



Organizational culture and teachers' work motivation: Examining predictive relationships

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ABSTRACT

Background: The role of educators is crucial in determining the success of the educational process in schools. The quality of learning delivered by teachers is directly influenced by their level of work motivation. One of the important factors affecting work motivation is organizational culture. A strong and positive organizational culture is believed to create a conducive working environment, encourage collaboration, and provide teachers with a sense of security and appreciation. However, in practice, many educators still experience demotivation due to unsupportive work cultures, such as poor communication, lack of appreciation, and excessive administrative demands. This study aims to examine the influence of organizational culture on teachers' work motivation at SMP Negeri 1 Banyumas. **Methods:** A quantitative approach using a survey method was employed, involving a total sampling of all 30 teachers at SMP Negeri 1 Banyumas as respondents. Data were collected through closed-ended questionnaires, and data analysis was conducted using simple linear regression to examine the relationship between organizational culture and work motivation variables. **Findings:** The results showed that organizational culture had a significant influence on teachers' work motivation. This was indicated by a correlation coefficient (R) value of 0.900 and a coefficient of determination (R^2) value of 0.810, meaning that 81% of the variation in work motivation could be explained by organizational culture. These findings support the organizational culture theory proposed by Edgar H. Schein, which states that values, norms, and habits within an organization deeply shape members' behavior and work spirit. **Conclusion:** This study is expected to provide valuable input for school management in formulating policies to strengthen organizational culture in order to improve motivation, performance, and the quality of learning sustainably. **Novelty/Originality of this article:** The novelty of this study lies in the application of the organizational culture model as a predictor of teachers' work motivation in the context of a public junior high school, which has rarely been explored in previous empirical studies.

KEYWORDS: organizational culture; SMP Negeri 1 Banyumas; work motivation.

1. Introduction

In an organization, each member possesses values that serve as cultural guidelines as part of organizational commitment. The values and norms established by an organization's culture determine organizational behavior and objectives. Organizational culture consists of the values and beliefs shared by all members of the organization. These values create behavioral standards that are applied in the organization's daily activities. A strong organizational culture reflects members who are loyal and in agreement with

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organizational values. In contrast, a weak culture depends on how members implement these values in organizational life. A good organizational culture should make employees feel comfortable at work and improve their performance so that they can meet the organization's expectations. A positive culture will strongly influence employees' willingness to work. Employees with high work motivation are able to generate new ideas, complete tasks effectively, and accomplish their responsibilities accurately within a shorter period of time.

Work motivation is an important factor that determines the quality of individual performance within an organization. Motivation not only encourages individuals to work harder, but also helps increase their involvement and commitment to organizational goals. In the context of schools, motivated teachers tend to be more enthusiastic in teaching, create an inspiring learning environment for students, and support the achievement of optimal learning outcomes.

A phenomenon that frequently occurs in various educational institutions, both public and private schools, is the instability of teachers' work motivation. Many educators feel less motivated in carrying out their duties. Some of them feel unappreciated, receive insufficient support, or are trapped in monotonous work routines that lack opportunities for self-development. SMP Negeri 1 Banyumas, like many other schools, faces challenges related to the dynamics of its organizational culture. It was found that although teachers already possess adequate competencies, their work enthusiasm has declined due to the absence of an organizational culture that supports collaboration among teachers, as well as the lack of appreciation or recognition for their achievements.

State Junior High School 1 Banyumas/SMP Negeri 1 Banyumas has long established an organizational culture; however, whether this culture influences teachers' work motivation still requires further investigation. Organizational culture refers to a set of values, norms, beliefs, and habits that guide members of an organization in carrying out their duties. In the school environment, a positive organizational culture plays an important role in motivating teachers and staff to perform their work effectively. Preliminary data obtained at SMP Negeri 1 Banyumas showed that approximately 45% of teachers expressed dissatisfaction with the existing organizational culture at the school. Factors such as poor communication among colleagues, the absence of a clear reward system, and limited collaboration in learning activities were identified as the main issues. Most teachers felt that the organizational culture in the school placed greater emphasis on achieving administrative targets rather than on accomplishing more substantial educational goals. This condition has consequently affected the decline in their work motivation. If teachers' work motivation does not improve, the learning process they conduct will not be optimal, which in turn may affect students' academic achievement.

This phenomenon demonstrates the importance of organizational culture in influencing teachers' work motivation. A positive organizational culture, which includes values of mutual respect, good collaboration, and an adequate support system, can enhance teachers' work enthusiasm. On the other hand, a poor or unsupportive culture can become an obstacle to improving their motivation. A positive organizational culture that supports teamwork, innovation, fairness, and transparency, along with an inspiring, empowering, and adaptive leadership style, has a significant positive impact on employee performance. The combination of these two factors creates an ideal work environment to increase employee motivation, commitment, and loyalty, which ultimately improves performance (Afianty & Rosdiana, 2023).

On the other hand, work motivation does not stand alone, but is influenced by various internal and external factors. One internal factor that plays a significant role is organizational culture. Organizational culture includes the values, norms, habits, and systems that develop within the school environment and may influence teachers' behavior and work ethic. Schools that possess a positive organizational culture are generally able to create a conducive working environment, supportive collegial relationships, and a constructive work climate, which consequently enhances teachers' work enthusiasm.

