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Organizational Culture, Work Environment, and Career Growth: Boosting Teacher Performance Through Motivation

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ABSTRACT

The study explores the impact of Organizational Culture, Work Environment, and Career Development on Teacher Performance through Teacher Work Motivation at Vocational High Schools (SMK) in Medan Sunggal District. Using a quantitative survey approach with a sample of 152 teachers, the study analyzed the data using PLS software version 3.0 (Partial Least Square). The findings reveal that both Organizational Culture and Teacher Work Motivation positively influence teacher performance, highlighting the importance of a strong organizational culture and motivated teachers in enhancing performance. In contrast, Work Environment and Career Development were not found to directly affect teacher performance, suggesting that while they influence daily conditions, they do not directly improve performance outcomes. The study also identified a negative relationship between Organizational Culture and Teacher Work Motivation, implying that a rigid or misaligned culture can hinder motivation. Furthermore, the Work Environment and Career Development were found to significantly impact teacher work motivation, underscoring the importance of a supportive and growth-oriented environment. Teacher Work Motivation was found to mediate the relationship between Organizational Culture and Work Environment on Teacher Performance, indicating that motivated teachers perform better when these factors are optimized. However, Teacher Work Motivation did not mediate the impact of Career Development on teacher performance, suggesting that career development alone may not be enough to enhance performance without proper motivation. The study emphasizes the need for a strong organizational culture and motivation in improving teacher performance, while also recognizing the limited direct role of career development and work environment.

Keywords: Organizational Culture; Work Environment; Career Development; Teacher Performance; Teacher Work Motivation.

INTRODUCTION

Vocational High Schools (SMK) play a crucial role in vocational education in Indonesia, aimed at preparing students with the necessary skills to enter the workforce. Medan Sunggal, as one of the districts in Medan City, has 12 SMKs that focus on vocational education. However,

despite having a relatively large number of schools, the quality of teacher performance in Medan Sunggal's SMKs remains an issue that needs attention. Teacher performance significantly determines the quality of education, which in turn impacts student learning outcomes (Tarigan & Panggabean, 2020). Factors influencing teacher performance, such as organizational culture, work environment, and career development, play a significant role in motivating teachers to improve their performance (Lubis, 2020; Greenhaus et al., 2000).

Research on the influence of organizational culture, work environment, and career development on teacher performance in SMKs is still limited, especially concerning the role of teacher work motivation as a mediator. Most previous studies have focused more on the direct effects of these factors on teacher performance but have not highlighted the role of work motivation as a linking factor between these variables. Therefore, there remains a gap in understanding how work motivation can serve as a significant link to improving teacher performance in SMK settings.

This study introduces novelty by presenting a model that examines the impact of organizational culture, work environment, and career development on teacher performance through work motivation as a mediator. It also adds insights into the influence of organizational culture on teacher work motivation, which has rarely been explored in-depth, particularly in the context of SMKs in Indonesia.

Previous studies have shown that organizational culture positively influences teacher performance (Wahyuni et al., 2023) and work motivation (de Clercq et al., 2017). Meanwhile, Lubis (2020) emphasized the importance of the work environment in supporting teacher performance. However, studies by Greenhaus et al. (2000) and Farsi et al. (2015) found that career development has a limited effect on teacher performance, which is the main focus of this study.

The relevant theory for this research is Herzberg's (1959) motivation theory, which states that certain factors, such as work environment and career development, can influence an individual’s internal motivation, which, in turn, affects their performance. Additionally, Schein's (2010) organizational culture theory provides a framework to understand how the culture within an organization can influence the behavior and performance of its members, including teachers in SMKs.

This research is critical as the quality of teacher performance in SMKs is a key factor in improving the quality of vocational education in Indonesia. By understanding the factors that influence teacher performance, particularly through work motivation, it is hoped that recommendations can be made for relevant stakeholders to improve the quality of education at the SMK level, which is essential for producing skilled and employable workers.

The objective of this study is to analyze the influence of organizational culture, work environment, and career development on teacher performance through work motivation in SMKs in Medan Sunggal. This study also aims to explore the role of work motivation as a mediator in the relationship between these variables and to provide recommendations for policy and practice development in SMKs to enhance teacher performance and the quality of vocational education.

Organizational Culture

Organizational culture plays a significant role in shaping the behavior, values, and performance of members within an organization. According to Pabunda Tika (2012) and Robbins & Timothy (2014), organizational culture can be understood as the shared values and norms that differentiate one organization from another. In the context of schools, organizational culture refers to the system of norms, values, and behaviors that are adopted and implemented by all components of the school to achieve the institution's mission and vision. It helps establish boundaries, provides identity to members, facilitates commitment, and controls behavior (Tika, 2012). Organizational culture has been shown to positively influence teacher performance by enhancing the work environment and motivating teachers (Wahyuni et al., 2023). This aligns with the hypothesis that organizational culture positively affects teacher performance.

