

THE EFFECT OF LECTURER PERFORMANCE AND ORGANIZATIONAL CULTURE ON STUDENTS' LEARNING MOTIVATION IN HIGHER EDUCATION INSTITUTIONS

Komang Sutawan

Buddhist Education Department, STIAB Jinarakkhita Lampung, Indonesia
komangsutawan@stiab-jinarakkhita.ac.id

Burmansah

Buddhist Education Department, STIAB Jinarakkhita Lampung, Indonesia
burmansah@stiab-jinarakkhita.ac.id

Susanto

Buddhist Education Department, STIAB Jinarakkhita Lampung, Indonesia
susanto@stiab-jinarakkhita.ac.id

Widiyanto

Buddhist Communication Science Department, STIAB Jinarakkhita Lampung, Indonesia
widiyanto@stiab-jinarakkhita.ac.id

Rapiadi

Buddhist Communication Science Department, STIAB Jinarakkhita Lampung, Indonesia
rapiadi@stiab-jinarakkhita.ac.id

Abstract

The research aims to know the influences of the performance of lecturers and cultural organizations on students' higher education motivation. There are some other problems, there are students who do not see lecturers as he explained, there are students who do not collect the class, there is a student who does not answer the question asked by teachers, and there is still a student who talks to the friend when lecturers explained the materials class in class. Researchers offer a solution to overcome problems with the motivation to study. The motivation to learn this is defined as a learning process using shared potential students, whether physical, mental, or emotional, to achieve educational objectives with insight into cognitive functioning, effective, and psychomotor optimally. The methodology used is descriptive quantitative research. The subject of the study was a student of the Buddhist Religious Education study program with 107 students. The sample in the study was 84 people. Data collection techniques in this study include using interviews and quisionary. The study used multiple linear regression analysis with a 5% error rate. The value of r square or $R^2=0.471=47.1\%$ indicates that variables of student learning motivation can be explained by the performance variables of lecturers and organizational culture together at 47.1%. In other words, the performance variable of lecturers and organizational culture affects student learning motivation by 47.1%, and the remaining 52.9% are influenced by other factors not included in this research model. While $R = 0.686$, meaning lecturer performance variable, organizational culture has a solid relationship to learning motivation. Based on data analysis, it can be concluded that 1) there is a simultaneous influence between the performance of lecturers and organizational culture on learning motivation. 2) This shows that the more positive the lecturer's performance and the higher the organizational culture, the more motivation for students to learn in higher education institutions.

Keywords: Lecturer Performance, Organizational Culture, Learning Motivation; Higher Education.

Abstrak

Penelitian bertujuan untuk mengetahui pengaruh kinerja dosen dan organisasi budaya terhadap motivasi pendidikan tinggi mahasiswa. Masih ada beberapa permasalahan lainnya, ada siswa yang tidak melihat dosen saat menjelaskan, ada siswa yang tidak mengumpulkan kelas, ada siswa yang tidak menjawab pertanyaan yang diajukan guru, dan masih ada siswa yang tidak menjawab. berbicara dengan teman ketika dosen menjelaskan materi pelajaran di kelas. Peneliti menawarkan solusi untuk mengatasi permasalahan tersebut dengan motivasi belajar. Motivasi belajar ini diartikan sebagai suatu proses belajar yang menggunakan potensi bersama siswa, baik fisik, mental, maupun emosional, untuk mencapai tujuan pendidikan dengan wawasan fungsi kognitif, efektifitas, dan psikomotorik secara optimal. Metodologi yang digunakan adalah penelitian deskriptif kuantitatif. Subjek penelitian adalah mahasiswa program studi Pendidikan Agama Buddha yang berjumlah 107 mahasiswa. Sampel dalam penelitian berjumlah 84 orang. Teknik pengumpulan data pada penelitian ini antara lain menggunakan wawancara dan kuesioner. Penelitian ini menggunakan analisis regresi linier berganda dengan tingkat kesalahan 5%. Nilai r square atau $R^2=0,471=47,1\%$ menunjukkan bahwa variabel motivasi belajar mahasiswa dapat dijelaskan oleh variabel kinerja dosen dan budaya organisasi secara bersama-sama sebesar 47,1%. Dengan kata lain variabel kinerja dosen dan budaya organisasi mempengaruhi motivasi belajar mahasiswa sebesar 47,1%, dan sisanya sebesar 52,9% dipengaruhi oleh faktor lain yang tidak dimasukkan dalam model penelitian ini. Sedangkan $R = 0,686$ artinya variabel kinerja dosen, budaya organisasi mempunyai hubungan yang kuat terhadap motivasi belajar. Berdasarkan analisis data dapat disimpulkan bahwa 1) terdapat pengaruh secara simultan antara kinerja dosen dan budaya organisasi terhadap motivasi belajar. 2) Hal ini menunjukkan bahwa semakin positif kinerja dosen dan semakin tinggi budaya organisasi maka semakin besar motivasi belajar mahasiswa di perguruan tinggi.

