a) Innovation and the courage to take risks, in this case the extent to which members are encouraged to be innovative and dare to take risks., B) Attention to details, namely members are expected to carry out precision, analysis , and attention to small things, c) Results orientation is about the extent to which management focuses on results rather than on the techniques and processes used to achieve these results, d) People orientation, regarding the extent to which management decisions consider the effect of these results on people in the organization, e) Team orientation. The extent to which organizational work activities on the team rather than

on individuals, f) Aggressiveness. Regarding the extent to which people are aggressive and competitive rather than relaxed, g) Stability. The extent to which the activities of the organization emphasize maintaining the status quo in comparison to growth.

According to Luthans in (Martín-de Castro et al., 2011) mentions a number of important characteristics of organizational culture, including: a) Behavioral rules, namely language, terminology and rituals commonly used by organizational members, b) Norms are standards of behavior which includes instructions on how to do something, c) Dominant values, namely the main values expected from the organization to be carried out by members, for example high quality products, low levels of absenteeism, etc., d) Philosophy related to policies that the organization believes in matters - things that employees and customers like e) Strict rules of the organization, f) Organizational climate is the overall feeling that includes physical things, how members interact and how members control themselves in dealing with customers.

According to Jeffrey in (Hartnell et al., 2011) the context of organizational culture, there is a cultural typology that is closely related to the characteristics of organizational culture. Namely: a) Type of academy, namely an academy is a place for steady climbers who want to master the new job they have received. The company likes to recruit young university graduates, give them a lot of special training, then carefully guide them through thousands of specialized jobs in specific functions, b) Club type. According to Sonnenfield, clubs place a high value on compatibility in their loyalty system and on commitment. Seniority is the key, c) The baseball type, sees that the organization is a port oriented entrepreneurship for risk takers and innovators. By looking for talented people of all ages and experiences to hire, and every result will be rewarded. High incentives are offered for those who are able to carry out tasks with maximum results. D) Type of fortress. This type is more oriented towards maintaining the stability and security of the organization's existence. This organization is stronger than other organizations.

From some of the typologies of organizational culture above, it can be understood that an organization is able to survive using the types that have been described. However, it is possible in an organization to use several types. In studying organizational culture there are several levels of the organization (Keyton, 2010).

According to Schein (Büschgens et al., 2013), when arranged in a tiered scheme, the topic of a cultural level is composed of the following peaks: a) Artifacts, at this level culture is visible, often cannot be interpreted, for example the environment physical organization, technology and dress code, b) Value, this is difficult to observe directly, so concluding it is often necessary to interview members of the organization who have key positions or analyze documents. In addition, value is the point of evaluation framework that members use to assess the organization. C) Basic assumptions, are the beliefs that members of the organization have about themselves, about other people and about their relationships with others, and about the nature of their organization.

In general, organizational elements can be divided into two, namely those that are idealistic, which are elements that become organizational ideologies that are not easily changed. This element is usually not visible on the surface, only certain people are aware of it. Usually influenced by the founder of the organization. The ideology of the founders of the organization will greatly influence the direction of the organization. Organizational ideology

is usually reflected in the vision and mission. Another element is the behavioral element, in which this element is a visible element, namely in the form of daily behavior of organizational members and other forms such as design and organizational architecture. As mentioned by Hofstede, he refers to management practices. With questions such as how is management behavior? Is it process or results oriented? Do you care about employees? According to Rousseau in (Hogan & Coote, 2014) organizational elements such as multi-layered onions.

In the environment, humans are influenced by the culture in which they are located, such as values, beliefs, social behavior. The same thing also happens to members of an organization, with all their values, beliefs and behavior in the organization which then creates a culture in the organization. Thus, that the culture of a company or organization basically represents the norms of behavior followed by organizational members who are still dominated by the founders. Culture can play a role as a means of communication with the founders to members (Tsai, 2011).

Organizational culture has functions as: a) Differentiating from other organizations, b) Identity of members of an organization, c) Commitment of members above common interests, d) Social glue by providing standards that members must do and say, e) Control mechanisms that shape behavior member. Organizational culture affects the behavior of members or individuals and groups in an organization. In addition, related to behavior will affect achievement as well as will affect the effectiveness of achieving organizational goals. Thus organizational culture affects organizational effectiveness (Naranjo-Valencia et al., 2011).

