Effects of Work Motivation, Leadership Style, and Learning Organization on Teacher Performance Mediated by Organizational Culture

(A Study in State Senior / Vocational High School in Kendari City)

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Abstract-This research aims to analyze the effects of : 1) work motivation on teacher performance; 2) work motivation on organizational culture; 3) leadership style on teacher performance; 4) leadership style on organizational culture; 5) leaner organization on teacher performance; 6) leaner organization on organizational culture; 7) organizational culture on teacher performance; 8)describe the effects of work motivation, leadership style and leaner organization on teacher performance through organizational culture. This research is based on survey to 277 teachers through Probability Sampling technique in Proportional Stratified Random sampling and Structural Equation Modelling that is used to test the hypotheses. Results of the research show that work motivation affects positively and significantly on teacher performance but the work motivation does not affects significantly on organizational culture, leadership style affects positively and significantly on organizational culture and teacher performance, learning organizational affects positively and significantly on organizational culture and teacher performance, organizational culture affects positively and significantly on teacher performance and work motivation affects significantly on on teacher performance through organizational culture as well as leadership style and learning organizational affects positively on teacher performance through organizational culture. So, it is recommended to continuously develop harmonious school organizational culture to improve teacher performance.

Index Terms: Work Motivation, Leadership Style, learning Organizational, Organizational Culture, Teacher Performance.

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1 INTRODUCTION

Vroom with expectancy theory emphasizes on tendency of specific behavior depending strongly on expectancy that the behavior is followed by certain outcome and on strong outcome attractiveness (Edward E. Lawler 1973:483). The expectancy theory has three main assumptions, namely (1) each individual believes that if he behaves in specific ways, it will obtain specific things. This is called as outcome expectancy, (2) each outcome has values, or attractiveness for certain people. This is called as valence. Valence or value of some work aspects are from intern needs, and (3) each outcome relates to a perception concerning the difficulty level to achieve the outcome.

Adapting Expectancy Theory, expressed by Vroom,(Edward E. Lawler 1973), develops Expectancy Theory model concerning performance that is formulated as follow: K= M x A, namely K is performance, M is motivation, and A is ability. According to Lawler, performance refers to expectancy, if the expectancy is given its outcome, then there will be success performance, according to this theory, performance is interaction between motivation and ability (basic ability).

Then, Expectancy Theory (Newstrom and Davis, 1997) is developed with combination: Valence, Expectancy and Instrumentation. Valence is one's expression to achieve goals, meanwhile expectancy is a trust that work efforts will create task completion, as well as instrumentation is one's trust that he will obtain rewards from the work that he has been accomplished. Combination concludes that to motivate a person , it

can be done by two ways, namely (1) know and try to affect employee perception on reward valence and possibility to obtain it, and (2) strengthen reward factual value and its relatedness between efforts and achievement.

One of the variables affecting on teacher performance is organizational culture; Kusworo, et al (international journal of social sciences ISSN 2305-4457 vol. 35 No. 1, 2015). Organizational culture is a basic pattern that is accepted by organization to act and solve problems, form employees having ability to adapt to its environment as well as unit organizational members. Thus, it should be taught to any members, including the new ones as a correct way to study, think and feel any problems faced (Schein, 1990). Meanwhile, according to Robbins (2013), organizational culture is a shared meaning system that is believed by its members to determine, most of their way to acts. Culture is norms and values directing behaviors of organizational members; Luthans, (2011). Employee behavior is affected by its working place environment that is formed by organizational culture, in which culture in an organizational is expected to improve employee performance.

Based on results of the research by Herzberg, (1966) developing Two-Factor Theory; according to this theory, there are two factors affecting on one's work condition, namely motivation factor that is called as satisfier or intrinsic motivation and hygiene factor that is called as disatisfier or extrinsic motivation. This Herzberg theory determines that there are two factors supporting employees to be motivated namely intrinsic factor that is thrust taken from each personal, and extrinsic

factor that is thrust taken from outside the person, mainly from organizational environmental where he works.

A big change in economic, education and socio-cultural environment that is caused by globalization and technology has forced organization to transform itself in order to adapt and survive in a new world. There are not only changes on extern products, activities or structure; but there are also changes on operational organizational procedures (values, mindset, even goals). Marquardt (1996) stated that learning organization serves a big role in giving company organization base of knowledge in order to win the competition, mainly in facing very rapid environmental changes.

In order to achieve the ability to survive, develop and compete as well as collaborate with other organizations, it is necessary for any organizational leaders to create learning organizational in the organization. Since organizational performance is also affected by learning organization within the organization, Irvan Trang, et al (2013).

