



The Influence Of Human Resource Development, Organizational Culture On Teacher Performance Of SMP N 2 Sipora Tuapejat With Motivation As An Intervening

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Abstract

This study aims to identify the influence of human resource development, organizational culture, and work motivation on teacher performance at SMP N 2 Sipora Tuapejat. The results of the study indicate that human resource development has a significant positive effect on teacher work motivation, as well as organizational culture which also has a significant positive effect on teacher work motivation. In addition, work motivation is proven to have a significant positive effect on teacher performance, and human resource development and organizational culture also have a significant positive effect on teacher performance. Furthermore, this study found that work motivation mediates the relationship between human resource development and teacher performance, as well as between organizational culture and teacher performance. Thus, increasing human resource development and a supportive organizational culture can increase work motivation, which in turn will contribute to improving teacher performance at SMP N 2 Sipora Tuapejat.

Keywords: Teacher Performance, Work Motivation, Human Resource Development, Organizational Culture

Introduction

The world of education today is also required to be able to equip students with 21st century skills. These skills are the skills of students who are able to think critically and solve problems, are creative and innovative, have communication and collaboration skills. In addition, the skills that must be possessed in the 21st century include: Leadership, Digital Literacy, Communication, Emotional Intelligence, Entrepreneurship, Global Citizenship, Problem Solving, Team-working. While the three issues of education in Indonesia today are Character education, vocational education, innovation (Authority, 2019). The number of teachers, especially the abundant teachers, requires an educational organization to think about how to utilize and optimize teacher performance. This is because teachers are one of the important assets needed by schools to carry out the teaching and learning process so that the task that must be faced by the school is how the school is able to make the abundant number of teachers qualified. The problem that then arises is how to produce teachers who have optimal performance. Optimal teacher performance is one of the targets of educational organizations to achieve higher teaching productivity.

In this dynamic era of globalization, the ability of teachers to provide quality education is an urgent need. Unfortunately, improving the quality of human resources is often hampered by the weakness of a comprehensive HR development system and an unsupportive organizational culture. This problem is a serious alarm, especially amidst the increasing demands on the education system to produce superior generations that are competitive in the global arena. Facts on the ground show that many teachers still face significant obstacles, such as lack of access to quality training, limited managerial support, and low appreciation for innovation and individual performance. This condition not only lowers teachers' work enthusiasm, but also has a direct impact on the learning process and student learning outcomes. Teachers who are trapped in a stagnant organizational culture tend to lose their motivation to excel, making it difficult for their performance to develop.

Meanwhile, changes in education policy are often not accompanied by adequate human resource development strategies. For example, teacher training programs are often considered mere formalities without providing real benefits in classroom implementation. Data from the Ministry of Education and Culture in 2022 showed that only 30% of teachers felt that training programs were relevant to their needs in the field. In addition, the organizational culture in many schools is still oriented towards a hierarchical structure and tends to be inflexible, so that innovation, which should be a strength, is instead difficult to develop (Wijaya, 2021). In the context of this, motivation is a key that cannot be ignored. Strong motivation can be a catalyst for change, encouraging teachers to continue learning, innovating, and improving their performance. However, this motivation is not will emerge by itself if not supported by a supportive work environment, an inspiring organizational culture, and continuous HR development. (Herlina, 2022).

Robbins, (2022) emphasizes that teachers' intrinsic motivation is greatly influenced by how the organization provides rewards, recognition, and opportunities for self-development. This problem not only occurs on a national scale but is also specifically reflected in various regions, including SMP Negeri 2 Sipora Tuapejat. This study tries to dig deeper into the influence of human resource development and organizational culture on teacher performance, with motivation as an intervening variable. This approach is expected to not only be able to explain the root of the problem, but also provide relevant strategic solutions to improve teacher performance, both individually and collectively (Salim, 2023).

Teacher performance not only determines the success of students in absorbing knowledge, but also plays a role as a foundation in producing the next generation of the nation who are competent, creative, and competitive. When teacher performance is low, the domino effect can be felt in various aspects, such as declining quality of learning, inequality in educational achievement, and the weak competitiveness of Indonesian human resources at the global level. (Dewi, 2022). One of the direct impacts of low teacher performance is a decline in the quality of learning in the classroom. Teachers who do not have optimal motivation or competence often teach with a monotonous, less innovative, and non-contextual approach. This causes students to lose interest in learning, which ultimately leads to low academic achievement. Research by Unesco (2021) shows that poor teaching quality is one of the main causes

of low literacy and numeracy skills in students in developing countries, including Indonesia.

According to Herzberg (2021), intrinsic motivation such as a sense of achievement, recognition, and meaningful work are essential to improving individual performance. However, when teachers feel trapped in an unsupportive work environment, even financial rewards are not enough to motivate them to work optimally. In addition, teachers who do not receive relevant and ongoing training will find it difficult to meet the demands of modern technology-based and skills-based learning. Low teacher motivation also has an impact on job satisfaction levels, which ultimately affects turnover rates or even burnout in this profession. When teachers feel that their work is not appreciated or does not have a significant impact, they tend to lose their enthusiasm for working. This worsens the condition of the education system as a whole, because the loss of competent educators will only add to the burden on an already fragile system. (Sukardi, 2022).

The following is performance data obtained through interviews conducted by researchers with teachers of SMP N 2 Sipora Tuapejat. This assessment was conducted through interviews with teachers, document checks and interviews with residents. The assessment is based on pedagogical, personality, professional and social competencies.

