



**THE INFLUENCE OF JOB TRAINING AND ORGANIZATIONAL CULTURE ON
TEACHER AND STAFF PERFORMANCE THROUGH WORK MOTIVATION AT
AL-IKHLAS ELEMENTARY SCHOOL TANGERANG**

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ABSTRACT

This study aims to analyze the influence of job training and organizational culture on teacher and staff performance through work motivation as an intervening variable. The study was conducted at Al-Ikhlash Elementary School, Cipondoh, Tangerang using a quantitative approach with a quantitative descriptive method and a saturated sample of 74 teachers and staff. Data collection techniques through observation, interviews and questionnaires with a Likert scale (1-5), data analysis tests using SEM -PLS to test direct and indirect effects (mediation). The results of the study obtained that job training had a significant positive effect on work motivation with a p-value of 0.010 (<0.05); Organizational culture had a significant positive effect on work motivation with a p-value of 0.000 (<0.05); Job training has a significant positive effect on performance with a p-value of 0.000 (<0.05); Organizational Culture does not have a direct effect on teacher and staff performance. with a p-value of 0.183 (>0.05); Work motivation has a significant positive effect on performance with a p-value of 0.005 (<0.05); Job training has a significant positive indirect effect on performance through work motivation. with the original sample value of 0.097 and p-value of 0.037 (<0.05); Organizational culture has a significant positive indirect effect on performance through work motivation. original sample value 0.191 and p-value 0.023 (<0.05).

Keywords: Job Training, Organizational Culture, Work Motivation, Teacher and Staff Performance.

1. INTRODUCTION

Efforts to improve the quality of basic education as stated in the Minister of Elementary and Secondary Education Regulation Number 11 of 2025 in conjunction with the Minister of Education and Culture Regulation Number 15 of 2018 and Amendments Minister of Education, Culture, and Information Regulation Number 25 of 2024 concerning Fulfillment of Teacher Workload, sets the teacher workload at 37 hours 30 minutes per week (excluding break time), including planning, implementation and assessment activities. results learning, guidance and assessment participant educate as well as task additions attached to the task main teacher, also there provision How task addition equivalent counted as part from working hours (e.g. mentoring) extracurricular, coordinator, etc.). And Circular Letter Together with BKN - Ministry of Primary and Secondary Education Number 4 of 2024 and Number 19 of 2024 concerning System Information Managing the Performance of ASN Teachers, Principals, and School Supervisors, really demands that schools are able to

manage teacher and staff development holistically so as to achieve high performance.

High performance is determined not only by individual abilities, but also by an effective training system, a conducive organizational culture, and strong work motivation. Needs-based job training, accompanied by post-training mentoring, has been shown to improve pedagogical competence, technology mastery, and learning assessment skills. Furthermore, a strong organizational culture can guide member behavior through shared values, norms, and artifacts that encourage collaboration, innovation, and quality orientation. This, reinforced by spiritual values and work ethics, becomes a distinctive dimension that enriches organizational culture in elementary education. Several challenges faced in elementary schools, such as the implementation of new curricula, edutech integration, learning differentiation, and the demands of diagnostic assessments, often lead to work pressure and burnout. These conditions impact fluctuations in work motivation, which in turn affects performance such as the quality of lesson planning, the effectiveness of classroom implementation, authentic assessment, collaboration between teachers and staff, and contributions to school programs.

According to Mathis et al. (2016:387), efforts to improve performance must be carried out with a holistic approach that includes training, career development, and a supportive organizational culture. And several supporting studies conducted by Manzi, J., Sun, Y., & García, MR (Eds.). (2022), Albloush et al. (2020), Alhashedi et al. (2021), Asgari et al. (2020), Choi et al. (2020), define performance as documented achievement in one or more tasks or work-related efforts over a certain period of time. A person's performance is an outcome that meets the requirements of job measures. Teacher and staff performance is the result of a combination of internal factors, such as work discipline, work motivation, knowledge, and skills, as well as the external environment, such as organizational culture, organizational leadership, organizational strategy, vision, and mission.

Performance is the result of a function or indicator of a job or profession within a specific timeframe. Teachers and staff are a vital part of any organization, as stated by Albloush et al. (2020), Alhashedi et al. (2021), and Asgari et al. (2020). Every school today must be able to continuously develop excellence to compete in the face of increasing competition and maintain an adequate, competent, and innovative workforce. Performance includes overall behavior professional, practice pedagogical, and contributions to results assessed education through various instrument evaluation in context policies and systems more education wide.