Culture in organizations can be strong and it can also be weak. Organizational culture is said to be strong if organizational values are firmly upheld and upheld together. A strong culture will have a big influence on member behavior, because the level of togetherness and high intensity creates an internal atmosphere in the form of high behavior. Thus it can be said that the organizational culture is strong if shared values, attitudes and beliefs are understood, held firmly, so that togetherness is established. On the contrary, a weak culture is reflected in a lack of commitment by members to shared values, beliefs and attitudes that are carried out or agreed upon.

2. Organizational Climate

The term organizational *climate was* first introduced by Kurt Lewin in the 1930s. He connects human behavior with the environment. In Lewin's study related to the psychological climate (*psychological climate*). Then the term organizational climate is used by Tagiuri and Litwin in (Ehrhart et al., 2013) which suggests a number of terms to describe the behavior in relation to setting or place*(setting)*where emergent behavior: the environment (environment), milieu*(milieu),*culture*(culture),*the ambience*(atmosphere),*the situation*(situation),*the pattern of the field*(fieldsetting),*patterns of behavior*(behavior setting),*and condition(conditions).

Many definitions of organizational climate that emerge from organizational climate experts such as Taguiri and Litwin in (Ostroff et al., 2012) define organizational climate as the quality of the organization's internal environment which is relatively ongoing,

experienced by members of the organization, influencing their behavior and can be described in understanding a set of organizational characteristics or traits. Meanwhile, according to Gibson in (Zohar & Hofmann, 2012) that climate is a set of equipment from a work environment that is felt directly or indirectly by employees who work in this environment and think that it will be the main force affecting their behavior at work.

Keith Davis in (Barbera, 2014) defines organizational climate which is what concerns all the environments that exist or are faced by humans in an organization where they carry out their work. Whereas Owens in (Zhang & Liu, 2010), organizational climate is a study of individual perceptions regarding various aspects of their organizational environment. The conclusion from these definitions is how the perceptions of individuals in the organization regarding their work environment.

In addition to the definition of organizational climate, there are several organizational climate theories that can be explained as follows: a) The Steers Steers theory in (Ehrhart et al., 2013) suggests the relationship between some of the determinants of climate, individual outcomes and organizational effectiveness where the determinants of organizational climate are policy and management practices, organizational structure, technology and the external environment, b) Miles Sergiovanni's theory in (Shanker et al., 2017) suggests that there are ten indicators to determine the health or lack of organizational climate, namely: goals (*goal focus*), communication (*communication adequacy*),optimization of power (optimum power equalization), utilization of resources*(resourceutilization),*cohesiveness*(cohesiveness),*moral*(moral),*innovative*(innovativeness),*autonomy*(autonomy),*adaptation*(adaptation),*problem solving*(problem solving adequacy*), c) Likert Likert theory (Schneider et al., 2011) developed an instrument that satisfies the pad the conditions of behavior and management styles used. The characteristics covered by the Likert scale are leader behavior, motivation, communication, interaction influence processes, decision making, goal setting, and control, d) Litwin and Stringer Theory Litwin and Stringer (Ekvall, 1996) use the theory of three needs (achievement, affiliation, and in power) from McClelland as the main type of motivation, it was found that all three needs were influenced by organizational climate. There are also nine dimensions of organizational climate, namely structure, responsibility, reward, risk, friendliness, warmth, support, standards, conflict, and identification.

From several theories that have been put forward above, where the experts have different concepts of organizational climate. However, there are several key words in the definition of organizational climate that need explanation, namely; a) Perception. Where the organizational climate is the perception of organizational members, namely as individuals and groups and associated with the organization. People's perceptions of what is in their environment differ between a number of individuals and other individuals, b) things that exist or occur in the internal environment of the organization. Perceptions of people about what is there or what is happening in the internal environment of the organization, c) Routine practice. Perceptions of organizational members in terms of routine perceptions of organizational members about what happens routinely in the organization, d) Attitudes and organizational behavior. People's perceptions of the organizational environment affect people's attitudes, e) Affect organizational performance. Organizational climate affects the

productivity of members and in turn affects the effectiveness and efficiency of the organization (Ezalia et al., 2020).

