

Analysis of the Influence of Organizational Culture, Remuneration, and Job Satisfaction on the Performance of Education Personnel

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ABSTRACT

The aim of this research is to determine: a description of the organizational culture profile and remuneration system; organizational culture influences the performance of education personnel; the remuneration system affects the performance of education personnel; the influence of the work environment on the performance of education personnel; and the influence of organizational culture, remuneration, and work environment simultaneously on the performance of education personnel. The research approach uses an associative approach. The research was conducted at the Medan Aviation Polytechnic. The research results show: (1) there are anomalies in the application of remuneration at the Medan Aviation Polytechnic; (2) individual organizational culture shows an unstandardized coefficient beta value of 0.531 and shows a significant value of <0.05 , then H1 is accepted. Thus, organizational culture influences performance; (3) remuneration testing shows an unstandardized coefficient beta value of 0.248 and a significant value of <0.05 , so H2 is accepted. Thus, remuneration influences performance; (4) if the unstandardized coefficient beta value is 0.135 and shows significance at <0.05 , then H3 is accepted. Thus, job satisfaction influences performance; (5) the individual influence of organizational culture on performance with job satisfaction as an intervening variable shows unstandardized beta coefficients of 0.000 and shows significance at <0.05 , as well as the influence of remuneration with job satisfaction as an intervening variable shows a significance <0.05 . Thus, it can be concluded that organizational culture and remuneration variables influence performance by intervening with job satisfaction.

KEYWORDS

organizational culture; remuneration; job satisfaction; performance; education personnel

INTRODUCTION

Higher education as one of the institutions that plays a role in developing human resources based on Law Number 12 of 2012 concerning Higher Education explains that higher education aims to develop the potential of students so that they become human beings who believe in and are devoted to God Almighty and have noble character, are healthy, knowledgeable, capable, creative, independent, skilled, competent, and cultured for the benefit of the nation, producing graduates who master the branches of science and/or technology to fulfill national interests and increase the nation's competitiveness (Damopolii, 2023).

This condition has various impacts, both positive and negative, on various aspects, including political, social, cultural, legal, and economic aspects. Change is one of the most critical aspects of effective management (Swasti 2020). This statement indicates that in this era of globalization, every university should pay great attention to the external and internal environment of the campus in order to know the factors that influence change and success in competition. Thus, understanding all human resources about their functions, roles, skills, activities, and approaches to carrying out management is important for achieving organizational goals, especially in ever-changing environmental conditions.

Medan Aviation Polytechnic, as a state university organized by the Ministry of Transportation, has set a vision and mission to become a world-class polytechnic. This vision and mission are contained in the Statute of Medan Aviation Polytechnic, but whether this vision and mission can be achieved or not requires a more in-depth analysis. The key for organizations that want to achieve their vision and mission is to create a culture of adaptability. They must be able to adapt quickly to environmental changes, learn from failures, and continuously develop new capabilities (Hamel and Tan, 2022). This statement emphasizes how organizational culture has a big role or is one of the keys to the success of achieving the organization's vision and mission.

The Medan Aviation Polytechnic, as a higher education institution, was initially established as the Medan Aviation Education and Training Center, changed to the Medan Aviation Engineering and Safety Academy, and again institutionally changed to the Medan Aviation Polytechnic, of course requiring adaptation of institutional management, especially the organizational management system.

The management and development of an organization really depend on the roles of the people within it. Medan Aviation Polytechnic has human resources consisting of educators and education staff. The total human resources owned by the Medan Aviation Polytechnic amount to 145 (one hundred and forty five) employees, consisting of 102 (one hundred and two) civil servants, 4 (four) government employees with work agreements, and 39 (thirty-nine) civil servants honorary. Out of 145 (one hundred and forty-five) employees, there are only 18 (eighteen) employees who are lecturers, or only around 12.4% of the total human resources owned by the Medan Aviation Polytechnic. Of the 18 (eighteen) lecturers, 10 (ten) people also serve as educational staff by holding administrative positions, bringing the total of permanent lecturers who teach full time to only 8 (eight) people.

The Human Resources population of the Medan Aviation Polytechnic is dominated by educational staff with a percentage of 94.5%, or 137 people out of a total of 145 employees, giving rise to a separate phenomenon where the Medan Aviation Polytechnic, which is a tertiary institution, only has 8 full-time teaching lecturers, or 5.5%. Meeting lecturers' needs must be a priority in planning and managing higher education institutions. This statement emphasizes the importance of having an adequate number of lecturers as a prerequisite for the success of higher education institutions in achieving their goals.

Active participation and involvement of educational staff in the change process is the key to success in changing organizational culture (Hidayat, 2019). This statement emphasizes how the active participation of educational staff is the key to success in changing organizational culture. Based on researchers' observations, the participation of educational staff in creating a higher education organizational culture is still very minimal because it is still influenced by the culture of the Aviation Education and Training Center.

The results of Trang's (2013) research entitled *Leadership Style and Organizational Culture Influence on Employee Performance*, a case study of BPKP representatives in North Sulawesi Province, found that there is a significant influence of organizational culture on employee performance, where organizational culture is able to move the

conscience and mind to do something good., so as to create good employee performance as well. This is in line with research put forward by Antou (2012) with the title leadership style and organizational culture influence on the performance of employees at the Malalayang 1 Manado sub-district office, which shows that there is a significant influence on employee performance if organizational culture improves, then employee performance will increase.