Performance is influenced by several factors, including job training, organizational culture, and work motivation. According to Dessler (2020:210), job training is a method designed to improve the effectiveness of teachers and staff in performing specific tasks. Job training is a systematic process to improve skills, knowledge, and competencies so that teachers and staff can carry out their duties more effectively and efficiently (Sholihin et al., 2024). By referring to relevant concepts and theories, job training provides a solid framework for designing, implementing, and evaluating training programs effectively. Through a deep understanding of individual learning styles, the specific needs of teachers and staff, and factors that influence the application of skills in the workplace, schools can create training programs that are not only aligned with the school's vision and mission but also have

a positive impact on the school community.

Robbins & Judge (2023:265) defines organizational culture as "A set of values, beliefs, and norms shared by members of an organization that influence their behavior patterns and ways of working." Dessler (2020:134) He states that organizational culture is a collection of values and habits that guide teachers and staff in interacting and working to achieve organizational goals. Meanwhile, Thompson (2016:89) he states that organizational culture is a formative factor that unites the goals and actions of organizational members. According to him, organizational culture has a very strategic role, because it is able to support the implementation of strategies and the achievement of organizational vision. Overall, organizational culture can be understood as a system of values, norms, and habits shared by members of an organization and influences the way they interact and behave. A strong culture that is aligned with the goals and strategies of the organization serves to strengthen performance, create teacher and staff engagement, and support the achievement of long-term goals. Each theory emphasizes the importance of culture in shaping organizational identity and ensuring that the organization can adapt to external and internal challenges.

Table 1. Results of the Pre-survey on the Performance of Teachers and Staff at Al-Ikhlâs Elementary School, Cipondoh, Tangerang

No	Performance Indicators	Problems Found	Statement from the Source
1	Job Quantity Level	High workload in some sections affects the distribution of tasks	"We see some teachers working with a fairly high workload, while others still have more room. This results in suboptimal work effectiveness."
2	Quality Level of Work Results	Quality standards still vary, especially in report writing and financial analysis.	"Staff accuracy levels still vary. We've provided training, but regular evaluations need to improve."
3	Punctuality (On time)	Teachers and staff are responsible for completing the work they are responsible for.	"Supervisors directly monitor their subordinates' work deadlines, so that they are not late in completing them. Some are still found to be working on work at the end of the deadline, thus reducing the quality of the work."
4	Attendance Rate	Attendance is quite good, but there are still teachers who often ask for leave for health reasons or other reasons.	"Teacher attendance is generally good, but some employees often take sudden leave, which sometimes affects team coordination."
5	Ability to Work Together	There are still teachers who are less active in teamwork, especially in cross-unit projects.	"We see that collaboration between units still needs to be improved. Some employees are more comfortable working alone than

No	Performance Indicators	Problems Found	Statement from the Source
			collaborating."

Source: Results of Teacher and Staff Interviews (2025)

Interviews with teachers and staff at Al-Ikhlas Elementary School in Cipondoh, Tangerang, revealed several performance issues related to the five indicators studied. Uneven workloads lead to suboptimal work effectiveness, and some teachers and staff frequently take leave. Furthermore, collaboration remains a challenge, as students are more comfortable working individually than in a team. The school's success is highly dependent on its human resource management.

Several challenges in implementing organizational culture. Teachers and staff tend to be less courageous in taking risks and proposing new innovations, while attention to detail in report preparation remains variable. Furthermore, teachers and staff focus more on administrative processes than on achieving larger targets. From a people-oriented perspective, welfare still needs to be improved, particularly in terms of work-life balance. Teamwork is also suboptimal due to sectoral egos that hinder collaboration. Furthermore, aggressiveness in healthy competition remains low, so motivation for development is suboptimal. Finally, rapid policy changes often create instability in work patterns. Therefore, strengthening a more adaptive and results-oriented organizational culture is necessary to improve work effectiveness.

At SD Al-Ikhlas Cipondoh Tangerang, work motivation is influenced by several main factors. From the Self-Determination Theory aspect , teachers and staff feel they lack freedom in making decisions, which hinders their initiative. In Goal-Setting Theory , the lack of clear work targets makes it difficult to measure their achievements. Furthermore, based on Equity Theory , some teachers and staff feel that the reward and promotion system is not entirely fair, thus reducing work enthusiasm. These findings indicate that increasing work motivation requires a more comprehensive strategy, especially in the aspects of goal clarity, reward fairness, and providing opportunities for development and broader contributions. Therefore, it is important for the research team to conduct a more in-depth research analysis with a focus on "The Effect of Job Training and Organizational Culture on Performance through Work Motivation at SD al-Ikhlas Cipondoh Tangerang."