Organizational climate is closely related to the people who carry out organizational tasks in order to achieve organizational goals. Organizational climate is also closely related to individual perceptions of the organization's social environment that affects the organization and the behavior of organizational members. So it can be concluded again that organizational climate is a series of descriptions of organizational characteristics that differentiate an organization from other organizations that lead to the perception of each member in viewing the organization. Organizational climate is very important because organizational climate shows the way of life of an organization and can have a huge influence on motivation, behavior, achievement, commitment and job satisfaction of employees so that the performance of each member of the organization will increase and they feel comfortable if the organizational climate is conducive and runs smoothly, good (Callicott, 2017).

Organizational climate is important because it is created to overcome organizational relationships. These different organizational climates can affect the behavior of employees within the organization. Employee behavior in the organization varies, such as work motivation, work involvement, work commitment, work discipline, job satisfaction, job stress, work attitudes, employee morale and conflict behavior.

The dimensions of organizational climate that affect employee behavior in the organization are generally divided into 2, namely physical and non-physical. The physical dimensions such as the state of the physical environment of the workplace and the non-physical dimensions consist of the state of the social environment, the implementation of the management system, products, consumers, clients and customers served, the physical and psychological conditions of the members of the organization and organizational culture.

From the explanation above about the definition of organizational climate, it is said that organizational climate affects the productivity of members and in turn affects the effectiveness and efficiency of the organization. For example, employees' negative perceptions about their leaders will affect their behavior in carrying out their work. This behavior ultimately affects their productivity which then affects organizational performance. So it can be concluded that a conducive organizational climate is beneficial for organizations to improve organizational performance.

Brown and Leigh in (Abdillah et al., 2016)say that organizational climate is very important because the needs of the organization ensure that individuals who are in the organization have added value and still want to be in the organization and want to continue to dedicate their work to their work for the benefit of the organization. In addition, they also argue that organizations that can create an environment where employees feel friendly can reach their full potential in seeing the keys to competitive advantage. Therefore organizational climate can be seen as a key variable for organizational success.

Watkin and Hubbard in (Waspodo & Minadaniati, 2012) say that high organizational performance is because it has a climate that is measured by special characteristics, and shows that organizational climate can directly report up to 30% difference between business performance measures. They also argue that climate can make organizational performance different because it is indicative of a passionate employee work environment. However,
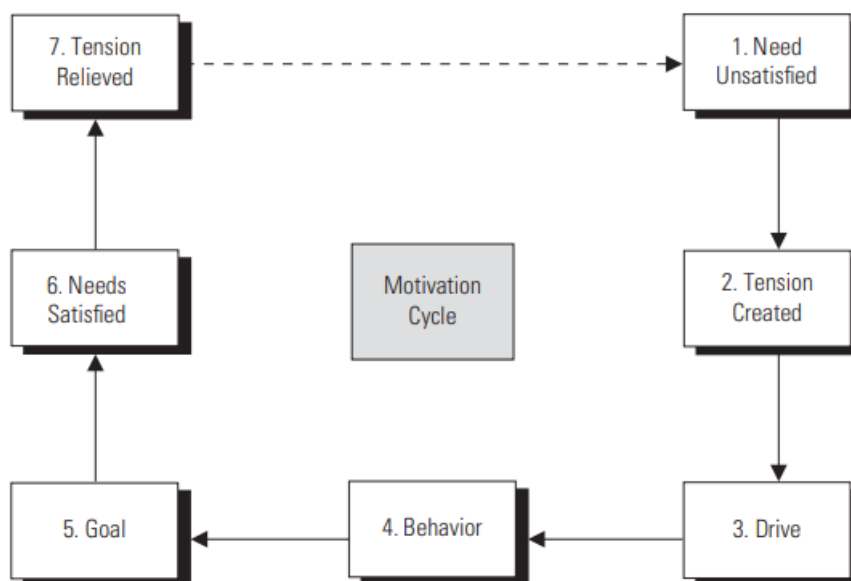
organizational performance is more clearly seen from employee morale or presence in the organization and leadership characteristics.