According to Salabi and Prasetyo (2022), organizational culture is the result of the process of merging the cultural styles and behaviors of each individual that were previously brought into a new norm and philosophy, which has the energy and pride of the group in facing certain things and goals. Hatta and Rachbini (2015) say that organizational culture can also be said to be habits that are repeated over and over again and become values and lifestyles by a group of individuals in an organization, which are followed by subsequent individuals. Meanwhile, according to Sulistiawan et al. (2017), organizational culture is defined as norms, values, assumptions, beliefs, philosophy, organizational habits, and so on, which are developed over a long time by the founders, leaders, and members of the organization, which are socialized, taught to new members, and applied in organizational activities in producing products, serving consumers, and achieving organizational goals."

The main challenge is how leaders are able to make university organizations survive by implementing quality improvement programs amidst global challenges (Sulhan and Nurhamzah, 2021). Work culture greatly influences employee performance; if work culture is not implemented well, it can reduce employee performance (Fatimah and Frinaldi, 2020). Apart from work culture, other factors that influence employee performance are remuneration and the work environment.

Remuneration has a positive and significant effect on performance. Because wage strategies have increased productivity in an organization, it is clear that remuneration has a beneficial effect on employee performance. This is in accordance with previous research conducted by Agustia et al. (2020) which stated that company productivity can increase if it invests in the welfare of its workers.

Koroh et al. (2023) argue that remuneration is in the form of rewards received by people who work. Humans, as individual creatures and social creatures, have various kinds of material and non-material needs. There are 7 forms of remuneration: salary, cost of living allowance (food and transport allowance), performance allowance (incentive), holiday allowance (THR), compensation allowance, health contribution, and old age allowance contribution.

Solihin (2021) also states that remuneration is a form of reward received by an employee for their contribution to the organization. Basically, remuneration is a tool for realizing the vision and mission of an organization because remuneration itself aims to attract capable and experienced employees, retain quality employees, motivate employees to work effectively, motivate the formation of positive behavior, and become a tool for controlling expenses. where these are factors that can help achieve the organization's vision and mission.

Job satisfaction is often shown by educational staff by liking the work itself and the level of enjoyment in carrying out the work. In general, it can be stated that job satisfaction is a feeling of comfort and positive relationships between fellow educational staff (Bakotic, 2013). Job satisfaction can provide a feeling of pleasure and joy in carrying out work; apart from that, maintaining job satisfaction will encourage educational staff to work enthusiastically and ultimately help universities achieve their desired goals (Sudijono, 2013).

To build satisfaction and high performance, it requires the support of a positive organizational culture in an effort to change for the better. So organizational culture analysis is very important in an institution, especially at the Medan Aviation Polytechnic.

The problem formulation in this research is: (1) What is the description of the organizational culture profile and remuneration system?; (2) How does organizational culture influence the performance of educational staff?; (3) How does remuneration affect the performance of educational staff?; (4) How does the work environment influence the performance of education personnel? And (5) Is there a significant influence of organizational culture, remuneration, and work environment simultaneously on education personnel at the Medan Aviation Polytechnic?

RESEARCH METHODS

The approach in this research is to use an associative approach. A hypothesis-testing approach will be carried out in this research to test the influence of organizational culture, remuneration system, and job satisfaction on the performance of educational staff. What is meant is a research approach where the researcher aims to analyze the problem of whether there is a relationship between one variable and another (Salim, 2019).

The research was carried out at the Medan Aviation Polytechnic, which is located at Jl. Flight Number 85 Padang Bulan, Sempakata Village, Medan, North Sumatra. This research was conducted in the 2024–2025 academic year, namely February–May 2024.

The research population was all educational staff at the Medan Aviation Polytechnic, totaling 137 people. The research sample was taken from 97 Medan Aviation Polytechnic Education Staff. Determining the sample size can be done using the Slovin formula. The Slovin formula was used to determine the sample size from a known population, namely 137 educational staff. The level of precision specified in sample determination is 5%. The reason researchers used a precision level of 5% was because the population was less than 1000. So the sample used was 72 people.

Table 1. Grid of Education Personnel Performance Variables

No	Variable	Dimensions	Indicator
1	Performance	<i>Quality of work</i>	1. Create new ideas for college success 2. Dare to take risks in developing new ideas
		<i>Pomptnees</i>	1. Set targets to be achieved by the university 2. Evaluation of the results of the work that has been carried out
		<i>Initative</i>	1. Fulfill the need to run and do work 2. Support the achievements of educational staff
		<i>communicatio</i>	1. Be thorough in doing your assignments 2. Accuracy of work results

The instrument grid for organizational culture assessment variables is a description of the indicators specified in the operational definition. The variable grid is arranged as follows:

Table 2. Grid of organizational culture variables

No	Variable	Dimensions	Indicator
1	Organizational Culture	Innovation and Courage to Take Risks	1. Create new ideas for college success 2. Dare to take risks in developing new ideas
		Results Oriented	1. Set targets to be achieved by the university 2. Evaluation of the results of the work that has

No	Variable	Dimensions	Indicator
			been carried out
		Oriented to all interests	1. Fulfills the need to run and do work 2. Support the achievements of educational staff
		Task Oriented	1. Be thorough in doing your assignments 2. Accuracy of work results

The remuneration assessment variable instrument grid is a description of the indicators that have been determined in the operational definition. The variable grid is arranged as follows:

Table 3. Remuneration Variable Grid

No	Variable	Dimensions	Indicator
1	Remuneration	Financial	1. Immediate rewards 2. Indirect rewards
		Non-Financial	1. Rewards are based on satisfaction with the work done 2. Rewards obtained are based on satisfaction with existing job satisfaction

The instrument grid for job satisfaction assessment variables is a description of the indicators that have been determined in the operational definition. The variable grid is arranged as follows:

Table 4. Job Satisfaction Variable Grid

No	Variable	Dimensions	Indicator
1	Job satisfaction	Work	1. Have a job similar to what they are interested in and corresponding job satisfaction 2. Have a job according to your abilities
		Wages	Wages The amount of salary (wages) received is the same as the workload
		Promotion	Have the opportunity to improve your position at work
		Supervisor	Give orders and also instructions in carrying out work
		Work colleague	Interact directly in the implementation of work, both pleasant colleagues and unpleasant colleagues

The variable measurement technique in this research uses a Likert scale, that is, each question item is classified into five (5) answer choices where the answer choice scores are: (1) Strongly Agree (SS) Score 5; (2) Agree (S) Score 4; (3) Quite Agree (CS) Score 3; (4) Disagree (TS) Score 2; and (5) Strongly Disagree (STS) Score 1.