Work Environment

The work environment is crucial in shaping the conditions under which teachers work. It includes physical elements like lighting, temperature, and workspace design, as well as social elements such as relationships among colleagues and management (Lubis, 2020; Isyandi, 2016). Simanjuntak (2017) and Nitisemito (2014) argue that a supportive work environment can significantly enhance teacher satisfaction and motivation. As per Siagian (2016), essential factors such as workspaces, ventilation, and access to resources are key to ensuring that teachers can perform their duties efficiently. This supports the hypothesis that work environment positively affects teacher performance, with an indirect effect through teacher motivation.

Career Development

Career development is a process aimed at improving individual skills and preparing teachers for future roles. According to Rivai (2010) and Simamora (2015), career development not only enhances an employee's professional abilities but also serves as a motivational factor, fostering long-term organizational commitment. It is essential in helping teachers feel valued and supported in their roles. Career development provides clarity about career paths and promotional opportunities, which can lead to enhanced job satisfaction (Widodo, 2015). However, despite its importance, studies such as those by Greenhaus et al. (2000) and Farsi et al. (2015) have suggested that the impact of career development on teacher performance may be more limited when compared to other factors such as motivation and organizational culture. This aligns with the hypothesis that career development does not directly affect teacher performance.

Teacher Motivation

Motivation is a critical element in teacher performance. Soeroso (2017) and Hasibuan (2015) define work motivation as the internal drive that influences individuals to act toward achieving specific goals. In the educational context, motivated teachers are more likely to engage in behaviors that enhance teaching quality and student outcomes (Tarigan & Panggabean, 2020). Motivation can act as a mediator between various organizational factors (e.g., organizational culture, work environment) and teacher performance (Syahyuti, 2014). This supports the hypothesis that teacher work motivation mediates the relationship between organizational

culture, work environment, and teacher performance, but it does not mediate the effect of career development.

METHOD

The method used in this study is a quantitative method, the quantitative method is called a traditional method, because this method has been used for a long time so that it has become a tradition in every study. It is called a quantitative method because the data in this study uses numbers (Sugiyono, 2011: 2).

This study was designed with a descriptive quantitative method. The descriptive quantitative method is used to explain the phenomena that occur regarding research data. While the quantitative method is used to explain the influence of independent variables on dependent variables in this study. This study also uses a survey method.

Population and Sample

According to Silaen (2018:87), population is the whole of objects or individuals who have certain characteristics (properties) that will be studied. Population is also called univum*(universe*) which means the whole, can be living things or inanimate objects. The population in this study were all teachers at Vocational High Schools (SMK) in Medan Sunggal District based on Medan City teacher data - Dapodikdasmen in 2023-2024 totaling 244 teachers

According to Sugiyono, (2011:81), a sample is part of the number and characteristics possessed by a population. If the population is large, and researchers cannot study everything in the population, for example due to limited funds, manpower, and time, then researchers can use samples taken from that population. This study uses the probability sampling method, namely a random sampling method, where every vocational high school teacher in Medan Sunggal District has the same opportunity to be selected as a sample member. From the total population of 244 teachers.in determining the sample in the study, the Slovin Population formula in Wicaksono (2013) was used, namely:

$$n = \frac{N}{1 + N(e)2}$$

n = number of samples
e = standard error = 5% (0.05)
N = population
1 = constant

So if calculated from this formula, it is:

$$= \frac{N}{N(d)2+1}$$

$$= \frac{244}{244\ (0.05)2+1}$$

$$= \frac{244}{1.61}$$

$$= 151.5527950311 = 152$$

Based on the calculation above, the sample used was 152 vocational high school teachers in Medan Sunggal District.

Data source

The types and sources of data used in this study are primary data. Primary data is research data obtained from direct research results in the field, such as respondents' answers describing the Influence of Organizational Culture, Work Environment and Career Development on Teacher Performance Through Teacher Work Motivation at Vocational High Schools (SMK) in Medan Sunggal District, using a questionnaire. The data collection method used in this study is a questionnaire, namely a data collection method by distributing questionnaires (question lists) addressed to respondents.

