

**ORGANIZATIONAL CULTURE AND COMPETENCE TOWARDS TEACHER
PERFORMANCE WITH WORK MOTIVATION AS A MEDIATION VARIABLE AT SMP
NEGERI 4 GRESIK**

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Abstract

This study aims to find out in depth about organizational culture, competence, on teacher performance mediated by motivation, which is at SMP Negeri 4 Gresik. The population and sample in this study were all teachers at SMP Negeri 4 Gresik, totaling 49 people, using a saturated sample, all members of the population were sampled. The data analysis tool uses the SmartPLS for windows program. Based on the results of the analysis, it was found that all hypotheses in this study can be accepted, directly organizational culture and competence have a positive and significant effect on performance and motivation. For the indirect effect of organizational culture and competence have a positive and significant effect on performance mediated by motivation.

Keywords: Organizational Culture, Competence, Teacher Performance, Work Motivation

Introduction

The nature of educators to date has turned into a significant and critical issue in light of the fact that as a general rule the presence of instructors at different levels, from kindergarten to secondary school is considered by some to be a long way from execution guidelines. The low capacity of understudies in subjects can't be isolated from the capacity/nature of instructors in showing their understudies, and the absence of accessibility of learning assets. The present circumstance positively significantly influences the learning system (Agustin et al, 2020). Further developing instructor execution will affect working on the nature of HR yield created in the training and learning process. The nature of instruction and graduates is frequently considered on the job of educators in dealing with the showing parts utilized in the educating and learning process for which they are dependable.

To have the option to accomplish ideal learning results, obviously, educators should have and show the most extreme execution during the instructing and learning process by changing the

improvement of science and innovation. Mangkunegara (2015) states the thought of representative execution (work accomplishment) is "the aftereffects of work in quality and amount accomplished by a worker in doing his obligations as per the obligations given to him". As indicated by Moehersono (2012), execution is a depiction of the degree of accomplishment of an execution of an action program or strategy in understanding the objectives, targets, vision, and mission of the association that have been illustrated through the essential preparation of an association.

A solid hierarchical culture can be utilized as a source of perspective to coordinate the conduct of people or representatives to work effectively so representatives need to comprehend the common culture in the organization and how this culture can be applied. Robbins and Judge (2015) clarify authoritative culture as a procedure for sharing importance by all individuals that recognizes one association from another. A few qualities of authoritative culture from Zahriyah's (2016) research are isolated into

4 specifically standards, predominant qualities, rules, and hierarchical environment. (Mangkunegara, (2015) said that hierarchical culture is a view or guideline that is accepted by workers in the organization, where these standards should be complied for the benefit of everyone. In Zahriyah's exploration (2016) shows the impact of hierarchical culture on representative execution that the social variable association significantly affects worker execution, while in the examination of Tajuddin, Tumirin and Decembri, E (2020), it is expressed that authoritative culture impacts worker execution contrasted with the impact of inspiration on worker execution.