However, the reality in the field shows that many schools have not yet optimally developed and managed a strong organizational culture. This condition has led to various problems, such as low work enthusiasm, limited collaboration among teachers, and a lack of loyalty toward the institution. This situation indicates a gap between expectations and reality, where high work motivation has not been fully achieved due to the absence of a strong organizational culture.

Considering the important role of organizational culture in improving teachers' work motivation, as well as the limited number of studies that deeply examine the relationship between these two variables in the school environment, it is necessary to conduct research focusing on this topic. In addition, many schools tend to focus more on administrative and technical aspects without recognizing the importance of building organizational culture as a managerial strategy. Therefore, this study focuses on examining the influence of organizational culture on teachers' work motivation as an effort to understand the internal factors that can sustainably encourage the improvement of educators' performance in schools.

Culture plays an important role in uniting organizational members through shared perspectives, which create consistency in attitudes and behavior. According to Robbins, organizational culture is defined as a system of shared meaning embraced by members that distinguishes one organization from another (Robbins & Judge, 2009). Furthermore, he states that this shared meaning system is formed by members of the organization and serves as a distinguishing characteristic from other organizations. In addition, organizational culture is related to behavioral standards that are understood and internalized by all members as the basis of organizational rules. The foundation of organizational culture is often rooted in the values and ideology of its founders, which have a major influence on shaping the organization's initial practices and habits. Simply put, organizational culture can be understood as an expression of how things are done in this place, encompassing experiences, philosophies, expectations, and values reflected in members' internal interactions, external communication, and the organization's future efforts (Wahyuddin, 2022).

Organizational culture is the core philosophy of an organization, consisting of shared beliefs, norms, and values that become the main components of how organizational operations are carried out. However, Edgar H. Schein states that organizational culture is a pattern of basic assumptions discovered, created, or developed by a particular group during adaptation to external problems and internal integration. If successful, this pattern is considered valuable because it helps new members understand, think about, and perceive problems appropriately. This study can be useful for educational policymakers, both in schools and educational institutions, because it finds that organizational culture influences how well teachers perform in their work (Arien et al., 2023).

In education, organizational culture greatly influences individual performance, such as that of teachers, and determines how well individuals adapt and collaborate within the organization. Policymakers in schools and other educational institutions can use a proper understanding of organizational culture to create environments that support success. An ideal organizational culture encourages principals and teachers to carry out their duties and responsibilities in improving students' learning performance optimally. Organizational culture also means that teachers have supportive partners and maintain a culture that motivates students to achieve better learning outcomes (Fajri, 2024).

Culture carries out complex functions within an organization and plays a highly significant role, which includes: a) culture creates a clear distinction between one organization and another; b) culture provides a sense of identity for organizational members; c) culture facilitates the emergence of commitment to something greater than individual personal interests; d) culture enhances the stability of the social system. Culture acts as a social glue that helps unite the organization by providing appropriate standards regarding what employees should say and do; e) culture functions as a meaning-making and control mechanism that shapes and directs employees' attitudes and behavior; and f)

culture generates commitment and strengthens the organizational mission (Wahyudin, 2022).

Organizational culture is very important for organizational success because it has complex and determining functions. Culture differentiates an organization from others and forms its unique identity. Culture also strengthens members' loyalty to the organization and gives them a sense of belonging. Through shared values, culture encourages commitment to collective goals beyond individual interests, creating synergy in achieving a shared vision. By providing clear behavioral guidelines and standards, culture functions as a social adhesive that strengthens the organization's social system. Through these functions, culture also serves as a control and meaning-making mechanism that helps organizational members understand their roles and regulate their behavior and attitudes in accordance with organizational principles.

According to Robbins, organizational culture has seven primary characteristics: a) innovation and risk-taking, which refers to the extent to which employees are encouraged to be innovative and willing to take risks; b) attention to detail, which refers to the extent to which employees are expected to demonstrate precision, analysis, and attention to detailed matters; c) outcome orientation, which emphasizes results achieved rather than the techniques or processes used to achieve those results; d) people orientation, which refers to the extent to which management decisions consider their effects on people within the organization; e) team orientation, which refers to the extent to which work activities are organized based on teams rather than individuals; f) aggressiveness, which refers to the extent to which individuals are competitive and aggressive rather than relaxed and easygoing; and g) stability, which refers to the extent to which organizational activities emphasize maintaining the status quo rather than focusing on growth (Tewal, 2017).

Organizational culture indicators are measures or guidelines used to identify, assess, and evaluate the culture that exists within an organization. The indicators of organizational culture include: a) focus on innovation and risk management, which refers to the willingness to take risks in developing new ideas to improve organizational success; b) achieving results effectively, which involves setting organizational goals and evaluating their achievement; c) attention to employee welfare, which includes facilitating needs that support employees in carrying out their duties and responsibilities while helping them achieve established targets; and d) accuracy in performing tasks, which refers to carrying out work carefully and thoroughly to ensure accurate results (Afianty & Rosdiana, 2023).