Kata Kunci: Kinerja Dosen, Budaya Organisasi, Motivasi Belajar; Pendidikan yang lebih tinggi.

INTRODUCTION

Motivation is the primary impetus that moves a person to behave. This urge is in someone who moves to do something following the longing within. Therefore, someone's actions based on particular motivations contain a theme according to the underlying motivation. The motivation to learn is closely related to the performance of lecturers as tutors for the subject concerned. Lecturer performance greatly influences student learning motivation. Lecturer performance greatly influences an educational institution's success in achieving its graduates' achievements and quality. Lecturers with good performance certainly have a high personal commitment, meaning they reflect a complete personality and dedication. Educators or lecturers are professionals whose job is to plan and carry out the learning process, assess learning outcomes, conduct mentoring and training, and conduct research and community service, especially for educators at tertiary institutions. This cannot be denied because formal educational institutions are the world of lecturer life. Most of the lecturer's time is on campus; the rest is at home and in the community (Djamarah in Based on Ondi & Aris Suherman Saondi direct observations at the initial observation, information was obtained that the performance of lecturers at the STIAB Jinarakhita Campus was still low.¹ The low performance of the lecturers is seen from the lack of planning, implementation of teaching and learning processes, and evaluation. At the beginning of the teaching and learning process, only some lecturers gave syllabi as learning plans to be achieved,

¹ Ondi & Aris Suherman Saondi, *Etika Profesi Keguruan* (Bandung: Refika Aditama, 2012).

some submitted them after the PBM was running, and some did not provide syllabi until the lecture ended.

Some face-to-face lecturers are not fulfilled according to the plan in the syllabus, sometimes not on time, so teaching is not following the amount of time and material that must be achieved. The discipline level of the lecturers in terms of attendance and preparation of learning materials is not optimal, so the learning objectives cannot be performed optimally. The Head of High School evaluates and improves lecturer performance in a higher education institution. Improving the quality of this learning process will depend heavily on campus management and the teaching/approach applied by the course lecturers. In addition to lecturer performance, organizational culture is another factor that influences student learning motivation. The meaning of organizational culture is so broad in various *settings* that the term culture in a company or organization has become a " *fashion* " both among managers, consultants, and even among academics. However, in its development, organizational culture has a significant "place" in the academic repertoire, especially organizational theory, such as structure, strategy, and control.