Stringer in (Aryansah, 2013) suggests that high performance depends on high commitment, where an organizational climate that emphasizes employee pride, personal loyalty, and the achievement of goals creates the glue needed for continuity and success. Company goals can be achieved if employees are committed to implementing strategies for achieving goals. Employee commitment is created due to employee satisfaction with their work and work environment. So that employee job satisfaction is always consistent, the company must always pay attention to the environment in which employees carry out their duties and a conducive work environment that greatly affects employee satisfaction.

3. Teacher Work

Motivation Motivation is an inner force that causes or encourages us to do something, and what motivates one person does not necessarily motivate another. Also, what motivates one person in one set of circumstances may not motivate the same person in another. Nothing can tell you to be motivated, but it can create conditions that allow you to feel motivated (Argadinata & Putri, 2017). In short, motivation can be defined as inner strength or commitment that inspires and motivates people to achieve their goals (Toode et al., 2011).

According to (Herzberg, 2017) there are factors that cause a person to be motivated, namely Achievement, Recognition, Own Work Results, Responsibility, Progress and Growth. While the factors that make a person lose motivation are policy, assessment / supervision, relationship with superiors (if at school it can be interpreted as a teacher), working conditions, *rewards* less comparable, relationships with colleagues.

A person's motivation is formed from a cycle showing that the fulfillment / satisfaction of needs contributes to the formation of motivation. The motivation cycle can be seen in Figure 2.
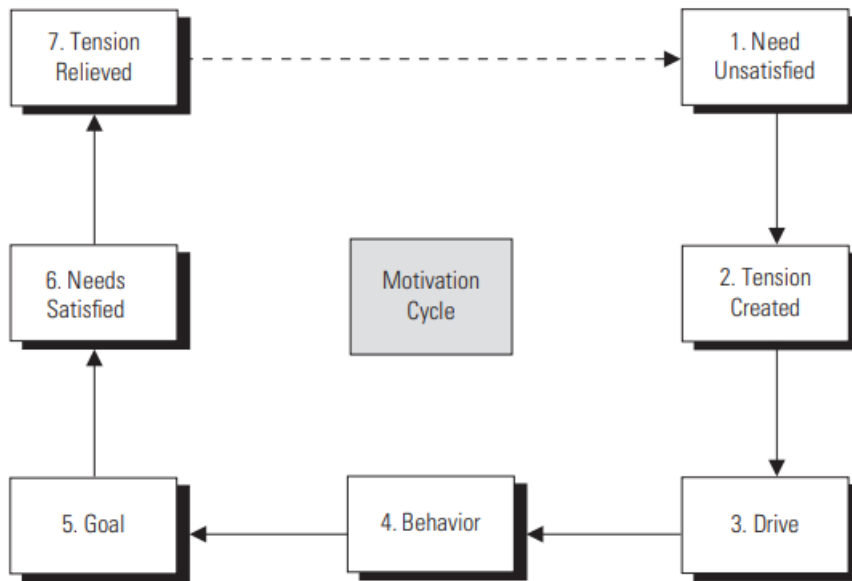
Figure 2. The Motivation Cycle According to Burke & Barron

Meanwhile, according to Maslow, motivation is a subconscious effort on behalf of an individual to satisfy certain inner needs and that person works to meet various other needs. Maslow in (Gagné et al., 2015) revealed the motivation form of hierarchy of needs is often depicted as a triangle ladder as in Figure 3.
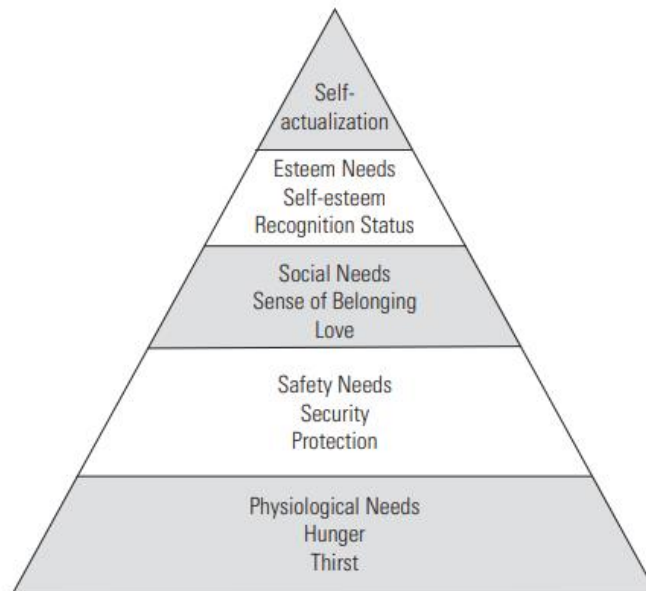
Figure 3. Maslow's Hierarchy of Needs