2. METHOD

Study held at Al-Ikhlas Elementary School Cipondoh Tangerang, during six month (August 2025-January 2026) using approach quantitative with method descriptive quantitative , Population of 74 teachers and staff with technique collection sample Saturated Data obtained through observation , interviews , documentation and instruments questionnaire with scale Likert scale 1-5.

2.1. DATA ANALYSIS TEST RESULTS

a. Outer Model Evaluation

Picture 1. Scheme Outer Model Smart PLS 4.0

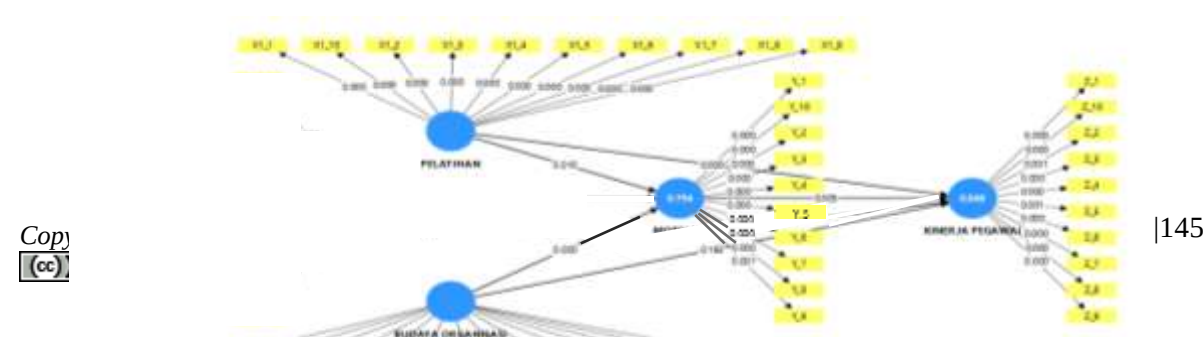


Figure 2. Shows the relationship between indicators and latent variables . High loading factors (generally >0.70) indicate:

1) Convergen Validity

Based on Figure 2, it can be concluded that the indicators for all research variables show an *outer loading value* of > 0.70 , which exceeds the minimum limit to ensure validity in this study.

2) Average Variance Extracted (AVE)

Higher AVE value greater than 0.50 indicates that the latent variable has validity adequate convergence, because more from half variance indicator can explained by construct the.

Table 2. Average Variance Extracted (AVE)

Variables	Average Variance Extracted	Limit Mark Ave
Training Work (X1)	0.771	0.50
Culture Organization (X2)	0.700	0.50
Motivation (Y)	0.717	0.50
Employee Performance (Z)	0.845	0.50

Source: Results Processed Data with Smart PLS 4.0

Data in on own potential For used in testing more continue, because all of them have met the established criteria, including AVE value >0.50 . Can concluded that mark AVE on table 4. 1 has fulfilled.

3) Discriminant Validity

Discriminant validity is used to ensure that the latent variables in the study do not overlap, so that each construct can be interpreted clearly and accurately.

Table 3. Discriminant Validity Test Results (Fornell Larcker Criterion)

	ORGANIZATIONAL CULTURE	EMPLOYEE PERFORMANCE	WORK MOTIVATION	TRAINING
ORGANIZATIONAL CULTURE	0.837			
EMPLOYEE PERFORMANCE	-0.093	0.919		

WORK MOTIVATI ON	0.695	-0.106	0.847	
TRAINING	-0.101	0.223	-0.091	0.878

Source: Results Processed Data with Smart PLS 4 .0

Based on Table 3, the correlation between each construct and other constructs in the model is $\sqrt{\text{AVE}}$ for each construct. This indicates that the calculated model has met the discriminant validity criteria.

4) Reliability and Cronbach's Alpha

The *Composite Reliability* and *Cronbach's Alpha* tests are used to measure the level of internal consistency of a construct or latent variable, with the results shown in table 4.3 as follows:

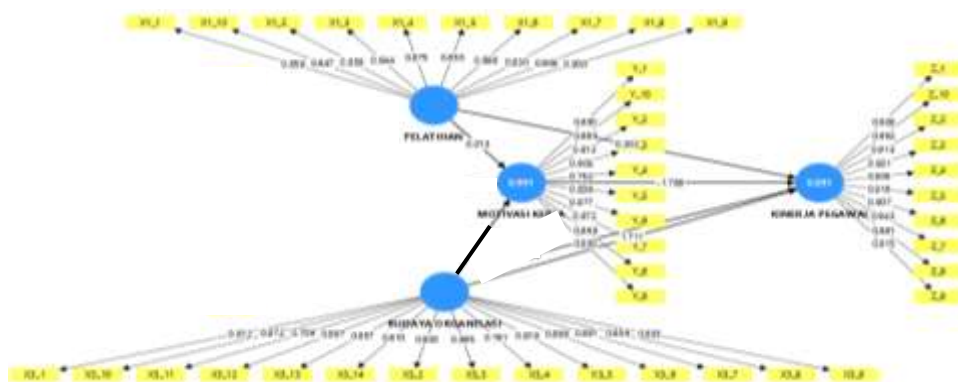
Table 4 . Test Reliability And Cronbach's Alpha