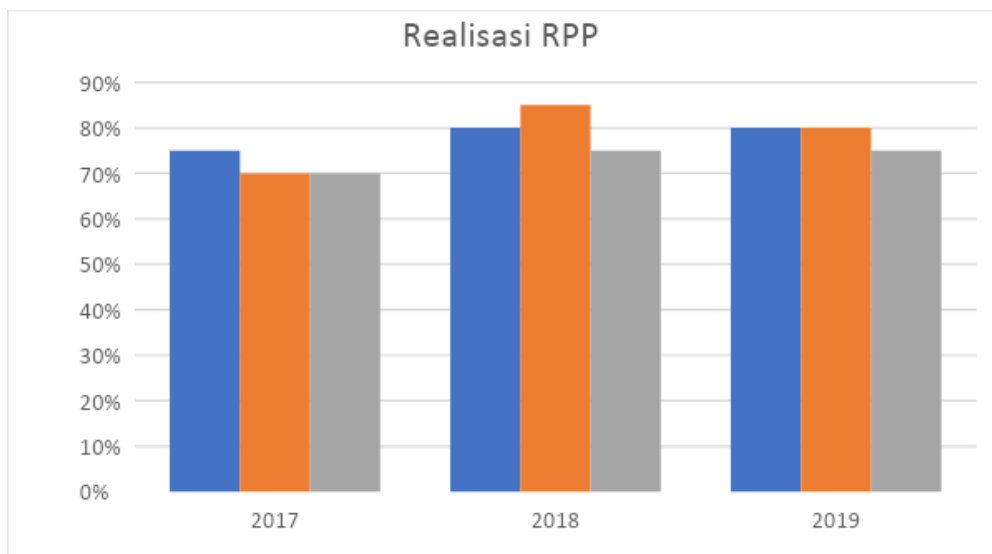
High ability will influence the presentation of an instructor. Ability itself is the sign of an individual in acting or thinking to be more orderly in completing work, capability and inspiration to stream work energy with the goal that it can further develop work execution and can accomplish authoritative objectives. In the meantime, Mangkunegara (2015) contends that skill is a key component moved by somebody who has more capacities, which recognizes it from somebody who has normal or standard capacities. In confronting the time of globalization, the requests of society will be higher and one of the keys to achievement in satisfying the inexorably high needs of society is the requirement for quality Human Resources (HR). Therefore, an office is needed to be more specific in picking HR who can show great execution. In a past report by Aprikristanti, R. E. (2020): M. Khafit Ashar, Siti Mujanah, Murgianto (2020) expressed that hierarchical culture and skill significantly affect execution through inspiration.

Work inspiration is likewise exceptionally important to further develop worker execution. Wibowo (2013) states that inspiration is a consolation to a progression of cycles of human conduct in accomplishing objectives. Inspiration is a power that exists inside an individual, which drives his conduct to make a move. an individual's self to play out an errand or accomplish an objective shows the degree of the degree of inspiration (Widodo, 2015). are relied upon to energize work enthusiasm, with the goal that they will buckle down by giving every one of the capacities and abilities to understand the organization's objectives. The execution of work inspiration in completing the errand will rely upon the capacity and genuineness of the work. An educator who has low work inspiration will for the most part experience issues in doing his obligations and work with the goal that he will abandon the circumstance rather than attempting to defeat it. As opposed to a high educator work inspiration, assuming that there are troubles in completing their obligations and work, they will attempt to defeat them. Instructors should have inspiration in the educating and learning process, in light of the fact that the undertaking of an educator isn't just completing exercises, investigating, creating, and dealing with an instructive foundation, particularly understudies. Before the instructing and learning process happens, an educator is answerable for the accomplishment of learning. In a past report by Aprikristanti, RE (2020): M. Khafit Ashar, Siti Mujanah, Murgianto (2020) expressed that hierarchical culture and capability significantly affect execution through inspiration.

SMP Negeri 4 Gresik is one of 4 Junior High Schools in Gresik, East Java.

This school has the title of National Independent Adiwiyata School. In light of the creator's perceptions in the field, the presentation of instructors in SMP Negeri 4 actually should be improved. The

who don't have adequate capability, it tends to be seen the level of their capacity in doing their obligations and obligations and the low inspiration of educators in finishing their obligations.



peculiarity that is seen in regards to educator execution is that there are instructors whose exhibition is not exactly ideal, not as per what has been set by the school. There are as yet numerous instructors who complete getting the hang of utilizing just handbooks for showing materials, so there is an absence of prospectus improvement, are frequently late in gathering Learning Implementation Plans (RPP), don't utilize learning media, strategies and study hall the executives in doing their day by day learning exercises, and doesn't assess the learning results of understudies reliably.