Table 1
Teachers' Compensation SKP Data for SMP N 2 Sipora Tuapejat
Mentawai Regency

Year	Subjects	Target	Target Achievement	Realization	Achievement (%)	Information
2023	Mathematics	Preparing lesson plans and teaching modules	100%	50%	50%	Not achieved
2023	Indonesian	Teaching according to face to face hours	900 JPY	600 JPY	67%	Need Improvement
2023	Science	Carry out learning outcomes assessments	4 times/semester	2 times	50%	Not achieved
2024	IPS	Guiding students in projects	5 projects/year	2 projects	40%	Not achieved
2024	physical education	Holding extracurricular activities	12 activities/year	5 activities	42%	Not achieved

Source: SMP N 2 Sipora Tuapejat

Based on Table 1 which displays the SKP data for SMPN 2 Sipora Tuapejat Teachers, Mentawai Regency, it can be seen that the achievement of teacher performance in 2023 and 2024 is at a low level. Of the five subjects analyzed, none of them achieved the full target, with the highest achievement percentage of only 67% (Indonesian) and the lowest 40% (Social Studies). In 2023, the achievement of Mathematics teacher performance in preparing RPP and teaching modules only reached 50%, which indicates a lack of optimization in learning planning. This can have an impact on the quality of teaching, because less than optimal planning will affect the effectiveness of learning in the classroom. Meanwhile, the achievement of Indonesian teachers in teaching according to face-to-face hours was only 67%, which indicates obstacles in fulfilling teaching hours, possibly due to attendance factors, additional workload, or lack of commitment in completing tasks according to target. Science teachers only achieved 50% in carrying out learning outcome assessments, which means that the evaluation process for student development has not been carried out optimally. This has the potential to cause a lack of feedback on student progress and have a negative impact on the quality of learning.

In 2024, performance achievement will continue to decline, as seen in the subjects of Social Studies and Physical Education. Social Studies teachers are only able to guide students in two projects out of the target of five projects per year, with an achievement of 40%. This shows that there are obstacles in the implementation of project-based learning, which can be caused by a lack of guidance from teachers, limited facilities, or a lack of student enthusiasm. Physical Education teachers are also only able to carry out 5 out of 12 extracurricular activities, with an achievement of 42%, which shows a lack of involvement in non-academic activities that should support the development of student character and skills.

Based on observations made in the field that so far the class visits conducted by the principal have not been optimal so that the principal has not been able to see the performance of teachers and the problems faced in the classroom in more depth. In addition, almost in every school some teachers do not prepare complete teaching tools such as daily implementation plans, attendance, improvement programs, moral reports, child development reports at SMP N 2 Sipora Tuapejat.

Relationship between Variables

The Influence of Human Resource Development on Teacher Work Motivation

Human Resource Development (HRD) plays an important role in increasing work motivation, especially through training, competency development, and continuing education programs.(Dessler, 2020). A well-designed training program can help individuals improve both technical and non-technical skills relevant to their job.(Noe, et al., 2021). In the context of Maslow's theory of needs, effective training satisfies the need for self-actualization, which is the highest need in the hierarchy, allowing individuals to reach their maximum potential.(Ashraf, 2020). When a teacher, for example, is given the opportunity to take part in professional training, he feels valued by the organization, which ultimately leads to increased intrinsic motivation.(Ghozali, 2021). Ghozali's study (2021) emphasized that integrated HR

development programs, such as individual needs-based training and mentoring, can significantly increase work motivation.(Robbins & Judge, 2021). This is because such programs provide a sense of personal satisfaction while strengthening the emotional connection with the organization.(Armstrong, 2021). Thus, HR development not only improves competence, but also builds a supportive work environment, where employees feel appreciated and motivated to give their best contribution.Rowley, (2020).

The Influence of Organizational Culture on Work Motivation.

The influence of organizational culture on work motivation is very significant, especially in creating an environment that supports collaboration, innovation, and appreciation for achievement.(Schein, 2021). A conducive organizational culture, which emphasizes positive values such as teamwork, mutual respect, and achievement of results, can provide a sense of belonging and increase individual work motivation, especially for teachers.(Cameron, 2021). This kind of culture makes individuals feel valued, which in turn encourages them to be more committed to the goals of the organization.(Hofstede 2020). Robbins and Judge (2021) stated that a strong organizational culture has a major influence in increasing the sense of commitment and motivation of individuals. When these values are reflected in organizational policies and practices, such as rewards for achievement or support for innovation, individuals will feel more involved and motivated to contribute even better.(Luthans, 2021b). Thus, a positive organizational culture not only strengthens relationships between members, but also increases the possibility of achieving organizational goals.(Alvesson, 2021).

The Influence of Work Motivation on Teacher Performance

Motivated teachers tend to carry out their duties with high enthusiasm and are oriented towards achieving optimal results. Motivation that comes from within, or what is known as intrinsic motivation, plays an important role in driving better performance.(Herzberg, 2021)in the two-factor theory explains that intrinsic motivation, such as recognition for effort and achievement, directly contributes to improving one's performance. When teachers feel appreciated for their hard work and achievements, they will be motivated to be more committed and try harder in their work.

This is in line with the findings(Riyanto, 2023), which shows that work motivation has a significant impact on performance, especially in the context of education, where the achievement of learning outcomes is greatly influenced by the level of motivation possessed by teachers. High motivation allows teachers to focus more on the learning process and achieving goals, which in turn contributes to the quality of education provided to students. In other words, increasing work motivation can create a more productive environment and support educational success.

The Influence of Human Resource Development on Teacher Performance

Human Resource Development (HRD) plays a very important role in improving individual skills, knowledge, and competencies, which in turn will have a direct impact on improving performance. In the context of education, training

programs are one of the main ways to improve teacher capacity. This program allows teachers to master teaching methods that are more effective and relevant to current developments. Goddess (2022) explains that good training can introduce teachers to new techniques that improve the quality of their teaching. This contributes to improving student learning outcomes and making the educational process more dynamic and adaptive to change.

In addition, Ghozali (2021) emphasized that HR development not only improves technical skills, but also encourages innovation and productivity. When teachers are given the opportunity to continue developing themselves, they not only improve their teaching skills, but also opens up space for creativity in teaching approaches. With the development of continuous competence, both technically and in terms of classroom management, teachers can become more productive and innovative in creating an effective learning environment. Therefore, human resource development is a very important investment for the success of education and to improve the overall quality of work.

The Influence of Organizational Culture on Teacher Performance

A supportive organizational culture plays a major role in creating a productive and harmonious work environment, which in turn can improve teacher performance. When organizational culture emphasizes positive values such as collaboration, recognition of achievement, and open communication, it creates an atmosphere conducive to improving individual performance within the organization. In the context of education, Herlina, (2022) revealed that a collaborative value-based organizational culture can increase the efficiency and effectiveness of work in education, which means that when teachers work in an environment that prioritizes teamwork and support, they will be better able to achieve learning goals optimally.