Based on these perspectives, it can be understood how important the implementation of organizational culture is as a tool for evaluating whether organizational goals, strategies, and outcomes are aligned with one another. Although organizational culture influences motivation, valid and reliable measurements are needed to determine the extent of this influence. This is closely related to the organization's initial objectives. There are two important components that shape organizational culture: a) values, norms, and habits, which form the cultural foundation underlying organizational operations; and b) the process of organizational culture formation, namely the process through which culture is created and internalized within the organization. Measuring and understanding these cultural components help ensure that organizational culture supports the organization's goals and strategies.

Work motivation plays an important role in encouraging employees to work more enthusiastically and achieve the best results. Attention to work motivation is essential, especially because managers interact directly with employees on a daily basis. Motivation is an inner driving force within an individual, which can arise both internally and externally, such as through financial and non-financial rewards. Motivation can have either a positive or negative impact on performance, depending on the situation faced. In line with this view, another opinion states that motivation is an individual's readiness and willingness to exert abilities, skills, energy, and time to achieve organizational goals that have been established (Soleh et al., 2022).

Work motivation is an internal factor that encourages individuals to consciously engage in certain activities in order to achieve desired goals. Motivation is viewed as an

individual's condition in realizing personal desires through activities. Zaqiyah (2023) defines motivation as a process that regulates the intensity, direction, and persistence of a person's efforts in achieving certain goals. Meanwhile, another perspective emphasizes that motivation is a condition that encourages individuals to act consciously. Therefore, work motivation becomes an important element in determining the extent to which employees are willing and able to provide their best contribution in carrying out their duties (Suryawan & Salsabilla, 2022).

It cannot be denied that the motivation of members and employees at work has a significant influence on the management of companies and organizations because it directly affects performance. An individual's expertise is the first and most important measure in improving performance, which is reflected in work outcomes. Most people who work within organizations certainly want to perform their duties wholeheartedly, make their best efforts, and achieve optimal results. Work motivation is an effort that enables individuals to create and maintain appropriate attitudes within the work environment. This work motivation serves as the background for individual attitudes within an organization. Motivation at work is defined as the ability to generate enthusiasm, desire, energy, influence, direction, and persistence in actions to achieve expected goals (Firanti et al., 2021).

Work motivation is the driving force that encourages individuals to work diligently, enthusiastically, and productively in order to achieve certain goals. This motivation includes processes that influence the intensity, direction, and persistence of an individual's efforts at work. Furthermore, it involves efforts to enhance a person's enthusiasm and satisfaction so that their attitudes and behavior align with organizational needs. Work motivation can improve performance because it encourages individuals to give their best in the workplace. With proper motivation, individuals are better able to face challenges, maintain commitment, and produce ideal work outcomes, which ultimately contribute to the overall success of the organization.

An individual's work motivation, including teachers' work motivation, does not develop automatically, but is influenced by several factors originating both from within the individual (internal factors) and from the external or organizational environment (external factors). According to Chung & Megginson in Abdurrahim (2021), the factors influencing work motivation can be categorized into two groups: Internal (Individual) Factors and External (Organizational) Factors. Internal factors consist of needs, which are basic drives arising from within individuals to fulfill various life necessities; goals, which are the targets individuals wish to achieve in their personal and professional lives; attitudes, which refer to mental perspectives or tendencies toward work and the work environment that influence work spirit; and abilities, which are the competencies or capacities of individuals in carrying out tasks that influence their motivation to achieve success.

External (Organizational) factors include pay, which refers to the amount of financial compensation received in return for work performed; job security, which includes a sense of security regarding career continuity and work stability; co-workers, which refers to the quality of social interaction in the workplace that may encourage or hinder motivation; supervision, which concerns the way leaders guide and supervise their subordinates and how it affects work enthusiasm; praise, as a form of appreciation for employees' work achievements that enhances their sense of being valued and motivated; and the job itself, which refers to the level of challenge, meaning, and satisfaction obtained from daily work activities.

In addition, based on the two-factor theory proposed by Herzberg (1966), Abdurrahim (2021) work motivation is also influenced by motivator and hygiene factors. Motivator factors include achievement, recognition, responsibility, career advancement, and opportunities for growth. Meanwhile, hygiene factors include adequate salary, job security, comfortable working conditions, status, administrative procedures, quality of supervision, and harmonious interpersonal relationships. By paying attention to these two groups of factors, organizations can create a work environment that is not only productive but also supportive of job satisfaction and high work motivation.

The ERG Theory (Existence, Relatedness, and Growth) proposed by Rozalia (2015) states that there are three categories of individual needs: existence, relatedness, and growth. This theory classifies human needs into three groups: 1) existence needs, which are related to survival and physical necessities; 2) relatedness needs, which involve the need to interact and build relationships with others; and 3) growth needs, which are associated with self-development in becoming more productive and creative.