Physiological needs *(Physiological Needs)* Refers to the body needs to survive and to sustain themselves for example survive the hunger and thirsty. Security needs *(Safety Needs)* refers to the protection of accidents, physical danger, concerns about fear, disapproval,

comments that oppose the personality and character of a person, the risk of failure and criticism unfair that everything may seem psychologically damaging. Social needs *(Social Needs)* refers to human relationships, the need to be accepted by others individually or in groups. Self-esteem *(self-esteem) is* associated with one's ego needs, which encourages a person to feel wanted, recognized and important in their own group or team. The need for recognition, respect, prestige and status is a higher need. Self- *Actualization is* concerned with one's self-fulfillment and self-realization - the desire to reach the pinnacle of personal abilities and talents, and feel a sense of that accomplishment. These categories of needs include creativity, achievement, competence and productivity. This is the highest of all needs (Latham, 2012).

The view of work and work today is not like the conservative view which states that physical work is a form of punishment so that people don't like it. However, nowadays, work and work have become necessities.

According to (Pinder, 2014) motivation is an impulse that arises in a person who moves him to do something. Teachers who have high work motivation will always work hard to overcome all kinds of problems faced in the hope of achieving better results. According to Steyn in (Pratiwi, 2013) *"argues that effective principals are able to create an ethos that generates motivated and successful teachers and stimulated and inspired learners in an effective school setting"effective school principals are able to create* (ethos, produce teachers to be motivated and success and learners who are stimulated to be inspired in effective school settings).

Work motivation is not only in the form of economic interests, but usually also in the form of a psychological need to do more active work. According to (Adinata, 2016) "motivation is a mental impulse that drives and directs human behavior". Motivation is often said to be the key to work creativity. Work creativity can be enhanced by high work motivation, knowledge and expertise in performing tasks and the positive role a person has.

Based on the results of the study, most teachers carry out   their duties and functions with high work motivation if they are familiar with the culture and organizational climate deeply and for a long time.

CONCLUSION

Based on the description of organizational culture above, we can conclude several things related to organizational culture, namely organizational culture can be interpreted as values, norms, rules, philosophies and beliefs that are believed by an organization which are reflected in the mindset and behavior of organizational members. Thus, of course the organization has characteristics, important characteristics of organizational culture, including rules of behavior, norms, dominant values, philosophy, firm regulations of the organization, and organizational climate.

Of course we ask what is the use or role of organizational culture. Organizational culture has a use as a differentiator from other organizations, as an identity for members of an organization, as a commitment of members above common interests. also as a control mechanism that shapes member behavior. Considering that organizational culture is a

shared value and trust among members of the organization, of course this culture should continue to be built and fostered in the organization. This is related to various backgrounds of organizational members. Organizational culture that is managed will have a positive impact on institutional performance in general, because the organizational culture will direct the behavior of organizational members.

Organizational climate can be a bridge that connects management and employee behavior in achieving organizational goals. As a tool for employees to be able to understand the prevailing order in the work environment and provide guidance to them in their efforts to adjust themselves in the organization. A conducive organizational climate can be used to improve organizational performance. Organizational climate can affect employee behavior so that employee behavior such as satisfaction, motivation and commitment can be improved. Organizational climate can be seen as a key variable for organizational success.

Motivation is often said to be the key to work creativity. Work creativity can be enhanced by high work motivation, knowledge and expertise in performing tasks and the positive role a person has. Most teachers carry out   their duties   and functions with high work motivation if they are familiar with the culture and organizational climate deeply and for a long time.

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