Previous research also shows that organizational culture supports performance, as stated by Cameron, (2021), contributing to teacher job satisfaction and motivation to perform better. In addition, research by Febriantina, (2019) also emphasized that a strong organizational culture can strengthen teachers' commitment to the organization, which has a positive impact on the quality of education they provide. An organizational culture that is open to innovation and change can also encourage teachers to continue to develop and adapt more effective teaching methods, which in turn improves student learning outcomes. Therefore, it is important for schools or educational institutions to create a culture that supports collaboration and innovation, in order to encourage better teacher performance.

The Influence of Human Resource Development on Performance through Work Motivation

Human Resource Development (HRD) has a significant influence on improving performance, both directly and through the role of work motivation as a mediator. When organizations provide significant support for the development of individual competencies, for example through training programs, continuing education, and opportunities to improve skills, this will contribute to increased work motivation. Motivation, which comes from a sense of being appreciated and empowered, plays a key role in strengthening the relationship between HRD and

performance. Teachers who feel they are given the opportunity to develop professionally are more motivated to work better and are committed to achieving educational goals.

As found in the study Sukardi, (2022), work motivation serves as a significant mediator in the relationship between HRD and performance. In the study, Sukardi showed that training programs designed to meet the professional development needs of teachers not only improve their skills, but also increase their self-confidence and commitment to their work, which in turn have a positive impact on their performance in the classroom. Research by Ghazali (2021) also shows that HRD, which focuses on continuous learning and competency improvement, can increase individual intrinsic motivation, which is directly related to increased productivity and performance in the workplace. In addition, a study by Luthans, (2021b) emphasizes that increased motivation as a result of HR development contributes to achieving better performance, because motivated individuals tend to be more focused and committed to achieving organizational goals.

Thus, HR development not only focuses on improving skills and knowledge, but also plays an important role in creating an environment that encourages high motivation, which in turn improves performance. Effective development programs, with a focus on improving individual motivation, can result in sustainable performance improvements in the long term.

The Influence of Organizational Culture on Performance through Work Motivation

A positive organizational culture can have a significant impact on work motivation, which ultimately contributes to improving individual performance within the organization. In the context of education, a supportive organizational culture not only creates a harmonious work environment but also acts as a driving factor for teacher work motivation. When organizations or schools build a culture that takes into account both the emotional and professional needs of teachers, they feel valued and empowered, which then encourages them to give their best in their work. This has direct implications for the quality of teaching and the educational outcomes produced.

Salim's (2023) research shows that an organizational culture that prioritizes attention to emotional well-being and professional development of teachers can increase their motivation to work better. Salim emphasized that support from organizational culture in the form of recognition of achievements and provision of continuous development opportunities plays an important role in increasing teachers' commitment to the organization and the quality of their performance. Previous studies have also highlighted the relationship between organizational culture and work motivation. For example, a study by Cameron, (2021) shows that a strong and supportive organizational culture can increase employee commitment and motivation, which in turn improves individual performance. In addition, research by Robbins, (2020) also confirmed that a positive culture can strengthen the sense of belonging in the organization, which contributes to increased work motivation.

Besides that, Schein, (2021) emphasizes that a strong organizational culture not only influences work motivation, but also serves as a foundation for achieving shared goals. When organizational members feel connected to the organization's values and

goals, they are more motivated to work hard to achieve better results. In the context of education, a culture that supports innovation, collaboration, and professional development can increase teacher motivation, which then contributes to improved performance and educational outcomes.

Thus, the influence of organizational culture on performance through work motivation becomes very clear. A positive culture can create an environment that encourages intrinsic motivation, which in turn improves the quality of individual performance, especially for teachers in the world of education.

Conceptual Framework and Research Hypothesis

Conceptual Framework

Based on the theory and relationship between the variables above, the conceptual framework of the research can be described below:

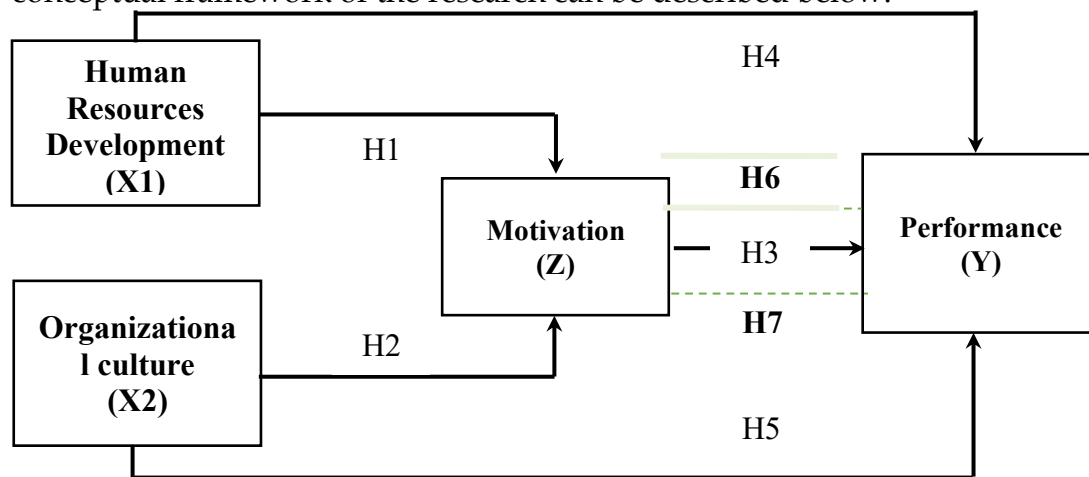


Figure 1
Conceptual Framework

Research Hypothesis

Based on the previous discussion and the framework of thought that has been developed, the hypothesis in this study is formulated as follows:

- H1: Significant influence of human resource development on work motivation of teachers at SMP N 2 Sipora Tuapejat.
- H2: Significant influence of organizational culture on work motivation of teachers at SMP N 2 Sipora Tuapejat.
- H3: Significant influence of work motivation on the performance of teachers at SMP N 2 Sipora Tuapejat.
- H4: Significant influence of human resource development on the performance of teachers at SMP N 2 Sipora Tuapejat.
- H5: Significant influence of organizational culture on the performance of teachers at SMP N 2 Sipora Tuapejat.
- H6: Significant influence of human resource development on the performance of teachers at SMP N 2 Sipora Tuapejat through work motivation.
- H7: Significant influence of organizational culture on the performance of teachers at SMP N 2 Sipora Tuapejat through work motivation.