Data Analysis

The data analysis technique of this research uses PLS software version 3.0 (Partial Least Square) which is a variant-based structural equation analysis (Structural Equation Model) that can simultaneously test measurement models and test structural models. From the research results collected, the following analysis methods can be used:

Measurement Model (Outer Model)

The measurement model (outer model) is used to assess the validity and reliability of the research instruments. In this study, validity is tested using both convergent validity and discriminant validity. Convergent validity is evaluated through the measurement model with indicator reflection, which is based on the correlation between the component score/item score and the construct score, calculated using PLS. If the correlation exceeds 0.70 with the construct being measured, the individual reflection measure is considered high. For early-stage research, a value of 0.5-0.6 for the outer loading is deemed acceptable (Ghozali, 2015:114).

To assess discriminant validity, other methods are used, such as comparing the square root of the average variance extracted (AVE) values. The recommended value for AVE is greater than 0.5. According to Ghozali (2015:115), the AVE formula is: $AVE = \lambda i^2 / (\lambda i^2 + ivar(\varepsilon i))$. Additionally, composite reliability is used to measure internal consistency, and the recommended value for composite reliability should be above 0.6 (Ghozali, 2015:115).

Structural Model (Inner Model)

The structural model is used to predict the causal relationships between latent variables. The evaluation of the structural model is performed by examining the percentage of variance explained, which is represented by the R^2 value for the dependent variable, using the Stone-Geisser Q-Square test (Ghozali, 2015:117). The equation model is as follows:

$$N = \beta_0 + \beta\eta + \eta\varepsilon + \zeta$$

Where η represents the vector of endogenous (dependent) latent variables, ε is the vector of residual variables. Each dependent latent variable can be specified as:

$$pc = \Sigma i\beta ji\eta i + \Sigma i\gamma jb\varepsilon b + \zeta j$$

Where βji and γjb are the path coefficients connecting the endogenous predictor and the exogenous latent variable. ε and η are indexed over i and b, respectively, and ζ represents the inner residual variable. If the results yield an R^2 value greater than 0.2, this indicates that the latent predictor has a significant impact at the structural level. Below is a depiction of the research structural model:

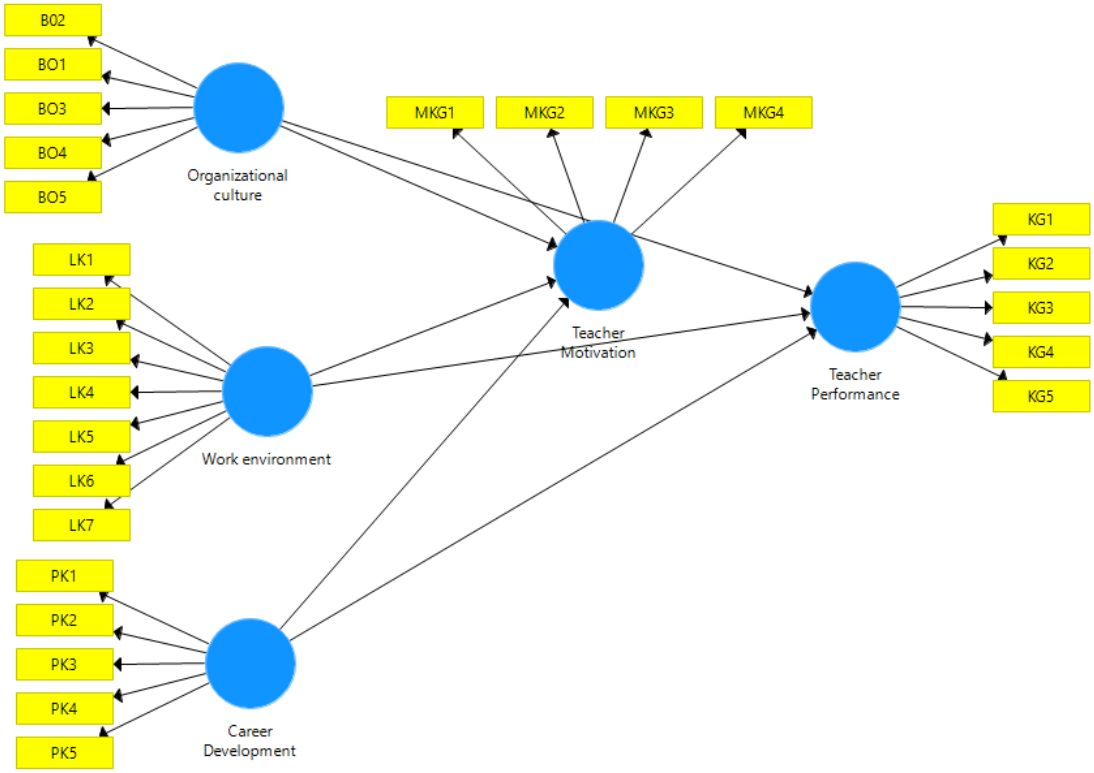

Figure 1. Research Model

Hypothesis Testing

Hypothesis testing (β, γ, and λ) was conducted using the bootstrap resampling method developed by Geisser & Stone (Ghozali, 2015). According to Jogiyanto and Abdillah (2015:55), the measure of the significance of hypothesis support can be used by comparing the t table and t statistic values through the following decision-making criteria:

1. If t statistic > t table and p values < sig 0.05 means Ha is accepted, H_0 is rejected.
2. If t statistic ≤ t table and p values ≥ sig 0.05, it means Ha is rejected, H_0 is accepted.

Mediation Test

The test of the magnitude of the mediation effect in this study was carried out through the calculation of the intervening coefficient, namely by converting the value of the direct effect coefficient obtained from the path coefficient value with the indirect effect obtained from the indirect effect value to obtain the VAF value. According to Ghozali (2015), the relationship is stated to be influenced by the mediation variable if the VAF value is obtained > 0.5, which means that there is full mediation between the independent variable and the dependent variable of the study.

RESULT AND DISCUSSION

Result

Outer Model Analysis

Measurement model testing (outer model) is used to determine the specifications of the relationship between latent variables and their manifest variables, this test includes convergent validity, discriminant validity and reliability.

1. Convergent Validity

According to Ghozali (2018:25), a correlation can be said to meet convergent validity if it has a loading value of > 0.7.*Output* shows that the loading factor gives a value above the recommended value of 0.7. However, in the research scale development stage, loading 0.60 is still acceptable. So that the indicators used in this study have met convergent validity (Convergen Validity). The structural model in this study is shown in the following figure 2.

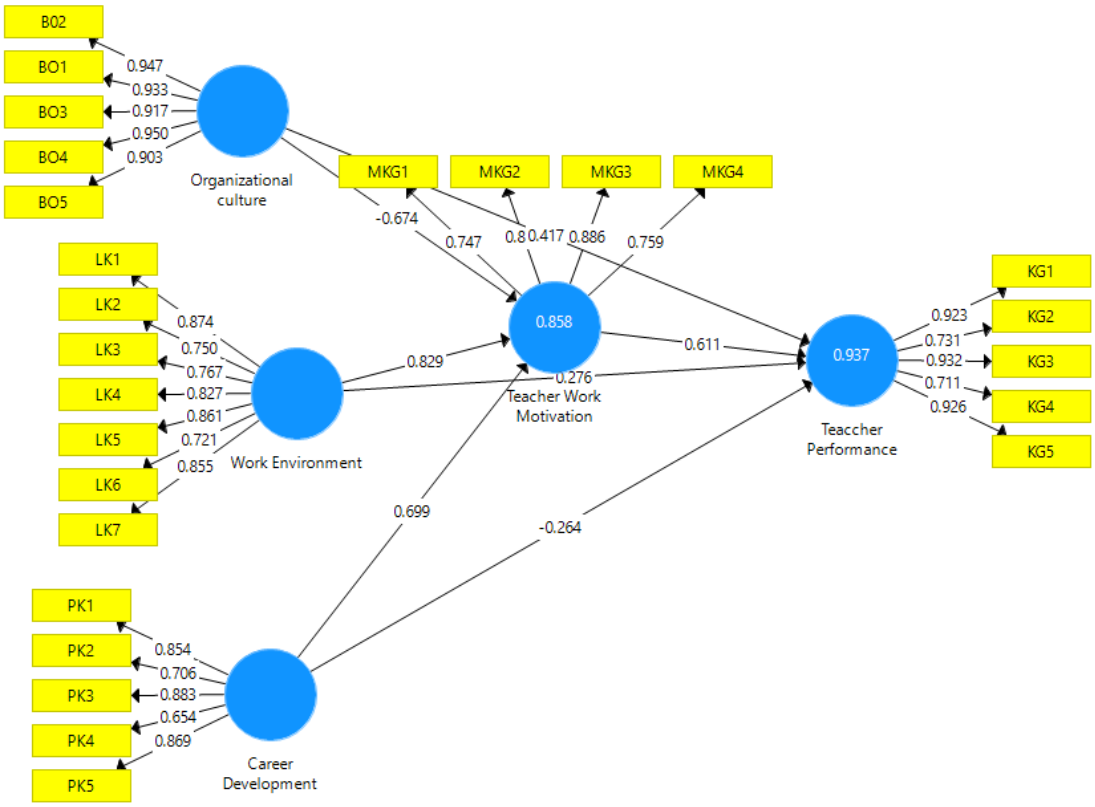

Figure 2. Outer Model

From the outer model image above, Discriminant validity is obtained from the Average Variance Extracted (AVE) value with a critical limit of 0.5 while construct reliability is seen from the cronbach alpha and composite reliability values with a critical limit of 0.6-07. The Smart PLS output for Loading Factor can be seen in the following table 1.