Variables	Cronbach's Alpha	Composite Reliability	Value Limit	Decision
Training (X1)	0.971	0.9 96	0.70	Reliable
Organizational culture (X2)	0.9 67	0.969	0.70	Reliable
Motivation (Y)	0.956	0.9 57	0.70	Reliable
Employee Performance (Z)	0.98 0	1 . 003	0.70	Reliable

Source: Results Processed Data with Smart PLS 4 .0

The test results in table 4. All latent variables show a high level of reliability, with a *Composite Reliability* value of And *Cronbach's Alpha* exceeds 0.70. With thus, The questionnaire used in this study can be considered to have a good level of reliability.

Picture 2. Scheme Bootstrapping Model (PLS)



Picture 3 Schemes Bootstrapping Model (PLS)

5) Structural Model Evaluation (Inner Model)

According to Ghazali (2020:9) Evaluation model structural aims to predict the relationship between latent variables. The *inner model* is evaluated by looking at the percentage of *variance* explained, namely by looking at the *R-Square* value for the endogenous latent construct.

Table 5. R- Square

Variables	R Square	R Square Adjusted
Employee Performance	0.848	0.834
Work motivation	0.794	0.78

Source: Results Processed Data with Smart PLS 4.0

Teacher and Staff Performance has an R Square value of 0.848 and an Adjusted R Square of 0.834. This value indicates that 84.8% of the variation or changes that occur in employee performance can be explained by the independent variables in the study, namely training, organizational culture, and motivation. While the remaining 16.6% is explained by other factors outside this study. Meanwhile, the work motivation variable shows an R Square value of 0.794 with an Adjusted R Square of 0.780. This means that 79.4% of the variation in employee motivation can be explained by training and organizational culture variables. and the remaining 20.6% is influenced by other factors not examined in this study. The high R Square value for both variables strengthens the evidence that the relationship between the variables in this study is very close and that job training and organizational culture are factors that have a significant role in encouraging motivation and improving employee performance.

3. RESULT

3.1. Hypothesis Testing

According to Ghozali (2020:75), the significance value is seen to find out influence between variables through the *bootstrapping procedure*. According to Hair et al (2017), *bootstrapping* can obtain t-values (t- statistics) and p-values (p- values). In this study, the significance criteria were used. 5% (0.05) with compare mark t- statistics with t- table with the following formula:

t-table : $t_{\alpha, df}$ (level Alpha x Degree of Freedom)

α : level real 5%

df : (n (number of samples) -k (number of independent variables + dependent variables),
so obtained (74 -5) = 69

Based on the t distribution, for df = 69 And $\alpha = 0.05$ (two-sided) , value t- table ≈ 1.994 .

Table 6 Path Coefficients

	Origin al sample (O)	Sampl e mean (M)	Standar d deviatio n (STDEV)	T statistics (O/STDEV)	P value s	KET
ORGANIZATION AL CULTURE -> EMPLOYEE PERFORMANCE	-0.127	-0.137	0.096	1,331	0.183	Rejected
ORGANIZATION AL CULTURE ->	0.474	0.464	0.095	4,966	0.000	Accepted

	<i>Original sample (O)</i>	<i>Sample mean (M)</i>	<i>Standard deviation (STDEV)</i>	<i>T statistics (O/STDEV)</i>	<i>P values</i>	KET
MOTIVATION						
MOTIVATION -> EMPLOYEE PERFORMANCE	0.402	0.417	0.144	2,798	0.005	Accepted
TRAINING -> EMPLOYEE PERFORMANCE	0.379	0.372	0.095	3,977	0.000	Accepted
TRAINING -> MOTIVATION	0.242	0.236	0.093	2,593	0.010	Accepted

Source: Processed data (2025)

Based on table 6. results obtained *path coefficients* Which produce hypothesis with the following hypothetical conclusions:

a. Direct Influence

1) Organizational Culture on Teacher and Staff Performance

The test results show that organizational culture has a negative but insignificant effect on employee performance, with an original sample value of -0.127 and a p-value of 0.183 (>0.05). This means that organizational culture at Al-Ikhlas Islamic Elementary School, Cipondoh, has not been able to provide a significant influence in directly encouraging improved employee performance.