METHOD

In this study, the object of research is the teachers of SMP N 2 Sipora Tuapejat. The type of data in this study is primary data. This research was conducted for 3 months from January - March 2024. The population in this study were all permanent teachers of SMP N 2 Sipora Tuapejat totaling 47 people. To determine the sample in this study using the total sampling technique. Where the sample in this study was all teachers of SMP N 2 Sipora Tuapejat totaling 47 people.

To test the significance of model I and model II partially, the t-test is used. Meanwhile, to test model I and model II as a whole, the F-test is used. The decision to test this hypothesis uses a significance level of α of 5%. The coefficient of determination test is used to measure how far the model's ability to explain the variation of the dependent variable. The coefficient of determination value is between zero and one (Ghozali, 2016). Furthermore, to measure the direct and/or indirect relationship of the independent variable to the dependent variable, path analysis is used (Ghozali, 2016). Then the Sobel test is used to analyze the influence of the mediating variable, namely consumer satisfaction. A variable is considered an intervening variable if it can affect the relationship between the dependent variable and the dependent variable. Testing the mediation hypothesis can be done through a procedure introduced by Sobel in 1982, known as the Sobel test (Ghozali, 2019).

Operational Definition of Variables

The operational definition in question is the limits set regarding the definition limits of the variables used in research as things used as research analysis tools.

Table 2. Operational Variables

Variables	Dimensions	Questionnaire No.	Scale
Teacher Performance (Y)	1. Quality of Work 2. Quantity of work 3. Responsibility 4. Cooperation	1-10	Likert
Human Resource Development (X1)	1. education and training 2. Non-Training Activities 3. Study Assignment 4. Promotion	1-14	Likert
Organizational culture (X2)	1. <i>Innovation and Risk Taking</i> 2. <i>Attention to Detail</i> 3. <i>Outcome Orientation</i> 4. <i>People Orientation</i> 5. <i>Team Orientation</i> 6. <i>Aggressiveness</i> 7. <i>Stability</i>	1-14	Likert
Motivation (X3)	1. <i>The need for achievement or accomplishment</i> 2. <i>The need for relationship or affiliation</i> 3. <i>The need for power</i>	1-9	Likert

RESULTS

Statistical Test t

Hypothesis testing using the t-test was carried out to determine the significance of the direct influence of HR Development (X1), Organizational culture (X2) on Motivation (Z). The decision to test this hypothesis uses a significance level of α of 5%. The following are the results of the t-test on model I with Z as the dependent variable, which can be seen in table 3 below:

Table 3. Regression of the Influence of X1 and X2 against Z

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8,844	4.825		1,833	.074
	Human Resources Development	.210	.049	.366	4.285	.001
	Organizational culture	.292	.072	.396	4.055	.006

a. Dependent Variable: Motivation

Source: Primary Data, Processed with IBM SPSS 26.0, 2025

Table 3 of the SPSS output results above shows the significance value (Sig) of each variable:

1. Variables X1 of 0.001 means the sig value of $0.001 < \text{probability } 0.05$, so it can be concluded that H1 is accepted, meaning there is a significant influence of human resource development on the work motivation of teachers at SMP N 2 Sipora Tuapejat.
2. Variables X2 of 0.006 means the sig value of $0.006 < \text{probability } 0.05$, so it can be concluded that H2 is accepted, meaning there is a significant influence of organizational culture on the work motivation of teachers at SMP N 2 Sipora Tuapejat.

Research model of t-test results model II with Performance (Y) as a dependent variable is as follows:

Table 4. Regression of Influence of Z, X1, X2, against Y

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	41,939	3.725		11,260	.000
	Motivation (Z)	.250	.099	.435	2,525	.031
	Human Resources Development (X1)	.270	.063	.213	4.285	.000
	Organizational Culture (X2)	.221	.082	.286	2.695	.019

a. Dependent Variable: Teacher Performance

Source: Primary Data, Processed with IBM SPSS 26.0, 2025

Based on table 4 of the SPSS output results above, the significance value (Sig) of each variable is known:

1. The Z variable is 0.031, meaning that the sig value is 0.031 < probability 0.05, so it can be concluded that H3 is accepted, meaning that there is a significant influence of motivation on the performance of teachers at SMP N 2 Sipora Tuapejat.
2. Variables X1 of 0.000 means the sig value of 0.000 < probability 0.05, so it can be concluded that H4 is accepted, meaning there is a significant influence of human resource development on the performance of teachers at SMP N 2 Sipora Tuapejat.
3. Variables X2 of 0.019 means the sig value of 0.019 < probability 0.05, so it can be concluded that H5 is accepted, meaning there is a significant influence of organizational culture on the performance of teachers at SMP N 2 Sipora Tuapejat.

Coefficient of Determination (R²)

Coefficient of determination (R^2) in model I with Motivation as a dependent variable can be seen in the following table:

Table 5. Test of Determination Coefficient (R²) Model 1

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.683a	.466	.442	2.42315
a. Predictors: (Constant), Human Resource Development, Organizational Culture				
Source: SPSS v26 data processing, 2025				

From table 5 it is known that the R Square value obtained is 46.6% and the Adjusted R Square obtained is 44.2%. This means that the Motivation variant can be estimated to be less effective by Human Resource Development and Organizational Culture.

Coefficient of determination (R^2) in model II with Performance as the dependent variable can be seen in the following table:

Table 6. Test of Determination Coefficient (R²) Model 2

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.652a	.438	.403	1.80311
a. Predictors: (Constant), Motivation, Human Resource Development, Organizational Culture				
Source: SPSS v26 data processing, 2025				

Table 6 shows that the R Square value is 43.8% and Adjusted R Square is 40.3%. This means that the Performance variant can be estimated to be less effective by Motivation, Human Resource Development and Organizational Culture.

.Path Analysis

Path Coefficient of Model I

Based on the regression output of model 1 in the coefficients table, it can be seen that the standardized coefficients beta value is:

Based on the regression output of model 1 in the coefficients table, it can be seen that the standardized coefficients beta value is:

1. Variables X1 of 0.210 is the path coefficient X1 to Z. This means that when X1 increased then Z increases with significant effect.

2. Variables X_2 of 0.292 is the path coefficient X_2 to Z . This means that when X_2 up then Z increases with significant effect.