Table 1.
Outer Loading

	Organizational culture	Work Environment	Career Development	Teacher Performance	Teacher Work Motivation
B02	0.947				
BO1	0.933				
BO3	0.917				
BO4	0.95				
BO5	0.903				
KG1				0.923	
KG2				0.731	

KG3			0.932	
KG4			0.711	
KG5			0.926	
LK1	0.874			
LK2	0.75			
LK3	0.767			
LK4	0.827			
LK5	0.861			
LK6	0.721			
LK7	0.855			
MKG1				0.747
MKG2				0.879
MKG3				0.886
MKG4				0.759
PK1		0.854		
PK2		0.706		
PK3		0.883		
PK4		0.654		
PK5		0.869		

Source: Smart PLS Program Output. 3.0, 2024

Based on the data in Table 1, it is observed that the lowest outer loading value in the outer model test results of this study is 0.654, which is found in the PK4 indicator. Referring to the previously established outer loading threshold of 0.7, it is important to note that in the scale development stage research, a loading value of 0.60 is still considered acceptable. Therefore, the results indicate that the model meets the assumption of convergent validity, as the lowest outer loading value obtained (0.654) is greater than the minimum acceptable threshold of 0.6. This suggests that the measurement model demonstrates adequate convergent validity for this study.

2. Construct Validity and Reliability

The data in Table 2 shows that the lowest AVE value among the four variables is 0.638, which is associated with the Career Development variable. This result indicates that all five research variables meet the assumption of discriminant validity, as the lowest AVE value obtained is greater than 0.5. Furthermore, the results for Cronbach's alpha and composite reliability reveal the lowest values of 0.853 and 0.892, respectively, which are associated with the Career Development and Teacher Work Motivation variables. These findings confirm that

all variables meet the assumption of construct reliability, as both the lowest Cronbach's alpha and composite reliability values are greater than 0.7.

Table 2
Construct Validity and Reliability

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Organizational culture	0.961	0.961	0.97	0.865
Work environment	0.911	0.913	0.93	0.656
Career Development	0.853	0.852	0.897	0.638
Teacher Performance	0.9	0.916	0.928	0.724
Teacher Work Motivation	0.836	0.847	0.892	0.675

Source: Smart PLS Program Output 3.0, 2024

Inner Model Testing

After conducting the outer model test, it is necessary to evaluate the final structural equation model (inner model). The inner model test in this study is carried out by examining the path coefficients and R-square values presented in Table 3.

Table 3
R Square

	R Square	R Square Adjusted
Teacher Performance	0.883	0.880
Teacher Work Motivation	0.851	0.848

Source: Smart PLS Program Output 3.0, 2024

Based on Table 3 above, the R-square value for the Teacher Performance variable is 0.883, indicating that 88.3% of the variation in Teacher Performance is explained by the model. This means that the variables of Organizational Culture, Work Environment, and Career Development together influence Teacher Performance by 88.3%, with the remaining 11.7% influenced by other variables. Similarly, the R-square value for the Teacher Work Motivation variable is 0.851, meaning that 85.1% of the variation in Teacher Work Motivation is explained by the model. This indicates that the Teacher Performance variable influences Teacher Work Motivation by 85.1%, with the remaining 14.9% influenced by other variables.

Table 4
Inner Model test results

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values

Organizational culture ➔ Teacher Performance	0.417	0.418	0.13	3,216	0.001
Work Environment ➔ Teacher Performance	0.276	0.325	0.216	1,280	0.201
Career Development ➔ Teacher Performance	-0.264	-0.268	0.135	1,956	0.051
Organizational culture ➔ Teacher Work Motivation	-0.674	-0.671	0.118	5,731	0,000
Work Environment ➔ Teacher Work Motivation	0.829	0.847	0.177	4,683	0,000
Career Development ➔ Teacher Work Motivation	0.699	0.681	0.239	2,925	0.004
Teacher Work Motivation ➔ Teacher Performance	0.611	0.564	0.164	3,716	0,000

Source: Smart PLS Program Output 3.0, 2024

Based on the data presented in Table 4, the evaluation of the structural equation model, which explores the relationship between variables, can be partially explained by the path coefficient values. Hypothesis 1, which examines the influence of organizational culture on teacher performance, has a path coefficient of 0.417, indicating that organizational culture has a 41.7% impact on teacher performance. This suggests that improvements in organizational culture lead to enhanced teacher performance, and vice versa. Hypothesis 2 shows a path coefficient of 0.276, which indicates that the work environment influences teacher performance by 27.6%. This means that a better work environment results in higher teacher performance, while a less favorable environment has the opposite effect. In Hypothesis 3, the path coefficient is -0.264, revealing a negative influence of -26.4% from career development on teacher performance, suggesting that career development in this context may reduce teacher performance.