Employees' work motivation is strongly influenced by various basic needs that must be fulfilled within the work environment. There are five main indicators that shape work motivation, adapted from Abraham Maslow's theory of needs Mailiana & Hayati (2022): a) Physiological Needs, which are the basic human needs for survival such as food, drink, air, and shelter. In the work context, fulfilling these needs is related to adequate salary and work facilities; b) Safety Needs, after physiological needs are fulfilled, the need to feel secure becomes a priority. This includes job security, social security, and protection from uncertainties that may threaten employees' positions within the organization; c) Social Needs, employees require social interaction, a sense of belonging, and recognition within a group. A conducive work environment, teamwork, and good relationships among colleagues are essential in fulfilling these needs; d) Esteem Needs, once social needs are met, employees become motivated to gain appreciation in the form of recognition for achievements, promotions, respect, and other forms of acknowledgment that enhance self-esteem; and e) Self-Actualization, which represents the highest level of need, where employees strive to fully develop their potential, seek new challenges, innovate, and achieve personal satisfaction through professional accomplishments. According to McClelland (1985), work motivation is a set of forces originating both internally and externally that encourage individuals to initiate work behavior with certain forms, directions, intensities, and durations. The indicators of work motivation include: (1) responsibility, (2) work achievement, (3) opportunities for advancement, (4) recognition of performance, and (5) challenging work (Sawitri et al., 2022).

Based on the theoretical review above, it can be emphasized that there is a close relationship between motivation and organizational culture as reflected in individual behavior. Various factors, such as life history, social conditions, and an individual's physical, psychological, and biological aspects, influence behavior. This analysis uses David McClelland's work motivation theory, which describes motivation as internal and external forces that encourage individuals to act in particular ways. The concept of work motivation provides a broad framework for understanding how individuals adapt and contribute within their work environment through indicators such as responsibility, work achievement, opportunities for advancement, recognition, and challenging work. This approach is suitable for understanding individual behavior, especially when individuals bring influences from their previous environments into new organizations. It also highlights the importance of managing an organizational culture that supports the improvement of work motivation.

Previous research conducted by Iba et al. (2021) in Kota Juang expanded the scope of the relationship between organizational culture, work motivation, and teacher performance through path analysis. The study found that organizational culture had a direct influence of 24.68% on teacher performance, while work motivation contributed 14.54%. Overall, the variables of organizational culture, motivation, work environment, and job satisfaction were able to explain 70.4% of the variation in teacher performance. These findings strengthen the importance of organizational culture as a factor that not only influences motivation but also performance aspects. Thus, the study reinforces evidence that a strong organizational culture can improve members' work motivation across various organizational contexts.

This study aims to examine the influence of organizational culture on teachers' work motivation at SMP Negeri 1 Banyumas. In this context, organizational culture includes aspects such as communication among members, values implemented within the school, and systems of reward and recognition for teachers' achievements. The results of this study are expected to contribute to school management in designing policies that create a more

supportive organizational culture, thereby improving teachers' work motivation and ultimately contributing to the enhancement of educational quality in schools. Therefore, this study is relevant in exploring the extent to which the current organizational culture has a real impact on work motivation, particularly in a leading educational institution such as SMP Negeri 1 Banyumas.

2. Methods

2.1 Research design, population, and sample

This study employed a quantitative research design with a descriptive approach. The descriptive approach in quantitative research aims to objectively and systematically describe the influence of organizational culture on teachers' work motivation at SMP Negeri 1 Banyumas. Through this approach, the researcher collected data that could be analyzed to examine the relationship between the two main variables, namely organizational culture and teachers' work motivation. This study not only aims to describe the existing phenomenon but also to identify the extent to which organizational culture influences work motivation in the educational environment.

The population of this study consisted of all teachers working at SMP Negeri 1 Banyumas. Based on preliminary data, SMP Negeri 1 Banyumas has 30 teachers who teach various subjects. The sample in this study was selected using a simple random sampling technique. According to Sugiyono (2019) this sampling technique is called simple random sampling because the selection of population members is conducted randomly without considering existing strata within the population, meaning that each teacher has an equal opportunity to be selected as a respondent. Considering the relatively small population size, all teachers at SMP Negeri 1 Banyumas were included as the sample in this study; therefore, a more complex sampling procedure was not required.

2.2 Research variables and instrument

This study used two main variables, namely the independent variable (X) and the dependent variable (Y). The independent variable in this study was organizational culture, which is defined as the values, norms, and habits embraced by school members that influence individual behavior within the work environment, as explained by Edgar H. Schein (Schein, 2010). Meanwhile, the dependent variable was teachers' work motivation, which refers to internal and external drives that influence teachers' enthusiasm, initiative, and persistence in carrying out their duties. This definition refers to the two-factor motivation theory developed by Setyaningsih & Khajar (2025), which categorizes motivation into intrinsic and extrinsic aspects. The determination of these two variables is in line with Iba & Wardhana (2024), who emphasized the importance of clear indicators to facilitate quantitative measurement. This is further supported by recent research conducted by Syafrina & Rachmawati (2025), which examined the influence of organizational culture and work motivation on teacher performance and found that both variables have a significant relationship.