Likewise, there are still instructors who show up later than expected from as far as possible dictated by the organization, don't complete morning pickets and evening pickets as indicated by a foreordained timetable, absence of educator innovativeness in making learning helps and there are a few instructors who can't utilize innovation to help exercises. figure out how to instruct. And furthermore there are still instructors

With the different elements that happen, relevantly the assumptions as portrayed above have not been completely acknowledged so the improvement of educator execution at SMPN 4 Gresik has not shown ideal outcomes. In view of perceptions made by specialists and other supporting information as restatements of instructors who made Learning Implementation Arrangements (RPP) for a considerable length of time as follows:

Table 1. Recap of educators who made example arrangements

The not yet optimal performance of teachers can be seen from the realization of making lesson plans. Based on table 1.1, it can be seen that in the 2016/2017 school year only 75% of teachers made lesson plans, while in the 2017/2018 school year 80% of teachers made lesson plans, while in the 2018/2019 school year there was no increase where teachers made lesson plans as much as 80% which is the same in the previous year. Thus, it can be concluded

that the performance of teachers at SMPN 4 Gresik is still not optimal because not all teachers have made a Learning Implementation Plan (RPP).

Table 2. Recap of Teacher Activity
 Percentage at SMPN 4 Gresik

No	Keterangan	Absensi		
		2016/2017	2017/2018	2018/2019
1	Kehadiran	85%	80%	85%
2	Presensi Piket	65%	75%	70%
3	Ikut Serta Rapat	75%	85%	85%

In the recap of educator action above, it tends to be seen that not all instructors are dynamic as far as participation, both participation at educating, picket, and support in school gatherings. Moreover, in the perceptions of the scientists, despite the fact that the educators were available, there were still instructors who didn't promptly complete their obligations. Authoritative culture, and capability, are firmly related in getting sorted out at SMP Negeri 4 Gresik, in its application hierarchical culture, and ability are two components that have become something indistinguishable at SMP Negeri 4 Gresik in completing all school assignments. Assuming these two components are met then the instructor's exhibition in the acknowledgment of making illustration arrangements and educator action won't encounter issues. The information for a portion of the presentation above are perplexing issues that exist in the inward association of SMP Negeri 4 Gresik, so in case this isn't demonstrated by research just as speculation testing, it will truly affect the association later on, the hierarchical

culture and skills that have been applied don't goodly affect execution or inspiration at work so authoritative objectives are not met with the assumptions for school executives.

In view of the foundation of the issue over, the scientist needs to inspect inside and out with regards to hierarchical culture, skill, and inspiration just as its effect on the exhibition of workers at SMP Negeri 4 Gresik by taking a gander at the peculiarities that are going on as of now, so specialists are keen on raising the theory title "The Effect of Culture". Association and Competence on Teacher Performance with Work Motivation as a Mediation Variable at SMP Negeri Gresik".

Method Research

In view of the detailing of the past targets, the reason for this review is quantitative exploration which means to inspect the connection between the factors to be examined. Misbahuddin and Iqbal (2014) clarify that quantitative exploration is a type of investigation of examination factors (information) to decide the degree or strength of the connection between factors being contemplated. will be contemplated, the structure or heading of the connection between the factors to be considered, and the size of the impact of the factors concentrated on one (autonomous variable, exogenous variable) with different factors (subordinate variable, endogenous variable).

In this review, the connection between factors is causal, implying that the presence of a variable is caused or controlled by the conditions of at least one different factor. The kind of exploration utilized by the analyst is quantitative. As indicated by Sugiyono (2016) quantitative

exploration techniques are research strategies used to look at the state of regular articles where the analyst is the key instrument.

The populace are all exploration subjects. The populace is an article/subject with specific qualities that are controlled by specialists to be concentrated and afterward ends are drawn (Sugiyono, 2016). The populace in this review were every one of the 49 instructors of SMP Negeri 4 Gresik.

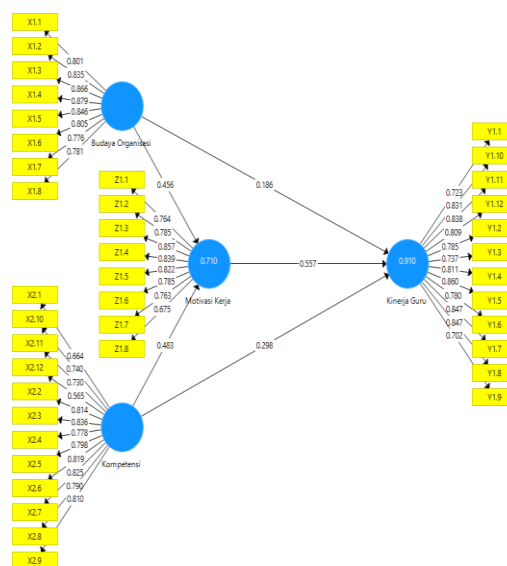
While the example is essential for the populace that has specific attributes (Sugiyono, 2016). The example is part or delegate of the populace considered. Called an example assuming that the analyst means to sum up the aftereffects of the example study. To sum up is to raise research ends that apply to the populace. The testing procedure utilizes a soaked example where all individuals from the populace are examined. So in light of the portrayal, the example used to test the instructor's exhibition added up to 49 individuals.