For Hypothesis 4, the path coefficient value of -0.674 indicates that organizational culture negatively influences teacher work motivation by 67.4%. This suggests that a poor organizational culture decreases teacher work motivation. In Hypothesis 5, the path coefficient of 0.829 demonstrates that the work environment has a significant positive influence of 82.9% on teacher work motivation. This means that a better work environment strongly enhances teacher motivation. Hypothesis 6 shows a path coefficient of 0.699, indicating that career development positively influences teacher work motivation by 69.9%, suggesting that career development initiatives significantly boost teacher motivation. Finally, in Hypothesis 7, the path coefficient value of 0.611 indicates that teacher work motivation influences teacher performance by 61.1%, showing that motivated teachers are more likely to perform better. These results collectively highlight the importance of organizational culture, work environment, and career development in shaping teacher motivation and performance.

Hypothesis Testing

This study has 3 hypotheses as the research questions that have been formulated and need to be tested for their truth. Hypothesis testing in this study uses the t-test, namely by comparing the t-statistic value obtained from the bootstrapping test with the critical limit of the t-table value of 1.655 at a significance level of 5% (0.05). The results of the hypothesis test of this study are presented as follows:

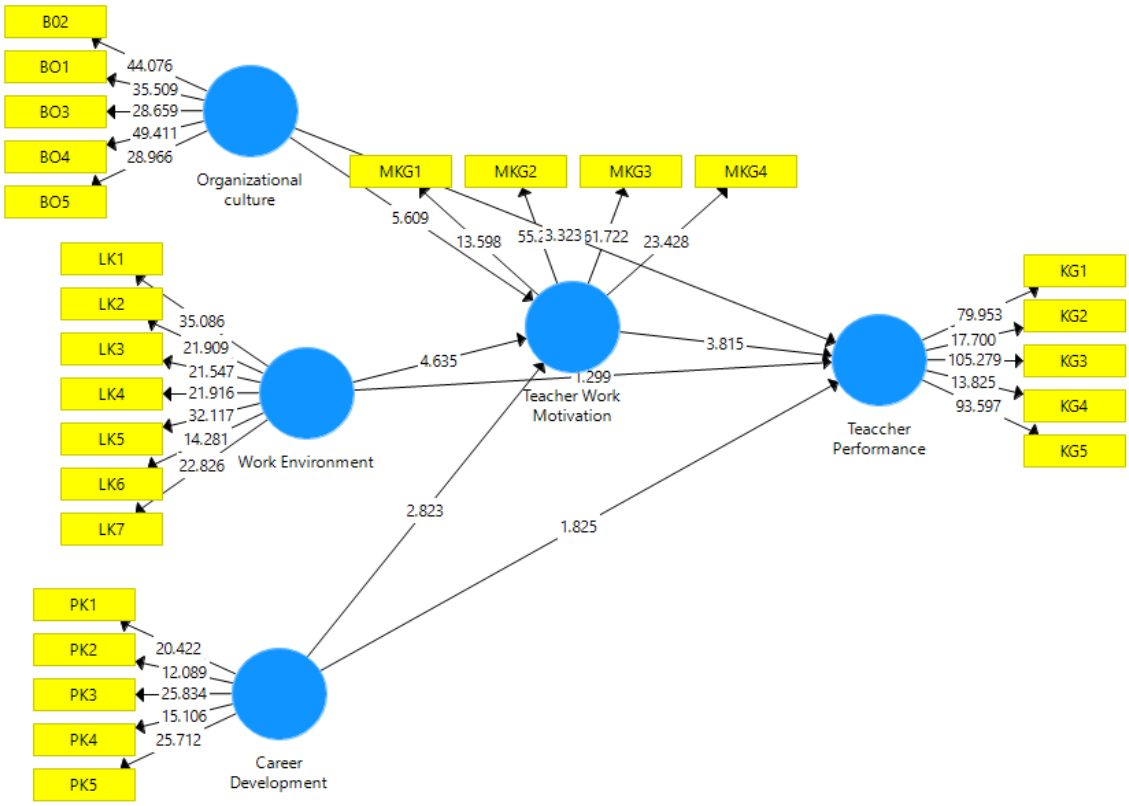

Figure 3. Inner Model

Table 5
Direct Influence Test Results

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values	Conclusion
Organizational culture ➔ Teacher Performance	0.417	0.418	0.13	3,216	0.001	Accepted
Work Environment ➔ Teacher Performance	0.276	0.325	0.216	1,280	0.201	Rejected
Career Development ➔	-0.264	-0.268	0.135	1,956	0.051	Rejected