Reliability tests were carried out to assess the consistency of the research instruments. A research instrument can be said to be reliable if the Cronbach Alpha value is above 0.70. Table 5 shows the results of the reliability test for the research variables used in this study.

Table 5. Reliability Test Results

Variable	Cronbach Alpha	Information
Performance	0,953	Reliabel
Organizational cultur	0,771	Reliabel
Remuneration	0,779	Reliabel
Job Satisfaction	0,853	Reliabel

The Classic assumption test

The multicollinearity test aims to test whether, in the regression model formed, there is a

high or perfect correlation between the independent variables or not. If in the regression model there is a high or perfect correlation between the independent variables, then the regression model is declared to contain multicollinear symptoms. (Suliyanto, 2011). If this research uses a multicollinearity test with TOL (tolerance) and the varianceIF value is no more than 10, then the model is declared to have no multicollinearity symptoms. Inflation Factor (VIF). If the VIF value is no more than 10, then the model is declared to have no multicollinearity symptoms.

Multiple linear regression analysis is a linear relationship between two or more independent variables and the dependent variable. To prove the truth of the influence of independent variables and dependent variables, regression analysis is used, where the independent variables are organizational culture (X1), remuneration (X2), job satisfaction (X3), and dependent variable performance (X4). The multiple linear regression model is as follows: $Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$

Hypothesis testing

1. Partial Test (t test)

The t test is used to determine the significant partial influence of each independent variable on the dependent variable and to determine which independent variable has the most dominant influence on the dependent variable.

The hypothesis formula using the t test is as follows:

H₀: This means that partially there is no significant influence between the independent variables on the dependent variable.

H₁: This means that partially there is a significant influence between the independent variable and the dependent variable.

The conditions for accepting or rejecting a hypothesis are as follows: (1) If it is significant $t_{count} > t_{table}$: then H₀ is rejected and H₁ is accepted, this means that partially there is a significant influence of the independent variable on the dependent variable; and (2) If it is significant $t_{count} < t_{table}$, then H₀ is accepted and H₁ is rejected, this means that partially there is no significant influence of the independent variable on the dependent variable.

2. Simultaneous Test (F test)

The F test is used to determine the simultaneous influence of independent variables on the dependent variable in the multiple linear regression analysis model. The conditions for accepting or rejecting a hypothesis are as follows: (1) a. If it is significant that $t_{count} > t_{table}$, then H₀ is rejected and H₁ is accepted, which means that simultaneously there is a significant influence of the independent variable on the dependent variable; and (2) b. If it is significant ($t_{count} < t_{table}$: H₀ is accepted and H₁ is rejected), this means that simultaneously there is no significant influence of the independent variable on the dependent variable.

RESULTS AND DISCUSSION

Results

Description of Education Personnel Performance Variable Data includes the substance of a person's work achievements. The performance variable in this study was measured through 40 statements distributed to 97 respondents and presented indicators of these variables. The results of respondents' responses to the performance of educational staff are explained in Table 6 below:

Table 6. Distribution of Respondents for Education Personnel Performance Variables

No	Statement	SS	S	KS	TS	STS
		5	4	3	2	1
1	Quality of work needs to be improved to achieve institutional goals	77%	15%	1%	0%	0%
2	Work quality influences the work standards that have been set..	43%	36%	5%	0%	0%
3	Students are satisfied with the services provided	73%	17%	2%	0%	0%
4	Leaders demand control over the work they do	45%	38%	2%	0%	0%
5	When working, completing tasks that have become your responsibility is a must	49%	36%	2%	0%	0%
6	Superiors in the office are satisfied with the work of educational staff	65%	22%	3%	0%	0%
7	Always maintain punctuality and perfection of work results	77%	14%	2%	0%	0%
8	When working, always complete the work that has become your responsibility within a certain period of time well	74%	17%	1%	0%	0%
9	On time at work	64%	26%	1%	0%	0%
10	Carry out tasks according to the rule	65%	19%	5%	0%	0%
11	Carry out work on time and in accordance with existing regulations.	66%	16%	6%	0%	0%
12	Use time as best as possible so that work is completed on time	55%	25%	6%	0%	0%
13	Wear uniforms according to college regulations	65%	22%	2%	0%	0%
14	Work harder and concentrate more on the tasks given	61%	24%	3%	0%	0%
15	Shows work results that are in line with expectations	59%	26%	3%	0%	0%
16	Providing services to students and lecturers according to ability	77%	15%	1%	0%	0%
17	Helping other friends with unfinished work	72%	21%	0%	0%	0%
18	Completed work without deficiencies	74%	17%	0%	0%	0%
19	Carrying out assignments according to the instructions given	91%	5%	0%	0%	0%
20	Work professionally according to your skills	82%	12%	0%	0%	0%
21	Filling free time by studying various patterns that can improve administrative services	73%	17%	1%	0%	0%
22	Filling free time by reading guidelines related to main tasks	78%	12%	2%	0%	0%
23	Expect criticism, suggestions and opinions from other people about work performance and efforts that have been made	73%	19%	0%	0%	0%
24	Try hard if you have difficulty completing an activity rather than switching to other activities that are not necessarily good	47%	38%	1%	0%	0%
25	Have solutions to resolve administrative problems	91%	5%	0%	0%	0%
26	Confidence in one's own abilities in carrying out tasks given by superiors	70%	22%	0%	0%	0%
27	Need new ideas or thoughts at work	66%	25%	0%	0%	0%
28	Given any task and ready to do it well	74%	18%	0%	0%	0%
29	Doing regular exercise after work	89%	5%	1%	0%	0%
30	Providing services to students, lecturers and staff according to ability	53%	36%	0%	0%	0%