Based on the output in the model summary table, it can be seen that the R Square value for the variable X_1 and X_2 affects Z by 46.6% while the remaining 53.4% is a contribution from other variables. And the error value, $e_1 = \sqrt{1-0.4660} = 0.73$

Path Coefficients of Model II

Based on the regression model output in the coefficients table, it can be seen that the standardized beta coefficient value is:

1. Variables Z of 0.250 is the path coefficient of Z . This means that when Z increases, Y increases with a significant effect.
2. Variables X_1 is 0.270 is the path coefficient of X_1 . This means that when X_1 increases then Y increases with a significant effect.
3. Variables X_2 of 0.221 is the path coefficient X_2 . This means that when X_2 increases then Y increases with a significant effect.

Based on the output in the model summary table, it can be seen that the R Square value for the Z variable, the variable X_1 and Variables X_2 affects Y by 43.8% while the remaining 56.2% is the contribution of other variables. And the error value $e_2 = \sqrt{1-0.4380} = 0.74$

Based on Figure 2, it can be seen that there is an influence between the independent variable and the intervening variable on the dependent variable, so it is necessary to carry out the following calculations:

1. Human Resources Development (X1) through Motivation (Z) towards Teacher Performance (Y)

From the analysis of the variables above, it is obtained that the direct influence given by the HR development variable (X_1) on Performance (Y) is 0.270. While the indirect influence given by X_1 through Z on Y is the multiplication of the beta value of X_1 on Y with the beta value of Z on Y , which is $= 0.210 \times 0.250 = 0.052$. So the total influence is $= 0.270 + 0.052 = 0.322$. These results indicate that indirectly HR development (X_1) through Motivation (Z) has a significant influence on Performance (Y).

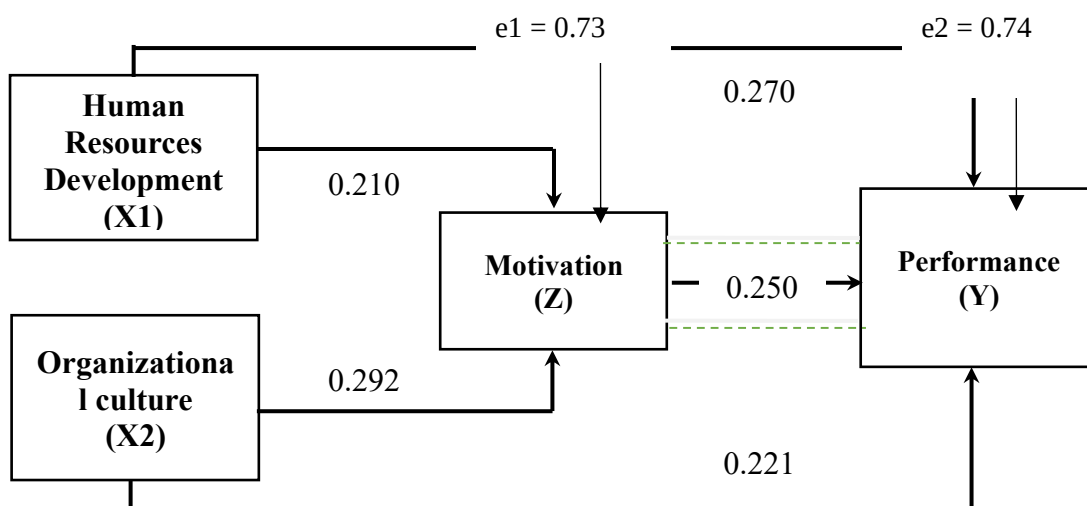


Figure 2.Path Analysis Model**2. Organizational culture (X2) through Motivation(Z) on Performance Teacher (Y)**

From the analysis of the variables above, it is obtained that the direct influence given by the organizational culture variable (X2) on Performance (Y) is 0.221. While the indirect influence given by X2 through Z on Y is the multiplication of the beta value of X2 on Y, namely $= 0.292 \times 0.250 = 0.073$. So the total influence is $= 0.292 + 0.073 = 0.294$. These results indicate that indirectly organizational culture (X2) through Motivation (Z) has a significant influence on Performance (Y).

Sobel Test

The Sobel test is used to test the significance of the intervening coefficient. Then the decision of the Sobel test is taken based on the comparison between the calculated t value and the t table. If the calculated t exceeds the t table, then it can be concluded that there is a mediation effect. (Ghozali, 2016).

1. Human Resource Development through Motivation for Performance

The indirect influence of HR Development on Performance can be seen from the following calculation:

a) Calculating the Sobel Test

It is known:

$$a = 0.210$$

$$b = 0.250$$

$$Sa = 0.049$$

$$Sb = 0.099$$

$$Sab = \sqrt{b^2 Sa^2 + a^2 Sb^2 + Sa^2 Sb^2}$$

$$Sab = \sqrt{0,250^2 0,049^2 + 0,210^2 0,099^2 + 0,049^2 0,099^2}$$

$$Sab = \sqrt{0,0008199856}$$

$$Sab = 0,028635390691$$

b) Calculating the t statistic of the intervening effect

$$t = \frac{ab}{Sab}$$

$$t = \frac{(0,210)(0,250)}{0,028635390691} = 2,833$$

c) Calculation of the Sobel test using the Sobel Test Calculation for Significance of Mediation application

Based on the results of manual calculations, the t-value is 4.743 and the results of the Sobel test through the Sobel Test Calculation for 101 Significance of Mediation application obtained a value of 2.833 with a significance value of 0.02958074. This calculation uses absolute values ignoring the positive sign, the value is greater than the t table, which is 1.681. This shows that Motivation mediates HR development on Performance. These results mean that H6 which states that HR development has a significant effect on performance through motivation is accepted.