According to Bass, (1985) a leader should have future vision and ability to identify environmental changes and transform the changes into the organization, pioneer changes and give motivation and inspiration to employee individuals so that they can be creative and innovative as well as build a solid team work, make innovation in work ethos and management performance, have spirit and responsibility to lead and control the organization. It is also necessary for any leaders to have future vision and ability to predict as well as understand any changes from results of spontaneous ideas and integrate into organizational designs; these will affect positively on organizational performance (Mehmet Kemal Aydin, 2015; Paul Fleming, 2016).

This study aims: 1) To analyze whether work motivation has positive effects on the performance of Senior or Vocational High School (SMA / SMK) teachers in Kendari. 2) To analyze whether work motivation has positive effects on organizational culture of SMA / SMK in Kendari City. 3) To analyze whether leadership style has positive effects on the performance of SMA / SMK teachers in Kendari City. 4) To analyze whether leadership style has positive effects on organizational culture of SMA / SMK in Kendari City. 5) To analyze whether learning organization has positive effects on the performance of SMA / SMK teachers in Kendari City. 6) To analyze whether learning organization has positive effects on organizational culture of SMA / SMK Teachers in Kendari City. 7) To analyze whether organizational culture has positive effects on performance of senior / vocational high school teachers in Kendari City. 8) To describe whether work motivation, positively affect on the performance of teachers through organizational culture. 9) To describe leadership style has positive effects on teacher performance through organizational culture. 10) To describe whether learning organization has positive effects on teacher performance through organizational culture.

2 LITERATURE REVIEW

2.1 Motivatioan Teory

Herzberg (1959) stated that there are two factors encouraging employee motivation, namely intrinsic factor that is thrust taken from each personal, and extrinsic factor that is thrust taken from outside the person, mainly from organizational environmental where he works. Herzberg then categorized extrinsic factors including policy and administration, supervision, interpersonal relation, salary, status and work safety. Meanwhile, intrinsic factors from work include achievement rewards, responsibility, form of the work itself and growth.

Luthans (2011) has opinion that, "Motivation is a process that starts with a physiological or psychological deficiency or need that activates behavior or a drive that aimed at a goal or incentive". According to Robbins (2009), "Motivation as the willingness to exert high levels of effort to reach organizational goals, conditioned by the effort's ability to satisfy some individual need". Also, Robbins (2001) defined "Motivasi as a process creating an individual intensicy, direction and perseverance in the efforts to achieve one goal." Motivation is defined as a series of attitudes and values affecting on individual to achieve any specific things based on individual goals." Further, Rivai (2009) expressed that motivation can also mean as individual thrust to conduct any actions because he or she wants to do it.

2.2 Gaya Kepemimpinan

Leadership is inter-personal behavior that is conducted in specific situation and directed through communication process leading to the achievement of organizational objectives. Yukl (1999). Leadership is defined as inter-personal effects conducted in a situation, through communicational process and directed to achieve the objective (Daft, 1984).

Leadership style is a leader's effort or way to achieve organizational objectives. Barbuto (2005) stated that transformational leadership style and transactional leadership style can be found as results of assessment that is conducted more than one hundred years, so that it can be said that these both leadership styles can represent various current leadership style types. According to Burns (1978), transformational leadership claims to have moral values from its followers in the efforts to improve their awareness on ethical problems and to mobilize their energy and resources to reform an institution. Meanwhile, transactional leadership style according to Burn (1978) is "A leadership making transactions to motivate its followers to claim on their personal interest".

2.3 Learning Organization

Learning organization serves a big role in giving company organization basic knowledge in order to win the competition. Learning organization is important mainly in facing very rapid environmental changes. According to Marquardt (1996), he said that to achieve the objectives in efficient and effective manner, as well as to be able to survive, grow and develop, it is necessary for an organization to improve itself through learning. Through it has been a strong and large one, an organization cannot be able to survive and develop if it cannot adjust itself to the development and progress of economy, social, knowledge, technology and environment. In order to be able to survive, develop and compete as well as collaborate with other organization, it is necessary for an organization to learn. And then, Marquardt (1996) expressed that the learning organization is an organization that continuously learns in a

truly and collective manner, then transforms itself in order to collect, manage and use knowledge in a better manner to achieve organizational success.

2.4 Organizational Culture

Organizational culture is a system of shared meanings, values and beliefs in an organization as a reference to act and differentiate one organization from another (Robbins, 2013). Organizational culture then can be an organizational main identity and characters that are maintained and preserved (Robbins, 2013). Organizational culture can be described as the values, norms and artefacts accepted by organizational members as the organizational climate that will affect and be affected by organizational strategy, organizational structure and system (Armstrong, 2009). Schein (2010) stated that the organizational culture is a common basic assumption pattern learned by groups at the time it solves external adaptation problems and internal integration. Then it can be used appropriately to be considered as the correct one and to be taught to new group members as the correct way to receive something, think and feel in relation to those problems.