No	Statement	SS	S	KS	TS	STS
		5	4	3	2	1
31	Helping other friends with incomplete work	36%	44%	2%	0%	0%
32	Focus on the work being done because there is CCTV	61%	26%	2%	0%	0%
33	Feel safe and secure working when there is a security guard	51%	30%	4%	0%	0%
34	Doing team work in the office while working	49%	30%	6%	0%	0%
35	Get appreciation/rewards when you work well	70%	18%	2%	0%	0%
36	Studying a lot can improve the quality of work	50%	15%	15%	0%	0%
37	Work environment factors influence performance	41%	21%	17%	0%	0%
38	Socio-cultural and economic factors influence work processes	43%	39%	2%	0%	0%
39	Values and norms that apply and are highly upheld by society influence performance	47%	38%	1%	0%	0%
40	Work according to the rules made in the office	47%	38%	1%	0%	0%
	Average	64%	23%	3%	0	0

The results of respondents' responses to organizational culture are explained in Table 7 below:

Table 7. Distribution of Respondents on Organizational Culture

No	Statement	SS	S	KS	TS	STS
		5	4	3	2	1
1	In working POLTEKBANG leads to innovative thinking and courage in making decisions	70%	18%	2%	0%	0%
2	The work system at POLTEKBANG is always changing	77%	14%	2%	0%	0%
3	POLTEKBANG encourages all members of the community to contribute in expressing ideas and opinions for the progress of higher education	64%	23%	2%	0%	0%
4	Universities often carry out self-development activities	78%	12%	2%	0%	0%
5	Education staff contribute to innovate freely to advance higher education	72%	21%	0%	0%	0%
6	Universities require to work conscientiously	65%	25%	0%	0%	0%
7	Universities encourage educational staff to pay attention to every detail in their work	89%	6%	0%	0%	0%
8	Leaders assess work based on the results achieved	74%	18%	0%	0%	0%
9	Receive direction from superiors when working	62%	27%	1%	0%	0%
10	The reward system at Poltekbang is well organized	70%	19%	2%	0%	0%
11	Work at POLTEKBANG is carried out by prioritizing teamwork.	76%	14%	2%	0%	0%
12	POLTEKBANG guides to pay attention to work no matter how small so as to get the desired results	68%	19%	3%	0%	0%
13	POLTEKBANG gives the right to criticize when there is conflict	45%	38%	2%	0%	0%
14	If problems arise in the organization, they are always resolved together	49%	36%	2%	0%	0%
15	All activities are team-oriented	69%	19%	2%	0%	0%
16	If given a task, try to complete it on time	82%	11%	1%	0%	0%
17	Poltekbang culture in working prioritizes public services	78%	15%	0%	0%	0%
18	Work culture at POLTEKBANG completes work on time	45%	38%	2%	0%	0%
19	Cultivating a system of work that is done seriously will get good results	49%	36%	2%	0%	0%

No	Statement	SS	S	KS	TS	STS
		5	4	3	2	1
20	Problems in higher education are a shared responsibility	68%	21%	2%	0%	0%
21	The work culture at Poltekbang is formed using a system according to expertise	82%	11%	1%	0%	0%
22	Work at POLTEKBANG is oriented towards VISION and MISSION.	76%	16%	1%	0%	0%
23	POLTEKBANG cultivating good processes will produce good work..	50%	36%	1%	0%	0%
24	Everyone works in accordance with existing procedures so that the university's goals can be achieved.	84%	10%	1%	0%	0%
25	Working at the Poltekbang is team oriented.	55%	9%	17%	0%	0%
26	If problems arise at work, they are always resolved together	43%	16%	19%	0%	0%
27	POLTEKBANG has a clear vision, mission and goals so that they can understand and realize them in their work.	45%	38%	2%	0%	0%
28	Always try to be better than colleagues in terms of work	51%	36%	0%	0%	0%
29	Always be serious in working in order to achieve achievement.	65%	4%	15%	0%	0%
30	Praise from leadership gives encouragement when working.	45%	38%	2%	0%	0%
31	Incentives from leadership are one of the benchmarks for work at POLTEKBANG	36%	44%	2%	0%	0%
32	Education and training programs have an influence on developing the skills of education personnel	61%	26%	2%	0%	0%
33	Education staff contribute to providing ideas to leadership.	51%	30%	4%	0%	0%
34	I am able to tolerate job risks	49%	30%	6%	0%	0%
35	Education staff contribute to providing support to other colleagues	70%	18%	2%	0%	0%
36	Conflicts often occur among educational staff	50%	15%	15%	0%	0%
37	Education staff take the initiative in completing work given by their superiors	41%	21%	17%	0%	0%
38	Coming early to work provides peace of mind at work	43%	39%	2%	0%	0%
39	Carry out the tasks/work given seriously and complete them well	47%	38%	1%	0%	0%
40	Job evaluation at work is something important	47%	38%	1%	0%	0%
	Average	61%	24%	4%	0%	0%