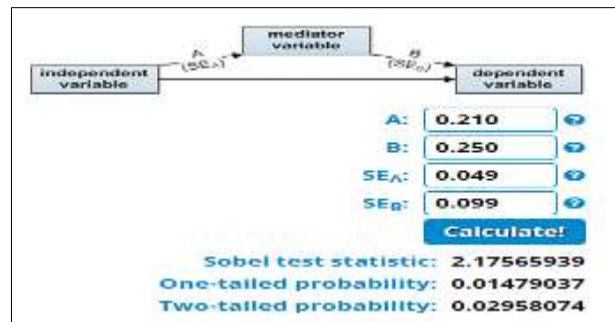


Figure 3: Results of Sobel Test Calculation for Significance of Mediation
Human Resource Development through Motivation for Performance

2. Organizational Culture through Motivation towards Performance

The indirect influence of HR Development on Performance can be seen from the following calculation:

a) Calculating the Sobel Test

It is known:

$$a = 0.292$$

$$b = 0.250$$

$$Sa = 0.072$$

$$Sb = 0.099$$

$$Sab = \sqrt{b^2 Sa^2 + a^2 Sb^2 + Sa^2 Sb^2}$$

$$Sab = \sqrt{0,250^2 0,072^2 + 0,292^2 0,099^2 + 0,072^2 0,099^2}$$

$$Sab = \sqrt{0,03479196579}$$

$$Sab = 0,186526044506$$

b) Calculating the t statistic of the intervening effect

$$t = \frac{ab}{Sab}$$

$$t = \frac{(0,292)(0,250)}{0,186526044506} = 2,913$$

c) Calculation of the Sobel test using the Sobel Test Calculation for Significance of Mediation application

Based on the results of manual calculations, the t-value is 4.743 and the results of the Sobel test through the Sobel Test Calculation for 101 Significance of Mediation application obtained a value of 2.913 with a significance value of 0.03206042. This calculation uses absolute values ignoring the positive sign, the value is greater than the t table, which is 1.681. This shows that motivation mediates organizational culture on performance. These results mean that H7 which states that HR development has a significant effect on performance through motivation is accepted.

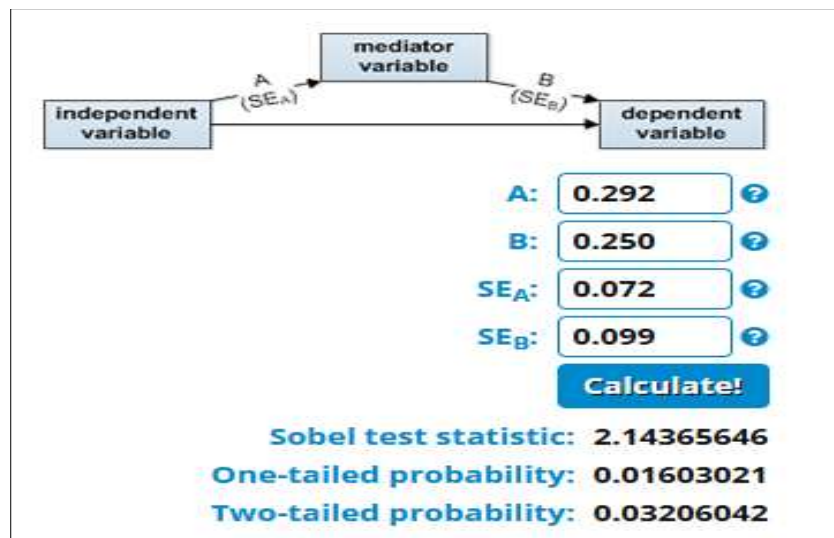


Figure 4: Results of Sobel Test Calculation for Significance of Mediation
Organizational Culture through Motivation towards Performance

The results of the Sobel test can be seen in the following table:

Table 7. Sobel Test Results

Variables	Sobel Test Statistics	Results
Human Resources Development	2,715 > 1,681	Significant as an Intervening Variable (Mediation)
Organizational culture	2,143 < 1,681	Significant as an Intervening Variable (Mediation)

DISCUSSION

The Influence of Human Resource Development on Work Motivation of SMP N 2 Sipora Tuapejat

Human Resource Development (HRD) has a crucial role in increasing work motivation, including at SMP Negeri 2 Sipora Tuapejat. Based on the results of the t-statistic test which shows the calculated t value for the HRD development variable (X1) of 0.001, smaller than 0.05, it can be concluded that HRD development has a significant effect on work motivation at the school.

Research by Thank You (2022) in the Riau Province Tourism Office showed that HR development has a significant effect on employee work motivation. The results of the regression analysis showed a t-value of 4.395 with a significance value of 0.000, which means that the hypothesis is accepted and HR development has a significant effect on work motivation. In addition, research by The Last Supper (2021) at the Regional Disaster Management Agency of Selayar Islands Regency, it was found that human resource development had a positive effect on employee work motivation.

Furthermore, research by Badri (2021) at the Regional Disaster Management Agency of Selayar Islands Regency showed that human resource development, compensation, and motivation had a significant effect on employee performance. The results of the F test showed a calculated F value of 64.434 with a significance value of 0.000, which means that the hypothesis is accepted and human resource development has a significant effect on work motivation.

These studies confirm that human resource development plays an important role in increasing work motivation. Through training, continuing education, and work experience, teachers can improve their professional knowledge, skills, and attitudes. Teachers who continue to develop themselves will be more motivated in carrying out their duties, which in turn improves the quality of their learning and overall performance. In the context of SMP Negeri 2 Sipora Tuapejat, the results of statistical tests showing a significant effect of human resource development on work motivation emphasize the importance of implementing comprehensive and sustainable development programs. These programs can include needs-based training, collaborative workshops, mentoring, and constructive evaluation and feedback. Thus, teachers will have the competence and motivation needed to provide high-quality education to students.

The Influence of Organizational Culture on Work Motivation Junior High School 2 Sipora Tuapejat

Organizational culture has an important role in influencing employee work motivation. The results of statistical analysis show that the organizational culture variable (X2) has a significance value of $0.006 < 0.05$. This indicates that organizational culture has a significant effect on work motivation.

Previous research supports these findings. The Fate of the Furious (2021) examined the influence of organizational culture on work motivation of members of the Jakarta State University Club and found that a positive organizational culture increases members' work motivation. Simple linear regression analysis showed a positive regression coefficient, which means that an increase in organizational culture is in line with an increase in work motivation.

In addition, research by The Promised Neverland (2024) at PT Gramedia Asri Media Bintaro Branch found that organizational culture has a significant effect on employee performance, which is mediated by work motivation. Multiple linear regression analysis shows that a strong and positive organizational culture increases work motivation, which in turn increases employee performance.