Scientifically, First, the limited number of samples used in this study may result in suboptimal results in capturing the influence of organizational culture on performance. Second, in the data collection process, there is a possibility that respondents filled out the questionnaires in a careless or careless manner, thereby reducing the validity of the data obtained. Third, based on field observations, there are indications that the existing organizational culture may not fully support the improvement of employee performance, or may even have experienced value distortion, such as loose work norms or less productive work culture practices that have become commonplace. These factors can cause organizational culture to not have a positive impact on employee performance as expected.

2) Organizational Culture on Motivation

The analysis results show that organizational culture has a positive and significant effect on motivation, with an original sample value of 0.474 and a p-value of 0.000 (<0.05). This proves that the better the organizational culture implemented, the higher the employee motivation in carrying out their duties.

3) Work Motivation on Teacher and Staff Performance

Motivation has a positive and significant effect on employee

performance, with an original sample value of 0.402 and a p-value of 0.005 (<0.05). This indicates that the higher an employee's motivation, the higher their performance in supporting organizational tasks.

4) Job Training for Teacher and Staff Performance

Training has a positive and significant impact on employee performance, with an original sample value of 0.379 and a p-value of 0.000 (<0.05). This means that the training provided to employees directly contributes to improving their ability to achieve set work targets.

5) Job Training on Work Motivation

Training also had a positive and significant effect on employee motivation, with an original sample value of 0.242 and a p-value of 0.010 (<0.05). This confirms that relevant and high-quality training can boost employee enthusiasm, self-confidence, and enthusiasm in carrying out their duties.

b. Indirect Influence

Table 7 Specific Indirect Effects

	<i>Original sample (O)</i>	<i>Sample mean (M)</i>	<i>Standard deviation (STDEV)</i>	<i>T statistics (O/STDEV)</i>	<i>P values</i>
TRAINING -> MOTIVATION -> EMPLOYEE PERFORMANCE	0.097	0.095	0.046	2,090	0.037
ORGANIZATIONAL CULTURE -> MOTIVATION -> EMPLOYEE PERFORMANCE	0.191	0.196	0.084	2,273	0.023

Source: Processed data (2025)

Based on table 7 on testing with *bootstrapping* results obtained *Specific Indirect Effect* Which results from testing the hypothesis of indirect influence with the following hypothesis conclusions:

1) Job Training -> Work Motivation -> Teacher and Staff Performance

Training has a positive and significant indirect effect on employee performance through motivation, with an original sample value of 0.097 and a p-value of 0.037 (<0.05). This indicates that performance improvement can be achieved if the training provided is able to stimulate employee work motivation. Motivation plays an important role in connecting training with performance improvement, so that training that not only focuses on technical mastery, but also encourages employee enthusiasm, enthusiasm, and self-confidence, will be more effective in improving work results.

The implication of these findings is that it's crucial for management to design training programs that inspire and motivate employees. This can be achieved, for example, by employing

experienced, reputable trainers who can positively influence participants emotionally and professionally.

- 2) Organizational Culture -> Work Motivation -> Teacher and Staff Performance

Based on the research results, it is known that organizational culture has a positive and significant indirect effect on employee performance through motivation, with an original sample value of 0.191 and a p- value of 0.023 (<0.05). This finding indicates that improving employee performance at SD Al-Ikhlas Cipondoh Tangerang can occur if the implemented organizational culture is able to stimulate employee work motivation.

Thus, motivation acts as an important intermediary variable in linking organizational culture to employee performance. A strong, positive, and supportive organizational culture will increase employees' internal motivation, which in turn encourages them to work more effectively and productively.

The implication of these results is that it is important for organizations to build a work culture that prioritizes positive values such as collaboration, appreciation for achievement, trust, and self-development, so that it can motivate employees to achieve optimal performance.

3.2. Path Analysis

a. Direct Influence

This direct effect is measured using the regression coefficient in the analysis model, as seen in simple or multivariate regression analysis, including path analysis. The explanation is as follows:

Substructural Equation 1: $Z = pZx1 + pZx2 + pZx3 + e1$

Table 8. Results of Path Analysis of Structure 1

	<i>Original sample (O)</i>	<i>Sample mean (M)</i>	<i>Standard deviation (STDEV)</i>	<i>T statistics (O/STDEV)</i>	<i>P values</i>	KET
JOB TRAINING -> EMPLOYEE PERFORMANCE	0.379	0.372	0.095	3,977	0.000	Accepted
ORGANIZATIONAL CULTURE -> EMPLOYEE PERFORMANCE	-0.127	-0.137	0.096	1,331	0.183	Rejected
MOTIVATION -> EMPLOYEE PERFORMANCE	0.402	0.417	0.144	2,798	0.005	Accepted