The information utilized in this review were acquired from the primary source, the two people and people from the aftereffects of direct meetings or polls as inquiries with the least to biggest number weighting. The information that has been gathered is then estimated and surveyed. The estimation scale utilized in this review is a Likert scale.

The information investigation apparatus utilized in this examination is Covariance Based SEM (CBSEM) and Variance Based SEM or Partial Least Square (PLS) examination utilizing the SmartPLS for Windows program.

Results and Discussion

In light of the aftereffects of the Partial Least Square (PLS) examination with the PLS Algorithm to test the legitimacy and unwavering quality, the coefficient of model assurance and the way coefficient for the situation model, coming up next is the picture produced dependent on the result consequences of the PLS Algorithm SmartPLS, it very well may be found in Figure 1 underneath:



Picture 1. Outer Model Test Results

Convergent Validity

Merged legitimacy of the estimation model with reflexive pointers can be seen from the connection between thin scores/markers and developed scores. Individual intelligent measure is supposed to be high assuming that it has a connection of more than 0.70 with the build to be estimated. Be that as it may, at the exploration phase of the scale advancement stage, a stacking of 0.50 to 0.60 is as yet OK (Ghozali and Latan, 2015). Coming up next is the worth of the external stacking of every marker on the exploration variable:

Tabel 1. Outer Loading Convergent validity

Indicator	Organizational Culture	Competency	Teacher Performance	Work Motivation
X1.1	0.801	0.000	0.000	0.000
X1.2	0.835	0.000	0.000	0.000
X1.3	0.866	0.000	0.000	0.000
X1.4	0.879	0.000	0.000	0.000
X1.5	0.846	0.000	0.000	0.000
X1.6	0.805	0.000	0.000	0.000
X1.7	0.776	0.000	0.000	0.000
X1.8	0.781	0.000	0.000	0.000
X2.1	0.000	0.664	0.000	0.000
X2.10	0.000	0.740	0.000	0.000
X2.11	0.000	0.730	0.000	0.000
X2.12	0.000	0.565	0.000	0.000
X2.2	0.000	0.814	0.000	0.000
X2.3	0.000	0.836	0.000	0.000
X2.4	0.000	0.778	0.000	0.000
X2.5	0.000	0.798	0.000	0.000
X2.6	0.000	0.819	0.000	0.000
X2.7	0.000	0.825	0.000	0.000
X2.8	0.000	0.790	0.000	0.000
X2.9	0.000	0.810	0.000	0.000
Y1.1	0.000	0.000	0.723	0.000
Y1.10	0.000	0.000	0.831	0.000
Y1.11	0.000	0.000	0.838	0.000
Y1.12	0.000	0.000	0.809	0.000
Y1.2	0.000	0.000	0.785	0.000
Y1.3	0.000	0.000	0.737	0.000
Y1.4	0.000	0.000	0.811	0.000
Y1.5	0.000	0.000	0.860	0.000
Y1.6	0.000	0.000	0.780	0.000
Y1.7	0.000	0.000	0.847	0.000
Y1.8	0.000	0.000	0.847	0.000
Y1.9	0.000	0.000	0.702	0.000
Z1.1	0.000	0.000	0.000	0.764
Z1.2	0.000	0.000	0.000	0.764
Z1.3	0.000	0.000	0.000	0.785
Z1.4	0.000	0.000	0.000	0.857
Z1.5	0.000	0.000	0.000	0.839
Z1.6	0.000	0.000	0.000	0.785
Z1.7	0.000	0.000	0.000	0.763
Z1.8	0.000	0.000	0.000	0.675

In view of the information introduced in the table above, it is realized that every one of the examination variable markers has a worth of external stacking > 0.7 . In any case, apparently there are still a few pointers that have an external stacking worth of < 0.7 . Ghozali and Latan, (2015), the external stacking esteem between 0.5 - 0.6 is thought of as adequate to meet the concurrent legitimacy prerequisites. The information above shows that there is no pointer variable whose external stacking esteem is underneath 0.5, so all markers are pronounced practical or substantial for research utilization and can be utilized for additional examination.