Schein (2010) showed that culture involves assumptions, adaptations, perceptions and learning. It further explained that the organizational culture has three layers; the first layer includes actual artefacts and creations but often cannot be interpreted. In the second layer, there are important values or things for people. Values are consciousness, affective desire, or desire. In the third layer, there is a basic assumption that people create to guide their behavior. Included in this layer, there are assumptions that tell any individual how to perceive, think, and feel about work, performance goals, human relationships, and peer performance. Organizational culture is defined as a set of values, beliefs, and patterns of behavior forming organizational identity and behavior of its members (Robbins, 2001). Culture is the norm and values directing organizational members' behavior (Luthans, 2011).

2.5 Teacher Permormance

Lawler and Poter,(1967) stated that performance is "successful role achievement" that is obtained by one person from his or her actions. Performance can be considered as results of one's or group work or activity functions in an organization that is affected by various factors to achieve organizational objective in a specific period of time. Rivai, (2009) stated that performance is one's or group willingness to conduct any activity and accomplish it based on responsibilities with expected results. And then according to Bambang Guritno and Waridin (2005) performance is a comparison of achieved work results by employees with determined standard.
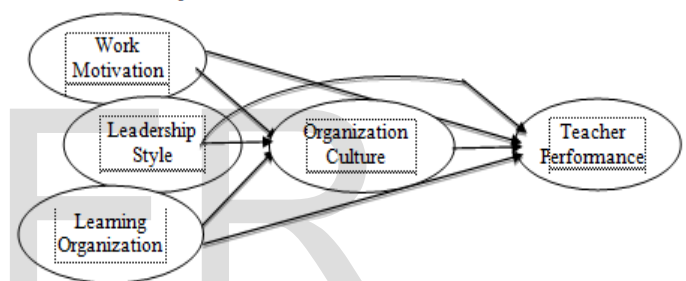
According to Sanjaya (2005), teacher performance relates to learning planning, management tasks and assessment of students' learning outcome. As planners, teachers must be able to design the learning based on field conditions, as managers, teachers must be able to create conducive learning climate so that students can learn well, and as evaluator, teachers must be able to conduct assessment of process and students' learning outcomes. Further Brawn, (1982) described that there are teacher tasks and roles, namely: mastering and developing learning materials, planning and preparing learning as well as

evaluating students' learning activity. Davis (1981) also said that one person has four common functions as a teacher characteristic.

1. Planning, is a teacher's work in preparing learning objectives.
2. Organizing, is a teacher's work to regulate and relate learning sources so that it can realize the most effective, efficient and economic ways of learning objectives.
3. Leading, is a teacher's work to motivate, support and stimulate students, so that they are prepared to realize learning objectives.
4. Supervising, is a teacher's work to determine whether the function in organizing and leading t6o realize any formulated objectives. If the objectives cannot be achieved, then teachers must assess and regulate the situation and the books change

3 CONCEPTUAL FRAMEWORK AND RESEARCH HYPOTHESES

Research Hypotheses

Based on the research conceptual framework is built on relevant theoretical and empirical study base, then, the research hypotheses are:

H1 Work Motivation has significant effects on Performance of State Senior / Vocational High School Teachers in Kendari City

H2 Work Motivation has significant effects on Organizational Culture of State Senior / Vocational High School Teachers in Kendari

H3 Leadership Style has significant effects on Performance of State Senior / Vocational High School Teachers in Kendari City

H4 Leadership Style has significant effects on Organizational Culture of State Senior / Vocational High School Teachers in Kendari City

H5 Learning Organizational has significant effects on Performance of State Senior / Vocational High School Teachers in Kendari City

H6 Learning Organizational has significant effects on Organizational Culture of State Senior / Vocational High School Teachers in Kendari City

H7 Culture Organizational has significant effects on Performance of State Senior / Vocational High School Teachers in Kendari City

H8   Work Motivation mediated by organizational culture has significant effects on Performance of State Senior / Vocational High School Teachers in Kendari City

H9   Leadership style mediated by organizational culture has significant effects on Performance of State Senior / Vocational High School Teachers in Kendari City

H10 Learning organization mediated by organizational culture has significant effects on Performance of State Senior / Vocational High School Teachers in Kendari City

Operational Definition of Research Variable

Independent variables in this study are Work Motivation, Leadership Style, Learning Organization, while dependent variable in this study is Teacher Performance. This research uses Organizational Culture as an intervening variable relating between independent variables and dependent variables.