However, many students do not understand the factual conditions that occur and do not contribute much to the development of campus organizational culture (academic). This can be seen from the activities of the Student Executive Board and other activities that all students did not attend. From the observation results obtained factual information that occurs, among others: lecturers have a very large role in developing teaching tools and providing broad knowledge to students, but not all lecturers can have good performance, the part of lecturers is not maximized in carrying out their duties as educators in accordance with the functions and primary responsibilities of lecturers, there is still a lack of supervision by the Head of High School on lecturer performance, there is still a lack of developing teaching tools and the presence of lecturers who are absent a lot, there is still a lack of development and application of organizational culture for all students, there is still a lack of freedom to organize which is marked by no support from the campus, there is still a lack of understanding of organizational culture as a place for self-development, there is still a lack the level of teacher attendance and many teachers leaving the class when teaching and learning activities are in progress, there is still a lack of teacher professionalism in preparing teaching materials, and a lack of student learning motivation. This is based on observation, initial data collection, and problems at Buddhist Higher Education Institution in Bandar Lampung City. More students say that the role of lecturer performance and organizational culture is low in increasing student learning motivation. Based on the background above, the authors are interested in conducting research entitled The Influence of Lecturer Performance and Organizational Culture on Student Learning Motivation at Higher Education School Institution, Lampung.

LITERATURE REVIEW

A. Learning Motivation

Understanding motivation and learning are two things that influence each other. Learning is a relatively permanent behavior change and potentially occurs as a result of practice or reinforcement (*reinforced practice*) based on the goal of developing specific plans. Learning motivation can arise due to intrinsic factors in the desire and desire to succeed, encouragement of learning needs, and hopes for ideals. In contrast, the extrinsic factors are appreciation, a conducive learning environment, and exciting learning activities.

Motivation encourages someone to achieve what is desired. With perseverance, not laziness, and full of enthusiasm, someone will get what they aspire to. Laziness is synonymous with defilement because lazy people will not do positive activities and tend to do harmful things. Having motivation will strengthen one's steps and path to life. Someone who lacks motivation and passion will feel that life is meaningless. You must always be enthusiastic, have attention, and practice diligently to become steady wherever you go. The essence of learning motivation is internal and external encouragement to students who are learning to make changes in behavior, generally with several indicators or supporting elements. It has a massive role in one's success in learning. Indicators of learning motivation are classified as follows: There is a desire and desire to succeed, there is encouragement and need in education, there are hopes and aspirations for the future, there is appreciation in learning, there are exciting activities in learning, there is a conducive learning environment that allows a student to study well.²

B. Lecturer Performance (X1)

Performance is a translation of performance, often interpreted as appearance, performance, or achievement. In the *Illustrated Oxford Dictionary*, this term shows " *The Execution Fulfillment Of A Duty* " (implementation or achievement of a task). In public administration studies, performance was required to be measured since Woodrow Wilson emphasized efficiency in administrative design, then FW Taylor encouraged employees to work efficiently. Performance is defined as the relationship between actual work results and predetermined expectations or comparison with the results achieved by others. Performance is the result achieved by a person according to the standards that apply to the job in question. Performance is commonly used to monitor the work productivity of human resources, both those oriented towards producing goods and services. Likewise, the manifestation of a proud performance is also an intrinsic reward. This will continue in the form of the next performance,

² M. Hamzah B. Uno, *Teori Motivasi Dan Pengukurannya* (Jakarta: Bumi Aksara, 2010).

and so on. Volunteerism, personal self-development, mutually beneficial cooperation, and full participation must be developed to achieve professional performance.

The Buddha taught us to be diligent in doing work and not procrastinate. Delaying work is delaying success. Diligent and engaged in learning, always like a bird that builds a nest tirelessly to live comfortably without harming others. From some of the definitions and performance conveyed by these experts, it can be concluded that the notion of performance is the result of the performance achieved by an individual following their role or duties within a certain period, associated with a certain measure of value or standard of the organization where the individual works. According to Undang-Undang RI No.14 Tahun 2005 regarding teachers and lecturers, teacher and lecturer competence is a set of knowledge, skills, and behaviors that must be owned, internalized, and mastered by teachers or lecturers in carrying out professional tasks.³ The competence of teachers and lecturers is an absolute requirement that teaching staff must own. These competency requirements are the main elements in teacher and lecturer certification exams, written certification exams, assessments at work, reviews from colleagues, and exams in the form of portfolios.