Discriminant Validity

Discriminant legitimacy pointers can be found in the cross stacking between the markers and their developments. In case the relationship between the builds and their markers is higher than the connections between the pointers and different developments, it shows that the idle develops foresee markers in their square better compared to pointers in different squares. Coming up next is the cross loading worth of every marker:

Tabel 2. Cross Loading *Discriminant Validity*

Indicator	Organizational Culture	Teacher Performance	Competency	Work Motivation
X1.1	0.801	0.677	0.556	0.657
X1.2	0.835	0.751	0.588	0.726
X1.3	0.866	0.727	0.652	0.659
X1.4	0.879	0.781	0.646	0.762
X1.5	0.846	0.543	0.405	0.552
X1.6	0.805	0.507	0.332	0.426
X1.7	0.776	0.597	0.453	0.591
X1.8	0.781	0.460	0.208	0.427
X2.1	0.433	0.491	0.664	0.450
X2.10	0.601	0.725	0.740	0.634
X2.11	0.574	0.605	0.730	0.560
X2.12	0.461	0.531	0.565	0.525
X2.2	0.567	0.695	0.814	0.643
X2.3	0.541	0.713	0.836	0.649
X2.4	0.309	0.634	0.778	0.573
X2.5	0.377	0.590	0.798	0.506
X2.6	0.474	0.703	0.819	0.641
X2.7	0.427	0.672	0.825	0.590
X2.8	0.325	0.604	0.790	0.600
X2.9	0.510	0.669	0.810	0.594
Y1.1	0.709	0.723	0.520	0.688
Y1.10	0.731	0.831	0.605	0.786
Y1.11	0.672	0.838	0.791	0.745
Y1.12	0.696	0.809	0.655	0.733
Y1.2	0.568	0.785	0.701	0.761
Y1.3	0.529	0.737	0.636	0.700
Y1.4	0.544	0.811	0.650	0.776

Indicator	Organizational Culture	Teacher Performance	Competency	Work Motivation
Y1.5	0.639	0.860	0.699	0.831
Y1.6	0.647	0.780	0.682	0.701
Y1.7	0.639	0.847	0.701	0.755
Y1.8	0.644	0.847	0.787	0.771
Y1.9	0.509	0.702	0.552	0.581
Z1.1	0.679	0.731	0.520	0.764
Z1.2	0.629	0.736	0.636	0.785
Z1.3	0.617	0.807	0.707	0.857
Z1.4	0.473	0.730	0.611	0.839
Z1.5	0.592	0.800	0.590	0.822
Z1.6	0.609	0.683	0.552	0.785
Z1.7	0.634	0.709	0.612	0.763
Z1.8	0.485	0.601	0.594	0.675

In light of the information introduced in the table above, it tends to be seen that every pointer in the examination variable has the biggest cross stacking esteem on the factors it structures contrasted with the cross loading esteem on different factors. In view of the outcomes acquired, it tends to be expressed that the markers utilized in this review have great discriminant legitimacy in arranging their separate factors.

As well as noticing the worth of cross stacking, discriminant legitimacy can likewise be known through different strategies, to be specific by checking out the normal variation separated (AVE) esteem (Fornell and Larcker, 1981 in Ghazali, 2011). Ghazali and Latan (2015) depicts one more test to evaluate the legitimacy of the build by taking a gander at the AVE esteem. The model is supposed to be great in the event that the AVE of each developer is more noteworthy than 0.50.