To describe the two variables in a more measurable manner, the operationalization of variables was conducted as follows: a) Organizational culture (X) was operationalized into five indicators, namely: (1) core values, (2) work norms, (3) leadership style, (4) organizational traditions, and (5) work environment. These indicators were developed based on the organizational culture theory proposed by Schein (Schein, 2010) and strengthened by the findings of Melati & Priyono (2022), which stated that these indicators can be effectively measured to assess teachers' perceptions of culture within educational institutions. b) Work motivation (Y) was operationalized into five indicators, namely: (1) rewards, (2) self-development, (3) job satisfaction, (4) responsibility, and (5) work relationships. These indicators refer to the theory proposed by Herzberg (1966) and are

supported by the findings of Setiyaningsih & Khajar (2025), which showed that these aspects are relevant in measuring teachers' work motivation in public school environments.

Data collection was conducted using a closed-ended questionnaire instrument arranged on a four-point Likert scale, namely: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree. The Likert scale was chosen because it is appropriate for measuring respondents' attitudes, perceptions, and levels of agreement toward statements related to organizational culture and work motivation indicators. According to Sugiyono (2019), this scale is highly suitable for quantitative research aimed at measuring perceptions in the form of ordinal data. The use of this scale has also been proven reliable in various previous studies, such as the research conducted by Herzberg (1966), which tested the validity and reliability of the instrument through Cronbach's alpha analysis using the SPSS application, with coefficient results indicating that the instrument was reliable.

Data collection techniques are the most important step in research because the primary purpose of research is to obtain data. Data collection can be conducted in various settings, from different sources, and through different methods. In this study, data collection was carried out using a survey method through questionnaires distributed to all teachers at SMP Negeri 1 Banyumas. The questionnaire contained questions designed to measure the two main variables in this study: organizational culture and teachers' work motivation. The Organizational Culture Questionnaire contained statements measuring elements of organizational culture at SMP Negeri 1 Banyumas, such as communication among colleagues, applied norms and values, managerial support, as well as reward and recognition systems for achievements. Meanwhile, the Work Motivation Questionnaire contained statements measuring teachers' levels of work motivation, such as job satisfaction, commitment to work, and the desire to contribute more to learning activities at school. The questionnaire used a Likert scale ranging from 1 (strongly disagree) to 4 (strongly agree) to measure the extent to which respondents agreed or disagreed with the statements.

The instrument used in this study was a questionnaire divided into two sections: a questionnaire to measure organizational culture and another to measure teachers' work motivation. Validity is a measure that indicates the level of validity or accuracy of an instrument (Arikunto & Jabar, 2014). To test the instrument's validity, this study used the Product Moment Correlation formula. This study conducted the validity test using SPSS.

Reliability refers to the extent to which an instrument can be trusted as a data collection tool because the instrument is considered good Arikunto (Arikunto & Jabar, 2014). In this study, the reliability test was conducted using SPSS with the alpha method to measure reliability through Cronbach's alpha (α) statistical test. A variable is considered reliable if it produces a Cronbach's alpha (α) value greater than 0.61. According to Sugiyono (2019), an instrument is declared reliable if its reliability coefficient value is ≥ 0.60 . The interpretation of reliability values based on the Alpha coefficient (Cronbach's alpha) is classified as follows:

Table 1. Reliability coefficient criteria

Cronbach's alpha range	Reliability category
≥ 0.90	Very High
0.70 – 0.89	High
0.60 – 0.69	Moderate
0.30 – 0.59	Low
< 0.30	Very Low/Unreliable

2.3 Data collection and data analysis

The data collected through the questionnaires were analyzed using descriptive and inferential statistical analysis techniques to examine the influence of organizational culture on teachers' work motivation. The data analysis process was conducted through descriptive statistics, which were used to describe the general characteristics of respondents, such as age, gender, teaching experience, and educational background. In addition, descriptive

statistics were used to calculate the mean, standard deviation, and frequency distribution in order to describe teachers' perceptions of organizational culture and their work motivation.

Correlation testing was conducted to examine the relationship between organizational culture and teachers' work motivation using the Pearson correlation test. This test aimed to determine the extent of the relationship between the two variables. The results indicated whether organizational culture and work motivation were positively or negatively related. Simple linear regression analysis examined the influence of organizational culture on teachers' work motivation. This analysis showed the extent to which organizational culture (the independent variable) influenced work motivation (the dependent variable). The regression results summarized the magnitude of organizational culture's contribution to changes in work motivation. A significance test ensured that the relationships and effects identified in the correlation and regression analyses did not occur by chance. The significance test used the p-value criterion. If the p-value was less than 0.05, the relationship or influence found was considered statistically significant.

3. Results and Discussion

The data were obtained from 30 respondents. Before using the research instrument to collect data, the researchers conducted validity, reliability, and normality tests. The validity test determined the extent to which the instrument items could measure what they were intended to measure. This validity test was conducted for each questionnaire item using the Pearson Product-Moment correlation technique. An item was declared valid if the calculated r-value (r-count) exceeded the r-table value at a given significance level. All statement items in the research instrument had an r-count value greater than the r-table value (0.361), so all items were valid and appropriate for use in data collection. The results of the reliability test showed the following findings:

Table 2. Reliability test results

Reliability statistics	Value
Cronbach's alpha	0.935
Number of items	20

Based on the reliability test results in Table 2, the Cronbach's alpha value was 0.935, with 20 statement items. This value indicates that the instrument used had a very high level of reliability. According to Sugiyono (2019) an instrument is considered highly reliable if the Cronbach's alpha value is ≥ 0.90 . Therefore, all items in this research instrument were consistent and appropriate for measuring the variables under study. The normality test was conducted to determine whether the data were normally distributed. Normality is a prerequisite for parametric analysis, particularly simple linear regression, in this study.