C. Organizational Culture (X2)

The organization is a system of roles, flow of activities, and processes (patterns of work relations) and involves several people as executors of tasks designed to achieve common goals.⁴ According to Mandra, the organization is a system of cooperative relationships with several people to achieve goals. Organizations must have: 1) Several people, 2) Common goals, 3) Interactions that can always be measured or explained according to a particular structure, 4) Everyone in the organization has personal goals, and 4) Interactions are always directed toward common goals.⁵ According to Soediyanto, temporal properties are properties related to the dimension of time, such as: how long the desired member's participation takes, how long the activity is carried out, and the length of time it takes to achieve the goal. Organizational culture is a pattern of beliefs, values, and learned ways of dealing with experiences that have developed throughout the history of an organization that manifests in the material arrangements and behavior of members.⁶

According to experts, the authors can conclude from the various definitions of culture and organization above that some provide philosophical understanding, but some are operational.

³ "Undang-Undang RI No.14 Tahun 2005," n.d.

⁴ Syamsir Torang, *Organisasi Dan Manajemen* (Bandung: Alfabeta, 2013).

⁵ Syamsir Torang, *Organisasi & Manajemen: Perilaku, Struktur, Budaya. & Perubahan Organisasi* (Yogyakarta: Delta Buku, 2013).

⁶ Torang, *Organisasi Dan Manajemen*.

From this understanding, it can be supposed that organizational culture is the organization's basic philosophy, which includes beliefs, norms, and shared values, which are the core characteristics of how to do things in the organization. These beliefs, norms, and values guide all organizational human resources in performing their performance. 3 (three) Indicators are in the excellent category: innovation, people-orientation and attention to detail.⁷

RESEARCH METHODS

This research is included in the type of descriptive quantitative research. Descriptive quantitative research methods using a correlational approach explain the relationship between variables by analyzing numerical data (numbers) using statistical methods through hypothesis testing.⁸ The research design was carried out by researchers, including making observations, compiling background, identifying problems, formulating problems, making theoretical foundations used or looking for theories related to active learning and student learning outcomes, making research methods, determining research variables, making instruments grids, collecting data through questionnaires, analyzing data, making conclusions and suggestions.⁹ The population in this study was all 107 students at STIAB Jinarakkhita. This researcher is a population researcher because the number of respondents is 107 students.

Table 1. Research Population

Semester	Amount
2	24
4	45
6	38
Total	107

Source: Lecture attendance, BAAK.

The sampling technique in this study uses the Slovin formula, namely:

$$n = N / (1 + (N \times e^2))$$

n = sample to be searched

N = total population

⁷ C Wijaya et al., "Pengaruh Budaya Organisasi Terhadap Peningkatan Motivasi Belajar Siswa Di MTs Nurul Iman Suka Maju," *Jurnal Pendidikan ...* 6 (2022): 13444–51.

⁸ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D* (Bandung: Alfabeta, 2017).

⁹ Arikunto, *Prosedur Penelitian* (Jakarta: Rineka Cipta, 2014).

e = tolerable margin of error

The sample calculations in this study are as follows:

$$N = N / (1 + (N \times e^2))$$

$$\text{Sample} = 107 / (1 + (107 \times 0.05^2))$$

$$\text{Sample} = 107 / (1 + (107 \times 0.0025))$$

$$\text{Sample} = 107 / (1 + 0.2675)$$

$$\text{Sample} = 107 / 1.2675$$

$$\text{Sample} = 84$$

So the number of samples used in this study was **84** people.

The data collection technique in this study was to use a questionnaire as an instrument. Data collection techniques in this study included interviews and questionnaires.¹⁰ Interviews are a data collection technique carried out through face-to-face and direct question and answer between researchers and sources, while a questionnaire is a data collection technique by providing respondents to answer. The type of questionnaire used in this research is a closed questionnaire.¹¹

RESULTS AND DISCUSSION

A. Test the Validity of Instruments Y, X1, and X2

Instrument trials were carried out on April 9, 2023, for STIAB Jinarakkhita students, with 30 students. Based on data analysis with the help of SPSS, the results were obtained from 45 statement items, namely statements from the variables of Lecturer Performance (X1), Organizational Culture (X2), and Learning Motivation (Y). There were three invalid statement items, namely items 20, 25, and 30, with 42 valid statement items.