Tabel 3. Average Variance Extracted (AVE)

Variabel	Average Variance Extracted (AVE)
Budaya Organisasi	0.680
Kompetensi	0.590

Motivasi	0.621
Kinerja Guru	0.639

In view of the information introduced in the table above, it tends to be seen that each exploration variable has a normal variation extricated (AVE) esteem more noteworthy than 0.5. In this way, it very well may be expressed that every factor has great discriminant legitimacy.

Composite Reliability

Composite Reliability is the part that is utilized to test the unwavering quality worth of markers on a variable. A variable can be announced to meet composite dependability in the event that it has a composite unwavering quality value > 0.6. Coming up next is the composite dependability worth of every factor utilized in this review:

Tabel 4. Composite Reliability

Variabel	Composite Reliability
Budaya Organisasi	0.944

Kompetensi	0.945
Motivasi	0.929
Kinerja Guru	0.945

In light of the information introduced in the table above, it may very well be seen that the composite unwavering quality worth of all exploration factors is > 0.7. The build is pronounced solid in the event that the composite unwavering quality and Cronbach alpha qualities are above 0.70 (Ghozali and Latan, 2015). These outcomes show that every factor has met composite dependability so it tends to be reasoned that all factors have a significant degree of unwavering quality.

Cronbach Alpha

The dependability test with the composite unwavering quality above can be fortified by utilizing the Cronbach alpha value. A variable can be proclaimed solid or satisfies cronbach alpha assuming it has a cronbach alpha worth > 0.7. Coming up next is the cronbach alpha worth of every factor:

Tabel 5. Cronbach Alpha

Variabel	Cronbach's Alpha
Budaya Organisasi	0.933
Kompetensi	0.935
Motivasi	0.912
Kinerja Guru	0.948

In view of the information introduced above, it tends to be seen that the Cronbach alpha worth of each exploration variable is > 0.7. The build is proclaimed solid assuming that the composite dependability and Cronbach alpha qualities are above 0.70 (Ghozali and Latan, 2015). Accordingly these outcomes can demonstrate that each exploration

variable has met the prerequisites of the Cronbach alpha worth, so it very well may be inferred that all factors have an undeniable degree of unwavering quality.

Model Goodness Test (Goodness of Fit)

In light of the information handling that has been finished utilizing the brilliant PLS program, the R-Square qualities are acquired as follows:

Tabel 6. Nilai R-Square

Variabel	R Square
Motivasi	0.910
Kinerja Guru	0.710

In light of the information introduced in the table above, it very well may be seen that the R-Square incentive for the inspiration variable is 0.710. The worth acquired clarifies that the huge level of Organizational Culture and capability can be clarified by inspiration of 71%. Then, at that point, for the R-Square worth acquired by the instructor's presentation variable of 0.910. This worth clarifies that the hierarchical culture of ability and inspiration can be clarified by the instructor's presentation by 91%

The decency of fit evaluation is known from the Q-Square worth. The Q-Square worth has a similar importance as the coefficient assurance (R-Square) in relapse investigation, where the higher the Q-Square, the model can be supposed to be better or more fit with the information. The aftereffects of the computation of the worth of Q-Square are as per the following: Q-Square = 1 - [(1 - R21) × (1 - R22)]

$$\begin{aligned}
 &= 1 - [(1 - 0.710) \times (1 - 0.910)] \\
 &= 1 - (0.29 \times 0.09) \\
 &= 1 - 0.0261 \\
 &= 0.973
 \end{aligned}$$

In light of the consequences of the above estimations, I got a Q-Square worth of 0.973. This demonstrates the extent of

the variety of examination information that can be clarified by the exploration model is 97.3%. While the leftover 2.7% is clarified by different elements that are outside this examination model. Accordingly, from these outcomes, this exploration model can

be proclaimed to have a decent and positive integrity of fit.