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values	Conclusion
Teacher Performance Organizational culture ➔ Teacher Work Motivation	-0.674	-0.671	0.118	5,731	0,000	Accepted
Work Environment ➔ Teacher Work Motivation	0.829	0.847	0.177	4,683	0,000	Accepted
Career Development ➔ Teacher Work Motivation	0.699	0.681	0.239	2,925	0.004	Accepted
Teacher Work Motivation ➔ Teacher Performance	0.611	0.564	0.164	3,716	0,000	Accepted

Source: Smart PLS Program Output 3.0, 2024

Based on the PLS output (bootstrapping test) presented in Table 5, the results for the hypotheses are as follows: Hypothesis 1, with an original sample value of 0.417, a t-statistic of 3.216, and a P-value of 0.001, shows that Organizational Culture has a positive and significant effect on teacher performance with a relationship value of 41.7%. Since the t-statistic (3.216) exceeds the t-table value (1.655) and the P-value (0.001) is less than 0.05, Hypothesis 1 is accepted. However, Hypothesis 2, with an original sample value of 0.276, a t-statistic of 1.280, and a P-value of 0.201, reveals that the Work Environment does not significantly affect teacher performance, with a relationship value of 27.6%. The t-statistic (1.280) is less than the t-table value (1.655), and the P-value (0.201) exceeds 0.05, so Hypothesis 2 is rejected.

Hypothesis 3, with an original sample value of -0.264, a t-statistic of 1.956, and a P-value of 0.051, suggests that Career Development does not significantly affect teacher performance, with a relationship value of -26.4%. Despite the t-statistic (1.956) being greater than the t-table value (1.655), the P-value (0.051) is greater than 0.05, leading to the rejection of Hypothesis 3. In contrast, Hypothesis 4, with an original sample value of -0.674, a t-statistic of 5.731, and a P-value of 0.000, indicates that Organizational Culture has a significant negative effect on teacher work motivation with a relationship value of -67.4%. Since the t-statistic (5.731) is greater than the t-table (1.655) and the P-value (0.000) is less than 0.05, Hypothesis 4 is accepted. Additionally, Hypothesis 5, with an original sample value of 0.829, a t-statistic of 4.683, and a P-value of 0.000, shows that the Work Environment has a significant effect on teacher work motivation with a relationship value of 82.9%. The t-statistic (4.683) exceeds the t-table (1.655), and the P-value (0.000) is less than 0.05, so Hypothesis 5 is accepted.

Lastly, Hypothesis 6, with an original sample value of 0.699, a t-statistic of 2.925, and a P-value of 0.004, reveals that Career Development has a significant effect on teacher work motivation with a relationship value of 69.9%. Since the t-statistic (2.925) is greater than the t-table (1.655) and the P-value (0.004) is less than 0.05, Hypothesis 6 is accepted. Finally,

Hypothesis 7, with an original sample value of 0.611, a t-statistic of 3.716, and a P-value of 0.000, shows that teacher work motivation has a significant effect on teacher performance with a relationship value of 61.1%. As the t-statistic (3.716) exceeds the t-table (1.655) and the P-value (0.000) is less than 0.05, Hypothesis 7 is also accepted.

Mediation Test

The results of the mediation model test are presented in the previous sub-chapter, which shows the direct and indirect effect model estimations. A relationship is considered to be influenced by the mediating variable if the VAF (Variance Accounted For) value is greater than 0.5, indicating full mediation between the independent and dependent variables of the study. The results of the mediation test in this study are shown in Table 6.