Table 3. Normality test results

	Statistic	df	Sig.
Xtot	0.142	30	0.128
Ytot	0.147	30	0.095

Based on the Kolmogorov-Smirnov Normality Test results in Table 3, the significance value (Sig.) for Xtot was 0.128, and for Ytot it was 0.095. Both values exceed the 0.05 threshold, indicating that the data for both variables were normally distributed. Therefore, the assumption of normality was met for both variables. Meeting this assumption is important because it is a prerequisite for using parametric statistical tests, such as the Pearson correlation test and simple linear regression analysis. Therefore, the study can validly and statistically justify further analysis of the relationship between variables using parametric methods. Furthermore, based on the Kolmogorov-Smirnov results and the

sample size of 30 respondents, the data can be considered normally distributed, making them suitable for simple linear regression analysis.

After confirming that the data were normally distributed and that the relationship between variables was linear, the analysis was continued using simple linear regression analysis. This test aimed to determine the independent variable's influence on the dependent variable. In this analysis, the influence of variable X on variable Y was examined both statistically and practically through the regression coefficient, the R-square value, and the significance of the regression model. The initial data description showed that most respondents categorized organizational culture scores as high, as indicated by high average scores on aspects such as openness among teams, shared values, and appreciation for individual contributions. Meanwhile, work motivation scores also showed a strong tendency, with work enthusiasm and a sense of responsibility as the dominant indicators. This suggests a strong relationship between organizational culture and work motivation, which subsequent statistical analysis further confirmed. The results of the simple linear regression analysis are presented in the following table:

Table 4. Regression test results

Variable	R	R square	Adjusted R square	Std. Error
Organizational culture	0.900	0.810	0.803	3.043

The R value of 0.900 indicates a very strong relationship between organizational culture and work motivation. The R Square value of 0.810 means that 81% of the variation in work motivation can be explained by organizational culture, while the remaining 19% is influenced by other factors. The Adjusted R Square value, which is relatively close to the R Square value (0.803), indicates that the regression model is stable and has good generalizability to the population. Furthermore, the low Std. Error of the Estimate value (3.043) shows that the deviation between the predicted results and the actual values is relatively small.

Table 5. ANOVA test results

Source	Sum of squares	df	Mean square	F	Sig.
Regression	1105.641	1	1105.641	119.378	< 0.001
Residual	259.326	28	9.262		
Total	1364.967	29			

The F value of 119.378 with a significance level of < 0.001 indicates that the regression model is statistically significant and can be used to predict work motivation based on organizational culture. The high F value demonstrates that the model has very strong predictive power. These findings strengthen the assumption that changes in organizational culture have a significant impact on work motivation within the context of this study.

Table 6. Regression coefficients

Variable	B	Std. Error	t	Sig.
(Constant)	3.556	2.308	1.541	0.135
Organizational culture (X)	0.855	0.078	10.926	< 0.001

Based on the simple linear regression analysis, the regression equation obtained was: $Y = a + bX$, namely: $Y = 3.556 + 0.855X$. This indicates that every 1-point increase in organizational culture will increase the work motivation score by 0.855 points. The significance coefficient of < 0.001 indicates a very strong and significant influence. The t-value of 10.926 demonstrates the strong contribution of organizational culture in predicting work motivation. The high B coefficient indicates that organizational culture is not only theoretically relevant but also practically strong within the organizational context studied. The results of the t-test showed that the calculated t-value was greater than the t-table value, with a significance level of $p < 0.05$, meaning that organizational culture had a significant influence on teachers' work motivation.

The findings of this study indicate that organizational culture has a significant influence on teachers' work motivation. This means that the more positive the organizational culture implemented in the school, the higher the teachers' work motivation will be. This finding is consistent with the theory proposed by Stephen P. Robbins, which states that organizational culture can influence the attitudes and behavior of organizational members, including their work motivation (Robbins & Judge, 2009). At SMP Negeri 1 Banyumas, the organizational culture was reflected in open communication, appreciation for achievement, collaboration among teachers, and commitment to the school's vision and mission. Such a culture creates a supportive work environment in which teachers feel valued, motivated, and enthusiastic in carrying out their duties optimally. These findings are also consistent with the view of Schein (2010) who stated that a strong organizational culture can increase employee loyalty and work motivation. Therefore, schools with a positive organizational culture will find it easier to build teachers' work enthusiasm, improve productivity, and achieve educational goals effectively.

The hypothesis testing conducted in this study showed that organizational culture had a significant influence on work motivation. This was proven by the significance value in the regression test ($p < 0.001$), which was smaller than the critical threshold of 0.05. Therefore, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted. This means that there is empirical evidence indicating that organizational culture has a significant effect on employees' work motivation. These findings strengthen the conceptual framework formulated previously, in which organizational culture, including artifacts, shared values, and basic assumptions, is capable of shaping a work environment that encourages work enthusiasm, loyalty, and employee engagement. The regression coefficient value of $B = 0.855$ further confirms that every increase in employees' perceptions of organizational culture will be followed by an increase in work motivation scores. However, the R-square value of 81% indicates that there are still other factors outside organizational culture that also influence work motivation, such as school leadership, individual factors, incentives, and the physical work environment.