Coming up next are the aftereffects of theory testing acquired in this review through the internal model:

Tabel 7. *T-Statistics dan P-Values (direct effect)*

No	Hpo	Variable	T Statistics	Nilai P
1	1	Budaya Organisasi -> Kinerja Guru	2,209	0,026
2	2	Kompetensi -> Kinerja Guru	2,351	0,016
3	3	Budaya Organisasi -> Motivasi	3,049	0,003
4	4	Kompetensi -> Motivasi	3,243	0,001
5	5	Motivasi -> Kinerja Guru	4,917	0,000

Theory of Effect of T-Statistics P-Values Results Based on the information in the table above, it very well may be seen that of the five theories proposed in this review, every one of them can be acknowledged on the grounds that each sh impact itself has a P-Values value <0.05. So it very well may be expressed that the autonomous variable on the ward has a critical impact. Coming up next is a breakdown of the impact between factors:

1. The Influence of Organizational Culture (X1) on Teacher Performance (Y)

In view of the table above, it may very well be seen that the t-count of the authoritative culture variable on educator execution is 2.209 with a worth of 0.028. Since the worth of - is more modest than (0.028 < 0.05) then, at that point, H0 is dismissed, subsequently there is a critical impact of hierarchical culture (X1) on instructor execution (Y). Then, at that point, in light of the aftereffects of information handling, it tends to be deciphered that in case authoritative culture is improved, educator execution will increment, as well as the other way around assuming

hierarchical culture isn't improved, instructor execution won't increment.

The connection between authoritative culture and instructor execution is likewise reinforced by past research by Maryani, A., Lian, B., and Wardarita, R. (2020). The consequences of the review tend to be inferred that hierarchical culture and instructor execution have a positive relationship. This review demonstrates that authoritative culture that meets customer assumptions is a component that will affect instructor execution.

2. The impact of ability (X2) on educator execution (Y)

In light of the table above, it tends to be seen that for testing the ability variable (X2) on instructor execution, the T measurement esteem is 2.351 with a worth of 0.019. Since the worth of - is more modest than (0.019 < 0.05) then, at that point, H0 is dismissed, in this way there is a critical impact of skill (X2) on educator execution (Y). So in light of the consequences of information handling that shows this impact, it tends to be deciphered that assuming skill is expanded, execution will increment, as well as the other way

around in case ability isn't improved, educator execution won't increment. The connection among capability and educator execution is additionally fortified by Jaelani's past research (2020). The outcomes showed that instructor skill and execution had a positive relationship.

3. The impact of authoritative culture (X1) on inspiration (Z)

In view of the table above, it very well may be seen that the consequences of the review demonstrate that the trial of the hierarchical culture variable (X1) on inspiration got a measurable T worth of 3.049 with a worth of 0.002. Since the worth of - is more modest than ($0.002 < 0.05$) then, at that point, H0 is dismissed, hence there is a huge impact of authoritative culture (X1) on inspiration (Z), then, at that point, in light of the aftereffects of information handling it very well may be deciphered that assuming hierarchical culture is improved, work inspiration will increments, as well as the other way around in case the hierarchical culture isn't further developed then work inspiration won't increment. The consequences of this review support the aftereffects of past research by Hamzah, MI, and Sarwoko, E. (2020). the consequences of his examination inferred that authoritative culture has a positive relationship to inspiration.

4. The impact of capability (X2) on inspiration (Y)

In light of the table above, it tends to be seen that the size of the t-count of ability variable testing (X2) on instructor execution acquired a measurable T worth of 3.243 with a worth of 0.001. Since the worth of - is more modest than ($0.001 < 0.05$) then, at that point, H0 is dismissed, consequently there is a huge impact of capability (X1) on inspiration (Y). So in

light of the aftereffects of information handling that shows the impact, it tends to be deciphered that assuming capability is expanded, work inspiration will increment, as well as the other way around in case ability isn't expanded, work inspiration won't increment. In view of the consequences of the review, it very well may be reasoned that skill affects inspiration as in the aftereffects of past research by Aprikristanti, (2020). the aftereffects of the review can be presumed that ability has a positive relationship to inspiration.