Table 6
Results of Indirect Effect Test/ Mediation Test

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values	Conclusion
Organizational culture ➔ Teacher Work Motivation ➔ Teacher Work Performance	-0.412	-0.382	0.146	2,823	0.005	Accepted
Work Environment ➔ Teacher Work Motivation ➔ Teacher Work Performance	0.507	0.46	0.116	4,354	0,000	Accepted
Career Development ➔ Teacher Work Motivation ➔ Teacher Work Performance	0.427	0.403	0.225	1,902	0.058	Rejected

Source: Smart PLS Program Output 3.0, 2024

Based on the PLS output (bootstrapping test) in the mediation test presented in Table 6, the following results were obtained: Hypothesis 8, which examines the indirect influence of organizational culture on teacher performance through teacher work motivation, shows a t-statistic value of 2.823 (greater than the t-table value of 1.655) and a P-value of 0.005 (less than 0.05), proving that teacher work motivation is able to mediate the relationship between organizational culture and teacher performance. For Hypothesis 9, which examines the indirect influence of the work environment on teacher performance through teacher work motivation, a t-statistic value of 4.354 (greater than 1.655) and a P-value of 0.000 (less than 0.05) confirm that teacher work motivation mediates the relationship between the work environment and teacher performance. However, Hypothesis 10, which tests the indirect influence of career development

on teacher performance through teacher work motivation, reveals a t-statistic value of 1.902 (greater than 1.655) and a P-value of 0.058 (greater than 0.05), indicating that work motivation does not mediate the effect of career development on teacher performance.

Discussion

The outer model analysis in this study, which includes testing for convergent validity, discriminant validity, and reliability, presents several noteworthy findings. The results confirm that the model meets the assumptions of convergent validity, as all outer loading values exceed the minimum threshold of 0.6, with the lowest value being 0.654 (PK4 indicator). This aligns with the recommendations from Ghozali (2018), who suggests that loading values above 0.6 are acceptable during the scale development stage. Moreover, the analysis of discriminant validity, based on Average Variance Extracted (AVE), shows that all variables meet the required threshold of 0.5, with the lowest AVE value being 0.638 for Career Development. This confirms that the constructs in the model are distinct and adequately represented by their indicators. In terms of reliability, the Cronbach's alpha and composite reliability values for all variables exceed the recommended threshold of 0.7 (Ghozali, 2018), further supporting the reliability of the measurement model. These findings suggest that the outer model meets both validity and reliability criteria, making it a strong basis for further analysis.

The inner model analysis, which assesses the relationships between latent variables, provides valuable insights into how organizational culture, work environment, and career development influence teacher performance and motivation. The results show that organizational culture has a significant positive effect on teacher performance, consistent with previous research (Wahyuni et al., 2023). However, the work environment and career development have mixed effects on teacher performance and motivation. While the work environment positively affects both teacher motivation and performance, career development has a negative impact on teacher performance, contradicting studies that emphasize the positive influence of career development (Farsi et al., 2015). These discrepancies could be attributed to contextual differences or the specific dynamics within the sampled schools. Additionally, the mediation analysis reveals that teacher work motivation plays a significant mediating role between organizational culture, the work environment, and teacher performance, except in the case of career development, where it does not mediate the relationship. This finding is consistent with the work of Syahyuti (2014), who highlights the importance of motivation in driving employee performance, but it also suggests that career development alone may not be enough to enhance teacher performance without adequate motivational support.

The implications of these findings for educational management are significant. First, school administrators should focus on enhancing organizational culture and improving the work environment to positively influence teacher motivation and performance. The results also suggest that career development programs should be carefully designed, as they may not always lead to improved teacher performance unless they are accompanied by proper motivational strategies. Future research could explore the role of external factors, such as community engagement or external professional development programs, in influencing teacher motivation and performance. Additionally, longitudinal studies could help determine whether the effects observed in this study hold over time and across different educational contexts. Furthermore, future research could examine how individual teacher characteristics, such as age or experience, moderate the relationships between organizational culture, work environment, career

development, and teacher performance, offering a more nuanced understanding of these dynamics.

CONCLUSION

In conclusion, the findings of this study underscore the critical role of Organizational Culture and Teacher Work Motivation in enhancing teacher performance, emphasizing that a strong organizational culture and motivated teachers are key to improving performance outcomes. While the Work Environment and Career Development were not found to have a direct impact on teacher performance, they play a significant role in influencing teacher work motivation, which in turn affects performance. The negative relationship between Organizational Culture and Teacher Work Motivation suggests that an inflexible or misaligned culture can hinder motivation, further highlighting the need for a supportive and dynamic work environment. Additionally, Teacher Work Motivation was found to mediate the relationship between Organizational Culture and Work Environment on Teacher Performance, indicating that motivated teachers are more likely to perform better when these factors are optimized. However, Career Development was not mediated by Teacher Work Motivation, suggesting that career development initiatives alone may not be sufficient to improve performance without proper motivational support. Overall, the study emphasizes the importance of fostering a strong organizational culture and work motivation in improving teacher performance, while acknowledging that the direct influence of career development and the work environment is limited.

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