Source: Processed data (2025)

From the standardized beta coefficients value in table 8 above, the path coefficient value $p_{ZX1} = 0.379$, and $p_{ZX3} = -0.127$ and based on the R^2 value in table 4.1 5, the e_1 value is obtained using the formula $= \sqrt{1 - R^2} = \sqrt{1 - 0.848} = 0.389$. So for the path coefficient of substructure 1, the equation $Z = 0.379 (X1) + -0.127 (X3) + 0.389$ is obtained with the following diagram:

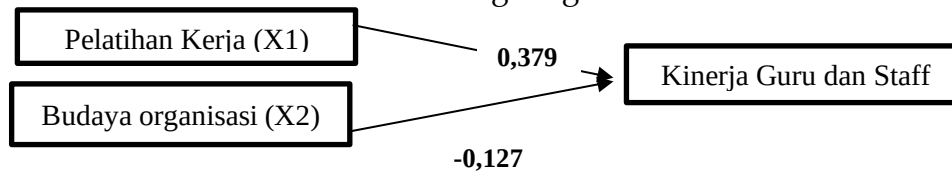


Figure 4. Path Analysis Structure 1

Substructure Equation 2: $Y = p_{yz} + e_2$

Substructure Equation 2: $Y = p_{yz} + e_2$ From the original sample value in the table above, the path coefficient value $p_{yz} = 0.402$ is known and based on the R^2 value, the value of e_2 is obtained. by using the formula $= \sqrt{1 - R^2} = \sqrt{1 - 0.848} = 0.389$ Then for the sub-structure path coefficient 2, $Y = 0.402 + 0.389$ is obtained with the following diagram:

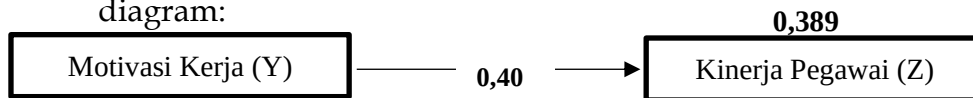


Figure 5. Path Analysis Structure 2

b. Indirect Influence

In a causal model, this influence describes the indirect relationship between the variables involved, which can be analyzed using methods such as path analysis. This can be explained as follows:

Substructural Equation 3: $Y = p_{Yx1} + p_{Yx2} + p_{Yx3} + p_{Yz} + e_2$

Table 9. Path Analysis Results of Structure 3

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
TRAINING - WORK > MOTIVATION -> TEACHER AND STAFF PERFORMANCE	0.097	0.095	0.046	2,090	0.037
ORGANIZATIONAL CULTURE -> MOTIVATION -> TEACHER AND STAFF PERFORMANCE	0.191	0.196	0.084	2,273	0.023

Source: Processed data (2025)

From the standardized beta coefficients values in the table above, the path coefficient values $YX1 = 0.097$, $YX2 = 0.112$, $YX3 = 0.191$, and $YZ = 0.402$ are known, and based on the R^2 value in table 4.17, the e_2 value is obtained using the formula $= \sqrt{1 - R^2} =$

$\sqrt{1 - 0.848} = 0.389$. So for the path coefficient of substructure 3, the equation $Y = 0.097 (X1) + 0.191 (X2) + 0.402 (Y) + 0.389$ is obtained with the following diagram:

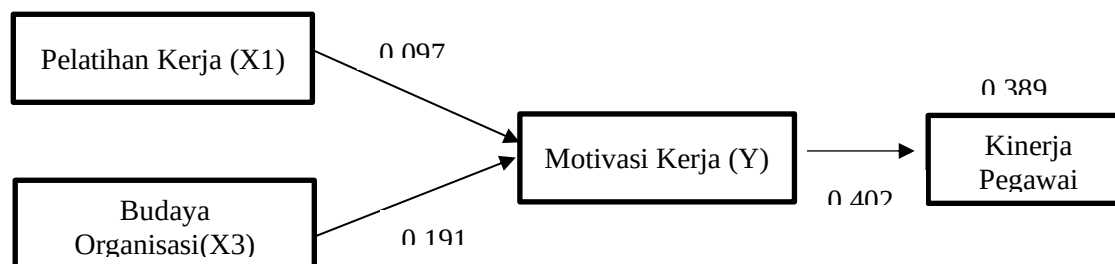


Figure 6. Path Analysis Structure 3

4. DISCUSSION

4.1. Job Training on Work Motivation

Job training has a positive and significant impact on employee motivation. This is evidenced by the p-value of $0.010 < 0.05$, thus accepting the hypothesis. The training provided by the school to teachers and staff not only improves knowledge and skills but also increases their confidence in completing tasks. When teachers and staff are provided with relevant competencies, they are automatically encouraged to work harder and become more motivated to achieve their set targets.