5. The impact of inspiration (Z) on instructor execution (Y)

In light of the table above, it tends to be seen that the inspiration variable (Z) on educator execution (Y) got a factual T worth of 4.917 with a worth of - 0.000. Since the worth of - is more modest than ($0.000 < 0.05$) then, at that point, H0 is dismissed, subsequently there is a huge impact between inspiration (Y) on educator execution (Z). So in view of the consequences of information handling seen from the importance number and positive coefficient esteem, it tends to be deciphered that assuming inspiration is expanded, educator execution will increment, as well as the other way around in case inspiration doesn't build, instructor execution will increment. doesn't increment. The aftereffects of this review support the exploration consequences of Aprida, Y., Fitria, H., and Nurkhalis, N. (2020). The impact of head management and instructor work inspiration on educator execution. The outcomes showed that inspiration had a positive relationship with instructor execution. Inspiration has a cozy relationship with educator execution.

Indirect effect hypothesis testing is done by resampling bootstrap technique.

An alternative approach to testing the significance of mediation (Bollen and Stine, 1990, in Ghozali & Latan, 2015). The

following are the results of testing the indirect influence hypothesis:

Tabel 8. *T-Statistic dan P-Values (indirect effect)*

No.	Hpo	Variabel	T Statistics	P Values
1	6	Budaya Organisasi -> Motivasi -> Kinerja Guru	2,363	0,019
2	7	Kompetensi -> Motivasi -> Kinerja Guru	3.566	0,000

In view of the backhanded impact computation, it tends to be seen that:

- The all out impact of hierarchical culture (X1) on instructor execution (Y) through inspiration got T measurement with a worth of 2.363-0.025. Because the worth is more modest than (0.019 < 0.05) then, at that point, H0 is dismissed, in this way there is a huge impact of authoritative culture (X1) on educator execution (Y) through inspiration (Z). So in light of the consequences of information handling through smartpls which shows a positive impact because of hierarchical culture on execution through inspiration, assuming it implies that authoritative culture is further developed then execution will increment again whenever intervened by inspiration, when contrasted with the immediate impact of authoritative culture on execution. The consequences of the review concur with past specialists Aprikristanti (2020) Organizational culture should be thought about so inspiration is kept up with and affects instructor execution, authoritative culture is the primary component framing inspiration.
- The size of the impact of skill (X2) on educator execution (Y) through inspiration (Z) acquired a T measurement of 3.566 with a worth of 0.000. Since the worth is more modest than (0.000 < 0.05) then, at that point, H0 is dismissed and along these lines

capability (X2) significantly affects educator execution (Y) through inspiration (Z). So in view of the aftereffects of information handling through smartpls which shows a positive impact because of capability on execution through inspiration. Ability has a connection to educator inspiration and execution, implying that assuming capability is expanded, instructor inspiration and execution will increment. Aprikristanti (2020) Competence is a variable that influences inspiration that affects educator execution.

Conclusion

In view of the consequences of exploration led because of authoritative culture and execution on instructor execution and inspiration at SMP Negeri 4 Gresik, the ideas and suggestions that can be given are as per the following:

- Ideas to the school, in view of the consequences of the concentration every one of the factors tried impact the factors that are impacted, it is vital for the school to focus on the factors being tried. culture or reared in a decent association, by building great correspondence between an educator and an instructor, educator with understudies, understudies with different understudies utilizing amiable language, building otherworldly skill by giving mastering as strict individuals well, tirelessly

showing understudies quietly , and educators ought to consistently give healing to understudies. This is vital to further develop execution.

2. In light of the consequences of the work ability investigation which impacts instructor inspiration and execution, contrasted with the work capability variable, then, at that point, in view of the aftereffects of the examination the specialist proposes that schools keep up with these factors by continually giving consolation and endeavors to make educators the main resource so representatives have skill. solid work, notwithstanding motivating forces for execution benefits that have been acquired by educators.
3. In view of the consequences of the test investigation, it is realized that the factors of authoritative culture and work skill have a huge roundabout impact on educator execution through inspiration. In view of these outcomes, it is vital for the administration to further develop these factors with the goal that educator execution increments appropriately. In view of the aftereffects of the investigation, inspiration goes about as an interceding variable, implying that assuming educators are all around roused, their presentation will be better than anyone might have expected.
4. Ideas for additional examination, keep on utilizing the authoritative culture variable, and supplant the inspirational variable (intervention) with work fulfillment.

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