Descriptive statistical analysis showed that the organizational culture scores were categorized as high, with a relatively symmetrical data distribution, indicating that respondents' perceptions of existing organizational values were relatively uniform. Most respondents perceived that their organization had clear values and work norms, open communication structures, and consistent reward systems. This reflects the existence of a strong organizational culture, consistent with the organizational culture framework proposed by Schein.

Similarly, the descriptive results for work motivation showed that most respondents had high levels of motivation. The work enthusiasm indicator had the highest average score compared to the other indicators, indicating that respondents felt enthusiastic and emotionally engaged in their daily work. This was followed by the indicators of responsibility and involvement, suggesting that they felt they played an important role in achieving organizational goals. The consistency of these high perceptions between the two variables descriptively indicates that the better the organizational culture experienced by employees, the higher their work motivation tends to be. This relationship was further strengthened by the significant regression analysis results.

The findings of this study are consistent with the research conducted by Firanti et al. (2021) from Universitas Negeri Jakarta, which showed that organizational culture had a significant influence on the work motivation of members of Club K, Faculty of Social Sciences. Using simple linear regression analysis, the study found that organizational culture made a positive contribution to work motivation, as indicated by a significance value of 0.001 and the regression equation $Y = 14.604 + 0.260X$. This confirms that the more positive the organizational culture atmosphere, the higher the work enthusiasm and commitment of organizational members. In addition, the study conducted by Arien et al. (2023) at private senior high schools in Sail District, Pekanbaru, also supports these findings. Using multiple regression analysis involving 92 teachers, the study found that organizational culture contributed significantly to teachers' work motivation. A strong

organizational culture was proven to be a major determinant in building teachers' enthusiasm and loyalty toward educational institutions.

Furthermore, the research conducted by Iba et al. (2021) in Kota Juang expanded the understanding of the relationship between organizational culture, work motivation, and performance through path analysis. The study found that organizational culture directly influenced teacher performance by 24.68%, while work motivation contributed 14.54%. Overall, the variables of organizational culture, motivation, work environment, and job satisfaction explained 70.4% of the variation in teacher performance. These findings strengthen the argument that a healthy organizational culture not only improves motivation but also has an impact on overall productivity and performance. Based on these findings, this study aligns with a consistent line of empirical evidence indicating that a strong, adaptive, and positive organizational culture is an important foundation for encouraging work motivation across various types of organizations, including educational institutions, campus communities, and government institutions.

The field findings, which indicate the significant influence of factors such as organizational culture, work motivation, and individual involvement in the learning process and teachers' performance, are strongly supported by theoretical foundations in the literature of educational management and organizational psychology. Conceptually, organizational culture functions not only as a set of values and norms but also as a social control mechanism that influences individual behavior within an organization Sydney Finkelstein (Finkelstein, 2002). From this perspective, organizations are viewed as complex systems consisting of various interacting elements that shape collective behavioral patterns affecting both individual and group work effectiveness. In the educational context, a positive school organizational culture creates a conducive working environment, strengthens commitment, and encourages teachers' intrinsic motivation. This is further supported by the research conducted by Cucu-Ciuhan, & Guită-Alexandru (2014), which stated that organizational culture in educational institutions plays an important role in shaping teachers' work attitudes and motivation through the internalization of organizational values.

The field findings showing that organizational culture contributes to improving teachers' work motivation are also consistent with the Self-Determination Theory proposed by Deci & Ryan (2000). This theory emphasizes that individuals' intrinsic motivation develops optimally when the basic psychological needs of autonomy, competence, and relatedness are fulfilled. In the school context, a supportive organizational culture allows teachers to feel valued, provides opportunities for growth, and fosters social connectedness within the work community. This directly enhances their work motivation. Furthermore, these findings are strengthened by the study conducted by Panagiotis et al. (2014), which showed that in public sector organizations, including educational institutions, organizational culture functions as a medium for internalizing values that can improve work motivation through strengthening collective identity and a sense of belonging to the organization.

In addition, empirical research findings also indicate that organizational culture not only influences motivation directly but also has a further impact on individual performance. The study conducted by Nurmilasari & Yuliantini (2022) showed that organizational culture, work motivation, and transformational leadership simultaneously had a significant influence on employee performance. In this study, work motivation strengthened the relationship between organizational culture and performance, indicating that a strong organizational culture becomes more effective when paired with higher individual work motivation. These findings are also consistent with the study by Ludin et al. (2023), which stated that a positive organizational culture is capable of creating sustainable work motivation that ultimately contributes to improving overall organizational performance.

From the perspective of work engagement, the field findings revealed that teachers working in supportive environments tended to demonstrate high levels of engagement. This is consistent with the Work Engagement theory proposed by Schaufeli & Bakker (2004), which states that individuals with high levels of engagement demonstrate vigor, dedication,

and absorption in their work. In the field observations, these indicators were reflected in teachers' active participation in learning activities, readiness in teaching, and involvement in professional development activities. These findings further reinforce the view that a conducive organizational culture is an important factor in building sustainable work engagement.