This finding is supported by research by Pratama and Hidayat (2021), which states that targeted and sustainable training will increase motivation, as they experience the direct benefits of the improved skills acquired. Furthermore, research by Rahmawati (2020) further supports this finding, stating that integrated training into the teacher and staff career development system can significantly increase work motivation.

Therefore, it can be concluded that effective and relevant job training plays a crucial role in boosting work motivation. When teachers and staff perceive that the job training they receive supports their daily work and opens up better career opportunities, their work motivation will naturally increase. Therefore, job training must be continuously adapted to the evolving needs of teachers and staff to maximize its benefits.

4.2. Organizational Culture on Work Motivation

Organizational culture has a positive and significant effect on teacher and staff work motivation. This is evidenced by the p-value of $0.000 < 0.05$, thus the hypothesis is accepted. Logically, these results illustrate that a work environment with a good organizational culture, such as encouragement of innovation, attention to teacher and staff welfare, and policy stability, can encourage work enthusiasm and motivation in carrying out daily tasks. With a supportive work culture, employees feel appreciated, comfortable, and more encouraged to give their best performance, because they feel like an important part of the school.

This finding aligns with research by Fitriani and Kurniawan (2022), which showed that a healthy and open organizational culture significantly boosts work motivation, particularly when schools value innovation, stability, and trust among colleagues. Furthermore, Wijayanti and Haryanto (2021) also confirmed that the stronger the organizational culture that promotes values of

togetherness and results, the higher the motivation among teachers and staff to achieve targets and complete their work well.

Thus, it can be concluded that organizational culture is an important foundation in building teacher and staff work motivation. When schools are able to cultivate a supportive, stable, and respectful work culture for each individual, teachers and staff will be more internally motivated to work with passion and enthusiasm, as they feel their work environment supports their personal and professional development and well-being.

4.3. Job Training on Employee Performance

Job training has a positive and significant impact on employee performance. This is indicated by a p-value of $0.000 < 0.05$, thus the hypothesis is accepted. Logically, the more frequent and relevant training received by teachers and staff, the more their skills, understanding, and readiness to face work tasks will improve, which ultimately impacts performance improvement. Teachers and staff who receive training tend to be better prepared to carry out their duties, more confident, and more quickly adapt to changing job demands.

This research finding is also supported by Wibowo and Setiawan (2019), who found that on-the-job training has a positive impact on improving teacher and staff performance in schools. Continuous and relevant training fosters deeper understanding of tasks and boosts work effectiveness. This also aligns with research by Sari and Pratama (2020), who found that training can improve teacher and staff skills, ultimately contributing to achieving school targets.

Thus, it can be concluded that job training is a crucial factor in improving teacher and staff performance. Schools need to ensure that training programs are systematically designed and aligned with job requirements, thereby creating professional, competent, and productive human resources to support the achievement of school goals.

4.4 . Organizational Culture on Employee Performance ,

Organizational culture does not have a significant direct effect on employee performance. This is evident from the p-value of $0.183 > 0.05$, thus rejecting the hypothesis. Logically, these results indicate that although the organizational culture in the school environment has been well-established, indicated by the very high average respondent response on the organizational culture indicator, it is not strong enough to directly drive improved employee performance without the support of motivation or other intermediary factors.

This research aligns with Arumsari and Sunuharyo (2021), who stated that organizational culture doesn't always have a direct impact on performance, but rather plays a role through psychological factors such as employee motivation or engagement in the work process. This is also supported by research by Utami and Darma (2022), who found that organizational culture is more effective in influencing teacher and staff performance when combined with motivational aspects, rather than as the sole driving factor.

Thus, it can be concluded that organizational culture does shape the framework of behavior and values in schools. However, this study demonstrated that organizational culture does not directly improve teacher

and staff performance. The influence of organizational culture is more pronounced when combined with internal employee factors, such as work motivation. Therefore, it is necessary to consider other aspects beyond culture formation, especially in efforts to optimally improve performance.

4.5. Work motivation on employee performance ,

Work motivation has a positive and significant effect on teacher and staff performance. This is evidenced by the p-value of $0.005 < 0.05$, thus the hypothesis is accepted. Logically, the higher the level of motivation possessed by teachers and staff, the better the performance demonstrated in carrying out their duties and responsibilities. Teachers and staff who have high motivation, both intrinsic and extrinsic factors, tend to be more enthusiastic, disciplined, and have a strong commitment to achieving work targets set by the school.