B. Instrument Reliability Test Variables Y, X1, and X2

Table 2. Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.860	3

Source: data processed with SPSS

¹⁰ Sugiyono, Sugiyono, *Metode Penelitian Dan Pengembangan Pendekatan Kualitatif, Kuantitatif, Dan R&D*, (Bandung: Alfabeta, 2015), 407 1, *Metode Penelitian Dan Pengembangan Pendekatan Kualitatif, Kuantitatif, Dan R&D*, 2015.

¹¹ Sugiyono, *Metode Penelitian Dan Pengembangan (Research and Development/ R & D)* (bandung: Alfabeta, 2015).

Based on the Reliability statistics test table above, it is obtained that the reliability coefficient of lecturer performance variables and organizational culture on learning motivation is 0.860 because more than $p > 0.05$ means that the measuring instrument is declared reliable. It can be concluded that the research instruments used in this study have met the requirements of good validity and reliability.

C. Normality test

Table 3. Normality test

One-Sample Kolmogorov-Smirnov Test		
Unstandardized Residuals		
N		30
Normal Parameters ^a	Means	.0000000
	std. Deviation	7.85815854
Most Extreme Differences	absolute	.161
	Positive	.107
	Negative	-.161
Kolmogorov-Smirnov Z		.883
asymp. Sig. (2-tailed)		.417

a. Test distribution is Normal.

Based on the SPSS output table, it is known that the significance value of *Asymp.Sig (2-tailed)* is 0.417, which is greater than 0.05. So according to the basis for decision-making in the Kolmogorov-Smirnov normality test above, it can be concluded that the data is typically distributed. Thus, the normality assumptions or requirements in the regression model have been fulfilled.

D. Multiple Linear Regression Analysis

Table 4. Model Summary

Summary Model ^b				
Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.686 ^a	.471	.432	8.14400

a. Predictors: (Constant), Culture_Organization, Performance_Lecturers

b. Dependent Variable: Learning_Motivation

The coefficient of determination in the summary model above is R square which has a value of 0.471, thus meaning that 47.1% of lecturer performance (X1) and organizational culture (X2) affect learning motivation (Y) while the remaining 52.9% is influenced by other factors not included in this study. At the same time, the contribution of each independent variable can be seen in the value of R = 0.686, which means that the dependent and independent variables in this study have a strong relationship. If the independent variable increases by 1%, the dependent variable will increase by 0.686 or 68.8% and vice versa.

Table 5. Coefficients ^a

Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	std. Error	Betas	t	Sig.
1	(Constant)	-10,873	11,962		-.909	.371
	Performance_Lecturer	.038	.365	.025	.105	.917
	Organizational culture	.969	.349	.666	2,774	.010

a. Dependent Variable: Learning_Motivation

The coefficient table above explains that learning motivation can be defined by lecturer performance and organizational culture by 47.1% through a linear relationship $Y =$

$a+b_1x_1+b_2x_2+b_3x_3$ or $Y= (-10.873) + 0.38x_1 +0.969x_2$. Thus it can be interpreted that for students to have good learning motivation, it must also be supported by lecturer performance and organizational culture.

Table 6. ANOVA^b

ANOVA ^b						
Model		Sum of Squares	df	MeanSquare	F	Sig.
1	Regression	1594,198	2	797,099	12018	.000 ^a
	residual	1790,769	27	66,325		
	Total	3384967	29			

a. Predictors: (Constant), Culture_Organization, Performance_Lecturers

b. Dependent Variable: Learning_Motivation

Based on the ANOVA table above, it can be assumed that if $\text{sig} > 0.05$, then $H_{a_{is}}$ is rejected, while $\text{sig} < 0.05$, then $H_{O_{is}}$ is rejected or $H_{a_{is}}$ is accepted. Judging from the calculation results above, it states that the sig value is $0.000 \leq 0.05$, so that $H_{O_{is}}$ is rejected. So based on the results obtained, lecturer performance and organizational culture significantly affect students' learning motivation.