The results of respondents' responses to remuneration are explained in Table 8 below:

Table 8. Distribution of Remuneration Respondents

No	Statement	SS	S	KS	TS	STS
		5	4	3	2	1
1	The remuneration currently received is in accordance with the employment contract and meets the provisions of applicable laws and regulations.	57%	27%	3%	0%	0%
2	POLTEKBANG educational staff who receive remun work with full responsibility	62%	23%	3%	0%	0%
3	Determination of salaries and allowances is transparently known to employees	55%	30%	2%	0%	0%
4	Determination of performance allowances in accordance with work performance	61%	26%	2%	0%	0%

No	Statement	SS	S	KS	TS	STS
		5	4	3	2	1
5	The institution gives me rewards in the form of incentives, bonuses or achievements in addition to my salary every month..	54%	31%	2%	0%	0%
6	The salary I receive is commensurate with the results or achievements of my work	65%	23%	2%	0%	0%
7	The salary I receive is in accordance with the rank of employee class.	69%	17%	4%	0%	0%
8	The rewards I receive outside of salary are based on work performance.	64%	24%	2%	0%	0%
9	The performance allowance I receive is appropriate based on work load.	54%	29%	3%	0%	0%
10	The performance allowances given encourage me to be more progressive in my work.	76%	15%	2%	0%	0%
11	Meal money encourages me to be disciplined in not coming in and out..	65%	23%	2%	0%	0%
12	My other colleagues also receive benefits based on their work achievements.	76%	16%	1%	0%	0%
13	he allowances provided encourage me to be independent in finding solutions if there are obstacles at work.	72%	21%	0%	0%	0%
14	Leaving work duties and responsibilities will affect performance allowances	80%	14%	0%	0%	0%
15	Performance allowances are given according to time.	57%	27%	3%	0%	0%
16	Performance benefits motivate me to achieve the targets or achievements given.	62%	23%	3%	0%	0%
17	Determination of performance allowances in accordance with competency/ability..	55%	30%	2%	0%	0%
18	High performance for high performance benefits makes me as an employee not procrastinate on the work I am given.	61%	26%	2%	0%	0%
19	If I am late it will affect the performance allowance and meal allowance I receive.	54%	31%	2%	0%	0%
20	Performance benefits based on work achievements make me want to give the best performance at work	65%	23%	2%	0%	0%
21	Achievement prizes and performance awards given by the institution make me proud of my current job.	69%	17%	4%	0%	0%
22	The performance allowance given encourages me to be creative in my work	64%	24%	2%	0%	0%
23	The basic salary given makes me feel at home working here	54%	29%	3%	0%	0%
24	If I go home early, it will affect the food money I receive.	76%	15%	2%	0%	0%
25	The salary and performance allowances I receive make me satisfied and provide the best performance at work	65%	23%	2%	0%	0%
26	I push myself to get high performance benefits.	76%	16%	1%	0%	0%
27	The basic salary motivates me to carry out my main duties properly and is useful for the institution.	72%	21%	0%	0%	0%
28	The size of the performance allowance that I receive is based on our performance achievements	80%	14%	0%	0%	0%
29	performance allowances also encourage me to plan to give the best performance at work.	86%	9%	0%	0%	0%
30	A performance allowance system can improve my work	74%	17%	0%	0%	0%

No	Statement	SS	S	KS	TS	STS
		5	4	3	2	1
	ethic					
31	Performance allowances enable me to control myself to always focus on providing the best performance at work	84%	9%	1%	0%	0%
32	tunjangan kinerja yang tinggi adalah prestasi bagi saya.	68%	23%	1%	0%	0%
33	I think that the basic salary and performance allowances make the quality of my work better.	77%	15%	0%	0%	0%
34	I am satisfied with the current performance allowance calculation system	46%	38%	2%	0%	0%
35	As an education worker who receives a performance allowance, I carry out my duties with full responsibility.	88%	6%	0%	0%	0%
36	The performance allowance system can improve the discipline of educational staff	64%	25%	0%	0%	0%
37	I am satisfied with the amount of basic salary that I receive every month	64%	26%	1%	0%	0%
38	I am satisfied with the determination of the amount of performance allowance at POLTEKBANG	69%	21%	1%	0%	0%
39	Awards and prizes provide opportunities for educators to demonstrate achievements	62%	23%	3%	0%	0%
40	Performance allowances significantly influence changes in the performance of educational staff	47%	38%	1%	0%	0%
	Average	66%	22%	2%	0%	0%

The results of respondents' responses to job satisfaction are explained in Table 9 below:

Table 9. Distribution of Respondents Job satisfaction

No	Statement	SM	M	KM	TM	STM
		5	4	3	2	1
1	Salary given every month is based on regulations	49%	35%	2%	0%	0%
2	The performance allowance given by POLTEKBANG is based on the tasks carried out by education staff	58%	23%	6%	0%	0%
3	POLTEKBANG policy in placing employee positions based on their field	57%	29%	2%	0%	0%
4	The division of work groups is based on the skills possessed by educational staff	58%	27%	2%	0%	0%
5	Facilities at POLTEKBANG are adequate	53%	31%	2%	0%	0%
6	There is a guarantee of old age from work	64%	23%	3%	0%	0%
7	Providing performance allowances for education staff..	66%	17%	6%	0%	0%
8	Room facilities include complete tables and chairs	62%	24%	2%	0%	0%
9	Leaders give briefings every morning assembly..	53%	29%	4%	0%	0%
10	The holiday allowance provided by POLTEKBANG is based on the length of service of the education staff	74%	15%	2%	0%	0%
11	Health benefits provided by POLTEKBANG are based on established regulations.	64%	23%	2%	0%	0%
12	Additional facilities are available such as a dining area/canteen	76%	16%	1%	0%	0%
13	Facilities in the form of places of worship are well equipped	72%	21%	0%	0%	0%
14	he leadership accompanies the educational staff if there is emergency work from the leadership	78%	14%	1%	0%	0%
15	Leaders give warnings to educational staff who do not work well	85%	9%	1%	0%	0%