The main reason why organizational culture has a significant effect on work motivation is because organizational culture creates a conducive organizational culture, provides direction, and establishes values that are shared by members of the organization. A strong and positive culture can increase employee morale, loyalty, and commitment to the organization. Conversely, a weak or negative organizational culture can decrease work motivation, increase turnover, and decrease employee performance.

Overall, these findings underscore the importance of developing and maintaining a positive organizational culture to enhance employee work motivation. Organizations need to focus on establishing supportive values, effective communication, and an inclusive organizational culture to ensure employees feel valued and motivated to achieve organizational goals.

The Influence of Work Motivation on Teacher Performance at SMP N 2 Sipora Tuapejat

Based on the table of statistical test coefficient t, the calculated t value for the

motivation variable (Z) is 0.031, which is smaller than 0.05. So it can be concluded that motivation has a significant effect on the performance of teachers at SMP N 2 Sipora Tuapejat.

The results of this study are in line with research conducted Ardiana (2021) entitled "The Influence of Teacher Work Motivation on Teacher Performance" Accounting for Vocational High Schools in Madiun City" states that motivation has a significant effect on performance. The study The Greatest (2019) entitled "Influence of Motivation On Teachers Performance In A Local Government Area In Nigeria" where the results show that there is an influence of motivation on performance. Furthermore, research conducted by Arifin (2015) entitled "The Influence of Competence, Motivation, and Organizational Culture to High School Teacher Job Satisfaction and Performance" states a significant relationship between motivation and performance.

According to Ginting (2021) defines motivation as a driving force that causes a member of an organization to be willing and ready to direct their abilities in the form of expertise and skills, energy and time to carry out various activities that are their responsibility and fulfill their obligations in order to achieve the goals and various organizational targets that have been determined previously. Motivation is a drive in directing individuals that stimulates individual and organizational behavior to take action in achieving the expected goals, can be in the form of words, motivation training, self-confidence, mindset management, and or urgent circumstances to be able to do or produce something, and to obtain the spirit to continue working

The Influence of Human Resource Development on Teacher Performance at SMP N 2 Sipora Tuapejat

Human resource development (HRD) plays a crucial role in improving teacher performance, including at SMP Negeri 2 Sipora Tuapejat. Based on the results of the t-statistic test which shows the calculated t value for the HRD development variable (X1) of 0.000, less than 0.05, it can be concluded that HRD development has a significant effect on teacher performance at the school. This finding is in line with various previous studies that emphasize the importance of HRD development in the context of education.

Royani (2022) in his research at SMK Plus Desa Nusantara (PDN) Sanggau Regency found that training and development of human resources have a positive and significant effect on teacher performance. With a determination coefficient value of 45.9%, this shows that almost half of the variability in teacher performance can be explained by the training and development provided. This confirms that investment in human resource development, such as regular training and professional development programs, can significantly improve teacher competence and performance.

In addition, research by Paputungan, et al (2024) in SD Al-Khairaat Towu Poso Regency showed that human resource development programs through training such as workshops, public speaking, and the use of technology in learning succeeded in improving the quality of teacher performance. This highlights the importance of diversifying development methods to meet the specific needs of teachers and school contexts.

Furthermore, research by Sumarni (2023) at SMK Kemala Bhayangkari 1 Waru Sidoarjo emphasized that human resource development has a significant effect on teacher performance through the mediation of work discipline. This shows that in addition to competency development, factors such as work discipline also play an important role in improving teacher performance.

These studies confirm that human resource development not only improves teachers' technical competence but also other aspects such as motivation, discipline, and adaptability to change. In the context of SMP Negeri 2 Sipora Tuapejat, the results of statistical tests showing a significant effect of human resource development on teacher performance emphasize the importance of implementing comprehensive and sustainable development programs. These programs can include needs-based training, collaborative workshops, mentoring, and constructive evaluation and feedback.

The main reason why HR development has a significant impact on teacher performance is because through proper development, teachers can improve their knowledge, skills, and professional attitudes needed in the learning process. Thus, they are better able to design and implement effective learning strategies, manage classes better, and adapt to the ever-evolving dynamics of education. In addition, HR development can also increase teacher motivation and HR development, which in turn has a positive impact on their performance.

Overall, these findings confirm that investing in human resource development is an effective strategy for improving teacher performance. By providing development programs that are tailored to the needs and challenges faced, schools can ensure that teachers have the competencies and motivation needed to deliver high-quality education to students.

The Influence of Organizational Culture on the Performance of Teachers at SMP N 2 Sipora Tuapejat

Organizational culture plays an important role in determining teacher performance at SMP Negeri 2 Sipora Tuapejat. Based on the results of the t-statistic test, the calculated t value for the organizational culture variable is 0.019, which is smaller than 0.05. This indicates that organizational culture has a significant effect on teacher performance at the school. This finding is in line with previous studies that emphasize the importance of organizational culture in the context of education.

Research conducted by Diamond, (2018) at the Buddhist Manjusri Pematangsiantar College found that organizational culture has a positive effect on teacher performance. Simple regression analysis shows the equation $Y = 14.95 + 0.595X$, with a coefficient of determination of 32.78%. This means that about 32.78% of the variability in teacher performance can be explained by the organizational culture applied in the school. A strong organizational culture creates a conducive organizational culture, increases motivation, and encourages teachers to work more effectively.

Another study by Artati (2021) shows that organizational culture has a significant influence on teacher performance. This study confirms that a good organizational culture contributes to improving teacher performance. A positive organizational culture encourages teachers to commit to their duties, improve

discipline, and create a harmonious organizational culture.

Furthermore, researchFadhilah, et al (2024)at MTs Yapdi found that organizational culture has a significant influence on the development of teacher professionalism. Positive organizational culturecan improve motivation, student learning achievement, human resource development, and teacher professionalism. This shows that organizational culture is very important in improving teacher professionalism and performance.

These studies confirm that a strong and positive organizational culture plays an important role in improving teacher performance. A good organizational culture creates a conducive organizational culture, increases motivation, and encourages teachers to commit to their duties. In the context of SMP Negeri 2 Sipora Tuapejat, the results of statistical tests showing a significant influence of organizational culture on teacher performance confirm the importance of implementing a positive and sustainable organizational culture. A good organizational culture can improve teacher performance through increased motivation, human resource development, and professionalism.