Discussion

Motivation to learn is a naturally formed internal ability that can be enhanced or maintained through activities that provide support, opportunities to choose activities, responsibility for controlling the learning process, and learning assignments that are useful and according to personal needs.¹² The magnitude of the influence of lecturer performance and organizational culture on learning motivation can be seen from the R square value of 5 5.9% and 44.1% influenced by factors other than lecturer performance. This shows that lecturer performance positively affects student learning motivation at higher education institutions. This follows Maslow's theory of Hierarchy of Desires,¹³ namely that teachers try to meet their

¹² Nailil Fatchiyah, "Pengaruh Kinerja Dosen Terhadap Motivasi Belajar Mahasiswa Manajemen Fakultas Ekonomi Universitas Muhammadiyah Gresik," *Manajerial* 1, no. 2 (2018): 151, <https://doi.org/10.30587/jurnalmanajerial.v1i2.197>.

¹³ D. D. Cahyono, M. K. Hamda, and E. D. Prahastiwi, "Abraham Maslow's Thoughts About Motivation in Learning," *Tajdid Journal of Islamic and Human Thought* 6, no. 1 (2022).

children's basic needs to meet higher requirements. Teachers aim to satisfy security, love, esteem, and self-fulfillment needs. In addition, the teacher acts as a student facilitator.

In line with the theory of Leslie J. Fyans, Jr. and Martin L. Maehr in Wijaya et al., regarding the influence of the five dimensions of organizational culture in schools, namely: academic challenges, comparative achievement, rewards for achievement, school community and perceptions of school goals which show students are more motivated in learning through a strong organizational culture in schools. Effectiveness in the learning process is inseparable from the performance of lecturers and organizational culture.¹⁴

Not only the dimension of lecturer performance and the dimension of organizational culture are also significant. It can be seen from the results of data analysis that organizational culture has a role in increasing the learning motivation of higher education institution students. Of course, the two aspects together also influence learning motivation. It is evident from the data analysis results that lecturer performance and organizational culture influence student learning motivation. This can be seen from the significant value of the ANOVA analysis performed. It can be seen that the sig value is 0.00% <5%, meaning that together the performance of lecturers and organizational culture influence student learning motivation. The magnitude of the influence can be seen from the *R Square determination value* of 47.1%, and other factors influence the remaining 52.9%.

Conclusion, Implication, and Recommendation

Based on the results of research and discussion, it can be concluded that; there is a significant effect of lecturer performance and organizational culture on higher education institutions' student motivation, the magnitude of the influence of lecturer performance and organizational culture on learning motivation is 47.1%, and the remaining 52.9% is influenced by other factors not included in the regression model research. This shows that lecturer performance and organizational culture positively impact student learning motivation. The importance of the role and performance of lecturers: the study results show that lecturer performance significantly affects student learning motivation. Therefore, the higher education institution must pay serious attention to the quality and qualifications of its lecturers. Qualified lecturers can motivate students to study and achieve better academic achievement. Expanding the role of organizational culture: Research also shows that organizational culture significantly affects student motivation. Therefore, higher education institutions must pay attention to and strengthen an organizational culture that supports learning motivation, such as: Creating a collaborative environment,

¹⁴ Wijaya et al., "Pengaruh Budaya Organisasi Terhadap Peningkatan Motivasi Belajar Siswa Di MTs Nurul Iman Suka Maju."

supporting collaboration between students, respecting academic achievements, and encouraging a healthy competitive spirit. Creating a positive organizational culture motivates and inspires students to learn better. Other factors that affect learning motivation: Although lecturer performance and organizational culture have a significant effect, research shows that 52.9 other factors influence student learning motivation, that are not included in this model. Therefore, further research is needed to identify these factors to understand students' learning motivation better. Factors such as family environment, personal motivation, social factors, and psychological factors can be used for further research to understand better the factors influencing student learning motivation at higher education institutions.

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