No	Statement	SM	M	KM	TM	STM
		5	4	3	2	1
16	POLTEKBANG policy relates to providing bonuses that are beneficial to employees	73%	17%	1%	0%	0%
17	Comfortable working with my colleagues.	82%	9%	2%	0%	0%
18	Leaders give awards to educational staff who excel	66%	23%	2%	0%	0%
19	The distribution of remuneration from POLTEKBANG is considered clear	76%	15%	1%	0%	0%
20	Leaders give clear directions when working.	41%	36%	6%	0%	0%
21	POLTEKBANG's policy is clear in dismissing educational staff who violate POLTEKBANG regulations	68%	8%	11%	0%	0%
22	Routine and intensity carried out by POLTEKBANG in socializing new regulations.	46%	25%	11%	0%	0%
23	Completeness of work equipment to help carry out adequate tasks	45%	27%	11%	0%	0%
24	POLTEKBANG assigns tasks based on the wishes of the education staff	47%	22%	13%	0%	0%
25	The work atmosphere at POLTEKBANG is right	36%	23%	19%	0%	0%
26	The regulations in POLTEKBANG that are implemented do not burden educational staff	70%	9%	9%	0%	0%
27	The superior in giving warnings to employees is not strict enough	45%	38%	2%	0%	0%
28	Fellow employees do not respect each other's individual rights	51%	36%	0%	0%	0%
29	Cleanliness in my work space is clean	65%	4%	15%	0%	0%
30	No opportunities given to advance career	74%	17%	0%	0%	0%
31	Working hours at POLTEKBANG are based on existing regulations	36%	44%	2%	0%	0%
32	Leaders assign tasks based on the abilities of educational staff	61%	26%	2%	0%	0%
33	Colleagues have close relationships with one another.	51%	30%	4%	0%	0%
34	Leaders give warnings to staff if they make mistakes	49%	30%	6%	0%	0%
35	My tasks require innovative ideas in solving them..	51%	30%	4%	0%	0%
36	Leaders respond to complaints and objections from educational staff when interacting with colleagues	49%	30%	6%	0%	0%
37	Education staff are given a clear explanation of each assignment	70%	18%	2%	0%	0%
38	There is a clear agreement regarding employee rights with the Poltekbang	50%	15%	15%	0%	0%
39	The policy on the status of civil servants and non-civil servants from POLTEKBANG is clear	41%	21%	17%	0%	0%
40	All employees have the same opportunity for rapid promotion	43%	39%	2%	0%	0%
Average		59%	23%	5%	0%	0%

Table 10. Multicollinearity Test Results

Coefficients ^a			
Model		Collinearity Statistics	
		Tolerance	VIF
1	Organizational culture	.415	2.407
	Remuneration	.756	1.323

	Job satisfaction	.463	2.159
a. Dependent Variable: Performance			

From the results of the multicollinearity tests carried out, it is known that the tolerance values for variables X1, This shows that there is no independent variable that has a tolerance of less than 0.10 and no independent variable has a VIF value of more than 10. So it can be concluded that there is no multicollinearity between the independent variables in the regression model.

Table 11. Linear regression test Model 1

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.847	.338		11.384	.000
	Organizational culture	.185	.070	.185	2.134	.035
	Remuneration	.771	.045	.673	.815	.417
a. Dependent Variable: X3						

From the regression results obtained, the following equation can be made:

$$X3 = 3.847 + 0.185 X1 + 0.771 X2 + e$$

The regression equation has the following meaning:

1. The regression coefficients of the two independent variables (organizational culture and remuneration) have a positive and significant effect on the dependent variable (job satisfaction). This means that if the organizational culture and remuneration variables increase, the job satisfaction variable will also increase.
2. From the results of the regression coefficients obtained, it shows that the remuneration factor ($b_2 = 0.771$) is the more dominant factor in influencing job satisfaction at POLTEKBANG.

Table 12. Linear regression test Model 2

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.196	.279		4.287	.000
	culture	.531	.068	.715	7.808	.000
	remuneration	.248	.056	.300	4.418	.000
	satisfaction	.135	.077	.039	5.453	.042
a. Dependent Variable: Performance						

From the regression results obtained, the following equation can be made:

$$X4 = 3,196 + 0.531 X1 + 0.248 X2 + 0.135 X3 + e_2$$

The regression equation has the following meaning:

1. The regression coefficients of the two independent variables (organizational culture, remuneration and job satisfaction) have a positive and significant effect on the dependent variable (performance). This means that if the organizational culture variables remuneration and job satisfaction increase, then the job satisfaction variable will also increase.
2. The results of the regression coefficients obtained show that the organizational culture factor ($b_1 = 0.531$) is the more dominant factor in influencing the performance of educational staff at POLTEKBANG.