However, the field findings also revealed interesting dynamics that are not entirely explained by theory. For example, some individuals continued to demonstrate high levels of motivation even when working in organizational cultures that were less than optimal. This indicates that internal factors such as personal values, individual orientation, and psychological constructs also play important roles in shaping work motivation. This perspective can be understood through the social psychology approach explained by Weise et al. (2008) which emphasizes that individuals' responses to social environments are strongly influenced by internal psychological processes, including personal value systems and existential needs. Therefore, work motivation is determined not only by external factors such as organizational culture but also by internal and personal factors.

From the author's perspective, this phenomenon indicates that organizational culture and work motivation have a dynamic and contextual relationship. This means the influence of organizational culture on work motivation is not purely linear but is shaped by mediating and moderating factors such as leadership, individual characteristics, and the school's socio-cultural context. In the school studied, religious values and local culture also helped shape teachers' work motivation. This is an important finding that enriches theories largely developed in Western contexts. In addition, the author observed that social interactions among teachers played a significant role in strengthening organizational culture. Learning communities, both informal and formal, served as platforms for sharing best practices and improving professional capacity.

These findings are further supported by the study conducted by Putra (2024), which demonstrated that organizational culture had a significant influence on work motivation and performance through increased job satisfaction and individual attachment to the organization. Therefore, organizational culture functions not only as a system of values but also as a means of building emotional relationships between individuals and the organization. This reinforces the importance of creating an inclusive and participatory organizational culture within the school environment.

In terms of implementation, the findings of this study imply that efforts to improve work motivation cannot rely solely on individual approaches such as training programs or incentives, but must also involve strengthening organizational culture systematically. School principals, as leaders, play a strategic role in building such a culture through policies, exemplary behavior, and reinforcement of organizational values. A strong organizational culture will become the foundation for creating a productive, collaborative, and sustainable work environment.

From the author's perspective, the field observations indicate that the dynamics of organizational culture and teachers' work motivation cannot be fully explained merely through structural or managerial approaches, but are also strongly influenced by cultural dimensions and the values embedded within the school environment. A key insight gained from direct observation is that interpersonal interactions, informal communication patterns, and everyday practices within the school play highly significant roles in shaping a work climate that affects motivation. In several cases, simple practices such as greeting one another, maintaining a culture of deliberation, and sharing teaching experiences through informal forums were found to enhance teachers' sense of belonging and emotional attachment to the institution. This demonstrates that organizational culture does not always appear in the form of formal policies, but is also manifested through latent social practices that nevertheless have a strong impact. The findings of this study provide important implications for school administrators, particularly school principals and management teams. Organizational culture should continue to be maintained and strengthened through the reinforcement of positive values, teacher development programs, and the creation of a supportive work environment. These strategies may be implemented

through regular training, fair performance evaluations, and appropriate rewards for teachers' achievements. This study has several limitations, particularly regarding the number of variables analyzed. Only one independent variable, namely organizational culture, was examined in relation to work motivation. In practice, however, work motivation may also be influenced by other variables such as leadership style, reward systems, workload, and the physical work environment. Furthermore, because the research design was quantitative and cross-sectional, the study was unable to capture the dynamics of changes in work motivation over time. Therefore, future studies are recommended to use mixed-method or longitudinal approaches in order to provide a more comprehensive understanding of the phenomenon.

4. Conclusions

Based on the results of the study, it can be concluded that organizational culture has a significant influence on teachers' work motivation at SMP Negeri 1 Banyumas. This is demonstrated by the results of the simple linear regression analysis, which produced an R value of 0.900 and an R Square value of 0.810. Thus, it can be concluded that 81% of the variation in work motivation can be explained by organizational culture. These findings strengthen the theory proposed by Edgar H. Schein, which states that the structure of organizational culture deeply influences the beliefs and behavior of organizational members.

A healthy, collaborative, and adaptive culture has been proven to enhance work enthusiasm, responsibility, and employee engagement. Therefore, improving and maintaining organizational culture becomes one of the key strategies for increasing work motivation in the workplace. A positive organizational culture, such as open communication, appreciation for achievement, and involvement in the school's vision and mission, has been shown to increase teachers' enthusiasm and dedication in carrying out their duties. These findings reinforce theories and previous research stating that organizational culture plays an important role in creating a conducive and motivating work environment.

It is recommended that the existing organizational culture be maintained and further strengthened, particularly in terms of fostering open communication and providing recognition for teachers' performance. Participative leadership is highly needed to reinforce an organizational culture that motivates employees. Teachers are also expected to maintain enthusiasm and work motivation by actively participating in school activities and collaborating well with colleagues and school leaders. This study examined only one independent variable: organizational culture. Therefore, future researchers are encouraged to investigate other factors that may also influence work motivation, such as leadership style, job satisfaction, work environment, or compensation.

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Author Contribution

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I.N.: Supervision, Methodology, Validation, Writing – Review & Editing, Project Administration.

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