Overall, these findings confirm that investing in developing a positive organizational culture is an effective strategy for improving teacher performance. By creating a supportive organizational culture, schools can ensure that teachers have the motivation and commitment needed to provide high-quality education to students.

Indirect Effect of Human Resource Development on Teacher Performance through Work Motivation of SMP N 2 Sipora Tuapejat

Human Resource Development (HRD) has an important role in improving teacher performance, both directly and indirectly through increasing work motivation. In the context of SMP Negeri 2 Sipora Tuapejat, the results of the analysis show that the HRD development variable (X1) has a significant effect on teacher performance (Y) through work motivation (Z), withThe indirect analysis given by X1 through Z towards Y is the multiplication of the beta value of X1 towards Y with the beta value of Z towards Y, which is $= 0.210 \times 0.250 = 0.052$. So the total influence of X1 towards Y is $= 0.270 + 0.052 = 0.322$. This result shows that indirectly, HR development (X1) through Motivation (Z) has a significant influence on Performance (Y).

Previous research supports these findings.Sumarni (2023)in their study at SMK Kemala Bhayangkari 1 Waru Sidoarjo found that human resource development has a significant effect on teacher performance through the mediation of work discipline. Although the mediating variable studied is work discipline, these results indicate that human resource development can improve internal factors such as discipline, which in turn improves teacher performance. In addition, research byHanum (2022)in the BodyRegional Disaster Management in Selayar Islands Regency shows that human resource development has a positive effect on work motivation, which then increasesemployee performance. These results confirm that HR development can increase work motivation, which ultimately has a positive impact on performance.

Furthermore,Badri (2021)found that human resource development, compensation, and motivation have a significant effect on employee performance. This study highlights the importance of human resource development in improving work motivation, which in turn improves performance. The main reason why human

resource development has a significant effect on teacher performance through work motivation is because effective development programs can improve teachers' competencies, knowledge, and skills. This improvement not only improves their professional abilities but also increases their intrinsic motivation to apply new knowledge and skills in the learning process. This increased motivation encourages teachers to work more effectively and efficiently, which ultimately improves their performance.

Overall, these findings confirm that investing in human resource development is an effective strategy for improving teacher performance. By increasing work motivation through appropriate development programs, schools can ensure that teachers have the competencies and passion needed to provide high-quality education to students.

Indirect Influence of Organizational Culture on Teacher Performance through Work Motivation

Organizational culture has an important role in influencing teacher performance, both directly and indirectly through work motivation. In the context of SMP Negeri 2 Sipora Tuapejat, the results of the analysis show that the organizational culture variable (X2) has a significant effect on teacher performance (Y) through work motivation (Z), with the indirect analysis given by X1 through Z to Y is the multiplication of the beta value of X1 to Y with the beta value of Z to Y, which is $= 0.292 \times 0.250 = 0.073$. So the total influence given by job satisfaction (X1) to OCB (Y) is $= 0.221 + 0.073 = 0.294$. Based on the results of this calculation, it is known that the direct influence value is 0.221 and the indirect influence value is 0.294, which means that the indirect influence value is greater than the direct influence value. These results indicate that indirectly organizational culture (X2) through Motivation (Z) has a significant influence on Performance (Y).

Previous research supports this finding. Parluhutan (2019) in his study at SMK Negeri Kota Sibolga found that organizational culture and work motivation together had a significant and positive influence on teacher performance. The path analysis used showed that organizational culture had a stronger direct influence on teacher performance than through organizational commitment, with a percentage of 27.2% compared to 8.29%. This confirms that a strong organizational culture can directly improve teacher performance, while the indirect influence through organizational commitment is less significant.

In addition, research by Mustofa, et al (2023) at SD Integral Hidayatullah Depok shows that organizational culture and work motivation have a significant influence on teacher performance. Strong organizational culture and high motivation will improve teacher performance in carrying out their educational tasks. Multiple linear regression analysis used in this study shows that both variables simultaneously contribute significantly to teacher performance.

The main reason why organizational culture has a significant effect on teacher performance through work motivation is because a positive organizational culture creates a conducive organizational culture, provides direction, and establishes values that are shared by members of the organization. A strong and positive culture can increase teacher morale, loyalty, and commitment to the school. High work

motivation encourages teachers to work more effectively and efficiently, which ultimately improves their performance.

Overall, these findings underscore the importance of developing and maintaining a positive organizational culture to enhance teacher motivation and performance. Schools need to focus on establishing supportive values, effective communication, and an inclusive organizational culture to ensure teachers feel valued and motivated to achieve educational goals.

CONCLUSION

Based on the data obtained and testing that has been carried out on the problem, the following conclusions can be drawn:

The Influence of Human Resource Development on Work Motivation of SMP Negeri 2 Sipora Tuapejat, Organizational culture has also been proven to have a significant influence on teacher work motivation. Work motivation has a significant influence on teacher performance. Human Resource Development has a significant influence on Teacher Performance of SMP Negeri 2 Sipora Tuapejat. A strong and positive organizational culture has a significant impact on teacher performance. Work motivation has been proven to mediate the relationship between human resource development and teacher performance. Organizational culture also has an indirect influence on teacher performance through work motivation. A positive organizational culture will increase teacher motivation, which ultimately has an impact on improving their performance.

Suggestions for the Government and the Department of Education are as follows:

1. Providing Policies that Support Teacher Human Resource Development The government and the Education Office need to provide more certification programs, scholarships, and training for teachers to improve their professionalism.

2. Improving Teacher Welfare

In addition to training, welfare factors such as salary, benefits, and a comfortable organizational culture need to be considered to improve teacher performance.

3. Encouraging the Implementation of Good Organizational Culture in Schools

The government can provide guidelines or standards for good organizational culture in educational institutions to create a more harmonious and productive organizational culture.

1. Conduct a Wider Study

This research is still limited to SMP Negeri 2 Sipora Tuapejat. Therefore, further research can be conducted in various other schools with a wider scope to obtain more generalizable results.

2. Adding Other Variables That May Have an Influence

This study only examines the influence of human resource development, organizational culture, and work motivation on teacher performance. Further research can consider other variables such as principal leadership, teacher workload, or teacher psychological well-being.

3. Using Qualitative Research Methods

In addition to quantitative approaches, further research can use qualitative methods to gain a deeper understanding of the factors that influence teacher

motivation and performance.

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