The coefficient of determination (R^2) of model 1 (one) aims to find out how much the organizational culture variable (X_1) remuneration (X_2) has on job satisfaction (X_3). The

results of the analysis of the coefficient of determination can be seen as follows:

Table 13. Coefficient of Determination (R2) Model 1

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.213 ^a	.845	.031	.1533
a. Predictors: (Constant), X2, X1				

The results of the SPSS model summary analysis show that the R Square is 0.845 or 84.5%. Organizational culture and remuneration variables can explain job satisfaction by 84.5% and the remaining 15.5% is explained by other variables outside the model

The coefficient of determination (R2) of model 2 aims to determine how much the variables organizational culture (X1), remuneration (X2) and job satisfaction (X3) have on performance. The results of the analysis of the coefficient of determination can be seen as follows

Table 14. Coefficient of Determination (R2) Model 2

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.874 ^a	.763	.753	.07079
a. Predictors: (Constant), satisfaction, remuneration, culture				
b. Dependent Variable: Performance				

The results of the SPSS model summary analysis show that the R square is 0.763, or 76%. The variables organizational culture, remuneration, and satisfaction can explain 76% of performance, and the remaining 14% is explained by other variables outside the model

Hypothesis test

Testing this research uses path analysis. Path analysis is an extension of multiple linear regression analysis. Regression analysis was carried out twice. The first regression analysis is to determine the strength of the relationship between the independent variable and the mediating (intervening) variable. The second regression analysis is to determine the strength of the relationship between the independent variable and the dependent variable.

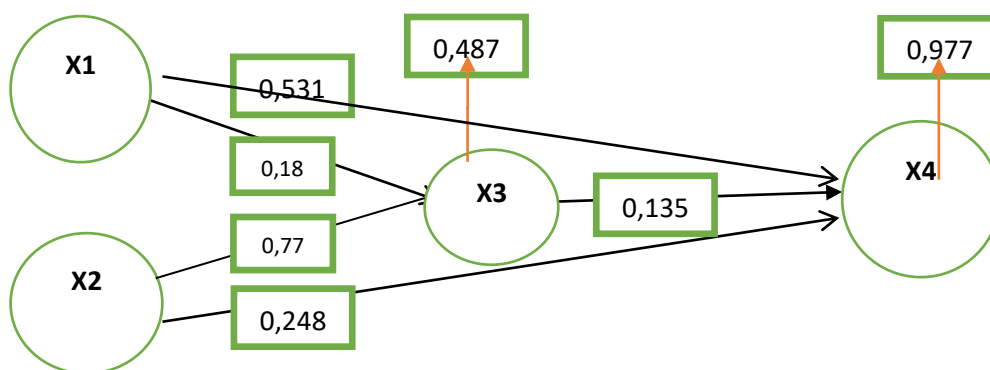


Figure 1. Flow diagram of organizational culture, remuneration and job satisfaction on performance

There is an influence of organizational culture on the performance of education personnel at POLTEKBANG (hypothesis test 1). Based on SPSS individual parameter testing, the results of individual organizational culture testing show an unstandardized beta coefficient value of 0.531 and a significant value of <0.05, resulting in a t table of 1,666.

Meanwhile, the calculated t seen from the data processing output is 7.808 (t calculated $>$ t table), so H1 is accepted. Thus, it can be concluded that organizational culture variables have a direct influence on performance.

There is an influence of remuneration on the performance of education personnel at POLTEKBANG (hypothesis test 2). Based on SPSS testing of individual parameters, the results of individual remuneration testing showed an unstandardized coefficient beta value of 0.248 and a significant value of <0.05 , obtained by a t table of 1.666. Meanwhile, if the calculated t seen from the data processing output is 4,418 (t calculated $>$ t table), then H2 is accepted. Thus, it can be concluded that the remuneration variable has a significant positive direct effect on performance.

There is an influence of job satisfaction on the performance of education personnel at POLTEKBANG (hypothesis test 3). The results of individual testing of job satisfaction show an unstandardized coefficient beta value of 0.135, and it can be concluded that the job satisfaction variable has a direct effect on performance. significance at <0.05 , resulting in a t table of 1,666. Meanwhile, the calculated t seen from the data processing output is 5.453 (t calculated $>$ t table), so H3 is accepted. Thus, it can be concluded that the job satisfaction variable has a direct effect on performance.

There is an influence of organizational culture on performance, with satisfaction as an intervening factor (Hypothesis Test 4). The results of individual testing of organizational culture on performance with job satisfaction as an intervening variable showed an unstandardized coefficient beta value of 0.000 and showed significance at <0.05 . Thus, it was concluded that the job satisfaction variable had a direct effect on performance.

There is an influence of remuneration on performance, with satisfaction as an intervening factor (Hypothesis Test 5). The results of individual testing of remuneration on performance with job satisfaction as an intervening variable show an unstandardized coefficient beta value of 0.000 and show significance at <0.05 . Thus, it can be concluded that the job satisfaction variable has a direct effect on performance.

Discussion

The same research was also conducted by Anggraini et al. (2021). This research aims to describe and explain the influence of organizational culture on employee performance at the North Kolaka Regency Regional Development Planning Agency Office. This research is quantitative. The sample in this study was 51 people, with a sampling technique using saturated sampling. The research results show that organizational culture with the indicators used is in the good category and employee performance with the indicators used is in the good category. The results of this research use simple regression analysis, which shows that organizational culture greatly influences employee performance. This means that the better the culture implemented in the organization, the better the performance produced by the employees.

Likewise with research conducted by Wahyuni (2020), The Influence of Work Remuneration, Remuneration, and Job Satisfaction on the Performance of Customs and Excise Supervision and Service Office Employees of the Middle Type Customs A Pasuruan. The results of the research show that remuneration, remuneration, and job satisfaction partially have a positive and significant effect on the performance of KPPBC TMP. A Pasuruan employee

The results of individual testing of remuneration on performance with job satisfaction as an intervening variable show an unstandardized coefficient beta value of 0.000 and show significance at <0.05 . Thus, it can be concluded that the job satisfaction variable has a direct effect on performance. Thus, accepting the fourth hypothesis means that the level of

performance of educational staff is largely determined by organizational culture, remuneration, and job satisfaction. This fact can be understood to mean that organizational culture, remuneration, and job satisfaction are important factors in supporting the performance of educational staff.