This research is further supported by Putri and Hartono (2021), who stated that work motivation has a significant positive influence on performance. Teachers and staff with high work motivation are better able to complete work with good quantity and quality, and tend to be more disciplined and responsible in completing tasks. Research by Dewi and Prasetyo (2020) also concluded that teachers and staff who feel motivated at work, whether due to a fair reward system or clear work targets, will perform more productively.

Therefore, it can be concluded that motivation plays a crucial role in improving performance. High motivation can encourage teachers and staff to work with full awareness, discipline, and enthusiasm, thereby achieving school goals effectively and efficiently. Therefore, schools need to continuously maintain and strengthen the factors that influence teacher and staff motivation, including rewards, self-development, and the creation of clear work goals.

4.6. Job Training on Teacher and Staff Performance Through Work Motivation ,

Job training has a positive and significant indirect effect on employee performance through work motivation. The original sample value was obtained at 0.097 and p-value $0.037 < 0.05$, which means that good training can significantly improve the performance of teachers and staff, so the hypothesis is rejected. Logically, the more frequent and relevant training received by teachers and staff, the more their skills, understanding, and readiness to face work tasks will increase, which ultimately has an impact on improving performance. Employees who receive training tend to be more prepared to carry out tasks, more confident, and adapt more quickly to changes in job demands if they have high work motivation.

High work motivation has a significant impact on improving employee performance. High motivation can encourage employees to work with full awareness, discipline, and enthusiasm, thereby achieving organizational goals effectively and efficiently. Therefore, organizations need to continuously maintain and strengthen factors that influence employee motivation, including rewards, self-development, and the creation of clear work goals.

It can be concluded that training has a positive influence on performance through work motivation. Work motivation is a significant mediator in the relationship between training and performance. This means that training can increase work motivation, which in turn can improve teacher and staff

performance.

4.7. Organizational Culture on Teacher and Staff Performance Through Work Motivation ,

Organizational Culture has a positive and significant indirect effect on teacher and staff performance through Work Motivation. The test results show that The original sample value is 0.191 and the p-value is $0.023 < 0.05$. This means that Organizational Culture has a direct effect on teacher and staff performance and is rejected. Logically, these results indicate that although organizational culture in the work environment has been well established, indicated by a very high average respondent response to the organizational culture indicator, it is not strong enough to directly encourage increased employee performance without the support of motivation or other factors as intermediaries.

This research aligns with previous findings by Arumsari and Sunuharyo (2021), who revealed that organizational culture does not always have a direct influence on performance, but rather plays a role through psychological factors such as motivation or teacher and staff engagement in the work process. This is also supported by research by Utami and Darma (2022), which shows that organizational culture is more effective in influencing teacher and staff performance when combined with motivational aspects, rather than as the sole driving factor.

It can be concluded that organizational culture has a positive indirect influence on performance through work motivation. Work motivation is a significant mediator in the relationship between organizational culture and performance. This means that a positive organizational culture can increase work motivation, which in turn can improve teacher and staff performance.

5. CONCLUSION

First , Job training has a significant positive effect on motivation, with a p-value of $0.010 < 0.05$, proving that the training provided is able to motivate teachers and staff in carrying out their duties. *Second* , Organizational culture has a significant positive effect on motivation , with a p-value of $0.000 < 0.05$, the hypothesis is accepted. This shows that the better the organizational culture implemented, the higher the work motivation. *Third*, Training has a significant positive effect on performance, with a p-value of $0.000 < 0.05$, which means good training. which means that good training can significantly improve teacher and staff performance. *Fourth*, Organizational culture does not directly influence performance , the test results show a p-value of $0.183 > 0.05$, so the hypothesis is rejected. This means that organizational culture does not have a significant direct impact on improving teacher and staff performance. *Fifth*, Motivation has a significant positive effect on performance, a p-value of $0.005 < 0.05$ indicates that motivation has a positive and significant influence in encouraging improved teacher and staff performance. *Sixth*, Job training has an indirect effect on performance through work motivation, the original sample value is obtained of 0.097 and a p-value of $0.037 < 0.05$, which means that good training can significantly improve teacher and staff performance, accompanied by strong work motivation. *Seventh*, Organizational culture has an indirect effect on performance through work motivation. The test results show that The original sample value is 0.191 and the p-

value is $0.023 < 0.05$. This means that a strong organizational culture can significantly improve teacher and staff performance accompanied by work motivation.

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