Anggraini et al. (2021) say that organizational culture, remuneration, and job satisfaction are interconnected. He illustrates this interconnection by looking at the relationship between job satisfaction and culture in the context of the organizational life cycle, so that organizational culture, remuneration, and job satisfaction will also influence the attitudes and behavior of all members of the organization. A strong culture in an organization can force or encourage its members to act or behave in accordance with what the organization expects. By complying with the company's rules and policies, it is hoped that employee performance and efficiency can be optimized to achieve organizational goals.

The same thing was also done by Muis et al. (2018) with the research title *The Influence of Organizational Culture, Remuneration, and Job Satisfaction and Organizational Commitment on Employee Performance*, which found that organizational culture, remuneration, and job satisfaction have a positive and significant influence on employee performance. Ultimately, performance appraisal has an important role in increasing remuneration in the workplace. This performance appraisal is basically a key factor in developing an organization effectively and efficiently.

On the organizational culture variable, the majority of respondents answered "agree." This shows that the leadership can always invite all its members to respect the differences and beliefs held by other members, can make changes for the better of the agency, is able to communicate well with members regarding the strategies that will be implemented, and always pays attention and remuneration to its educational staff. to always be active at work. Therefore, universities must pay attention to the best organizational culture, remuneration, and job satisfaction for educational staff because it will have an impact on their job satisfaction.

On the work remuneration variable for educational staff, the majority of respondents answered "strongly agree." This shows that educational staff will always carry out their work well without being ordered, educational staff always try to improve the quality of work, and educational staff always increase efforts for better work results in every work implementation. Therefore, universities must pay attention to organizational culture, remuneration, and job satisfaction because they will have an impact on the performance of educational staff.

Based on the statement above, this is in accordance with research conducted by Pranata (2020), which also states that there is an influence of remuneration and job satisfaction on work performance. Work remuneration has a positive and significant effect on job satisfaction; compensation has a positive and significant effect on performance; work remuneration has a positive and significant effect on performance; and job satisfaction has a positive and significant effect on lecturer performance. This shows that organizational culture, remuneration, and job satisfaction influence performance more than other variables.

On the job satisfaction variable, the majority of respondents answered "strongly agree." This shows that organizational culture, remuneration, and job satisfaction influence the performance of educational staff, especially in the most influential questionnaire above. Educational staff are always fully responsible for the work they are given, educational staff always create new things to increase their success; and educational staff always strive to achieve achievements. the best at work, and always feel happy with the work done.

Therefore, universities must pay attention to organizational culture, remuneration, and the best job satisfaction for educational staff because it will have an impact on organizational performance and culture.

This means that organizational culture, remuneration, and job satisfaction are running as expected and are able to absorb the values of organizational culture, remuneration, and job satisfaction that were formed to improve the performance of educational staff. Education staff are encouraged to work innovatively, have self-confidence in doing their work, encourage education staff to work carefully, pay more attention to detail, and pay attention to the vision and mission to be achieved in their work that need to be maintained so that the culture created is able to improve their performance.

The characteristics of organizational culture, remuneration, and job satisfaction are organizational culture and risk-taking, attention to detail, results orientation, people orientation, team orientation, aggressiveness, and stability. Here, the basis for selecting these characteristics is that the selected characters are considered to be able to represent or capture the essence of organizational culture, remuneration, and job satisfaction. Antonius (2005) said that organizational culture, remuneration, and job satisfaction are work habits of all management and employees of a company that have been accepted as standards of work behavior and make them emotionally attached to the company.

The research results show support for the hypothesis, which states that organizational culture, remuneration, and job satisfaction have a significant influence on employee work performance. However, basically, there is no good culture, bad culture, or ideal culture because there is only an appropriate culture. Organizational culture, remuneration, and job satisfaction actually grow, are created and developed by individuals who work in an organization, and are accepted as values that must be maintained and passed on to every new member. Management has an important role in maintaining a good organizational culture, remuneration, and job satisfaction so as to improve performance.

Superiors must be able to recognize and analyze the characteristics of their subordinates so they can determine appropriate organizational culture, remuneration, and job satisfaction. Strong organizational culture, remuneration, and job satisfaction will be able to improve work performance because the success of work performance will also be influenced by management in an organization (Ongi, 2015). A boss who is respected and trusted by his subordinates can increase his subordinates' intrinsic remuneration. Subordinates will try to improve their performance so as not to disappoint their superiors.

CONCLUSION

Based on the results of the research and discussion that have been described, the conclusion is that:

1. Implementation of remuneration at the Medan POLTEKBANG in July 2021 and will be carried out in full starting in 2022. Based on researchers' observations, there are anomalies in the application of remuneration at the Medan Aviation Polytechnic.
2. Individual testing of organizational culture shows an unstandardized coefficient beta value of 0.531 and a significant value of <0.05 . Thus, organizational culture influences performance.
3. Remuneration testing shows an unstandardized coefficient beta value of 0.248 and a significant value of <0.05 . Thus, remuneration influences performance.
4. Job satisfaction shows an unstandardized coefficient beta value of 0.135 and shows significance at <0.05 . Thus, job satisfaction influences performance.
5. The results of individual testing of the influence of organizational culture on performance with job satisfaction as an intervening variable show unstandardized beta

coefficients of 0.00 and show significance at <0.05 , as well as the effect of remuneration with job satisfaction as an intervening variable showing significance <0.05 . Thus, it can be concluded that organizational culture and remuneration variables influence performance by intervening with job satisfaction

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