Operational Definition of Variables used in this research:

Work Motivation is the provision of driving force creating a teacher's work enthusiasm in SMA / SMK so that they want to improve achievement, cooperate, work effectively, and integrate with all of the efforts to achieve mission and vision objectives of an educational institution. It can be measured based on the indicators by Frederick Herzberg (1959) as follows: Intrinsic motivation is the thrust taken from within each person. Extrinsic motivation is the driving force taken from outside a person, especially from the organization where he works.

Leadership style is a leader's ability to influence teachers to work in line with the direction and targets of an educational institute. It can be measured based on indicators of transformational and transactional leaderships developed by James MacFregor Burns (1978).

Learning organization is an organization that is able to support and facilitate the learning process for all of the teachers so that they can learn and develop their competence in a sustainable manner and also they can support the educational institute to continuously progress and develop. It can be measured by the indicators based on Peter Senge, (1990) as follow: Personal mastery, mental model, shared vision, group learning, system thinking as the overall thinking on all of organizational components; all of which are considered as a unity which can mutually affect. Weak performance in a component can weaken overall system performance. With items: working with team approach, making innovation, creativity and synergy of inter work groups.

Organizational culture is as a set of values, beliefs, and patterns of behavior created or developed by teachers in senior / vocational high schools forming organizational identity and behavior of its members, so it is considered a positive value and a proper way to think and act in the duties. It can be measured based on indicators according to the following: Values / Norms are Organizational culture as a value referring to everything in the organization and considered highly valuable with the items: honesty, openness, exemplary, symbolic (Hofstede, 2011; Schein, 1992)

Behavioral patterns, organizational culture refers to how organizational elements (members) behave. With items: disci-

pline, mutual respect, empathy and togetherness (Luthans, 2011) Perception is a process of how one selects, regulates and interprets any information inputs and experiences and then interprets them to create a whole meaningful picture of a object. (Robbins, 2003;). With these items: Excellence, rules / order and orientation.

Teacher Performance is work objectives achieved during a certain period that is reflected from the achievement of teacher objectives made on predetermined performance standards. It can be measured based on the following indicators: learning Planning, learning Implementation, Assessing learning objectives, Commitment to the task.
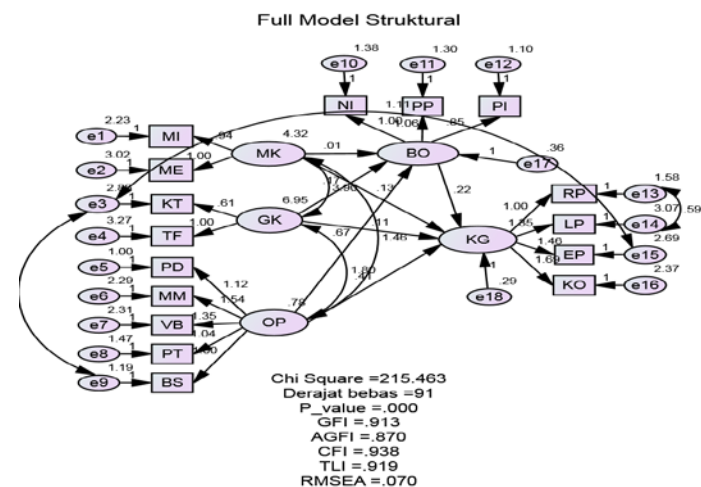
4   RESEARCH METHODES

This research is a research using quantitative approach, in which researcher use post-positivism to build knowledge by using research strategy through survey. The population in this study is all teachers of State senior or vocational high school in Kendari City, consisting of 11 state senior high school and 6 state vocational high school, with there are 899 teachers, with details 545 high school teachers and 354 state vocational high school teachers. For the education level of the teachers consist of 11 Diploma (3 high school teachers and 8 state vocational high school teachers), 687 Bachelor (404 high school teachers and 283 state vocational high school teachers) and 201 postgraduate (138 high school teachers and 63 state vocational high school teachers). Sample determination in this research uses Probability Sampling technique by Proportional Stratified Random sampling. There are totally 277 high school teachers and state vocational high school teachers in Kendari city based on education level proportionally.

Data collection in this research is done through questionnaire method, using Likert scale: Very Agree-5 score; Agree-4 score; Neutral-3 score; Disagree-2 score and Strongly Disagree-1 score. Data analysis in this research uses Structural Equation Modeling (SEM) assisted by AMOS application program version 20.

5   RESEARCH RESULTS AND RESEARCH DISCUSSION

5.1 Research Results

Full Model Struktural

Chi Square =215.463
Derajat bebas =91
P_value =.000
GFI =.913
AGFI =.870
CFI =.938
TLI =.919
RMSEA =.070

Estimasi Parameter Regresi

			Estimate	S.E.	C.R.	P	Label
BO	<---	MK	.010	.075	.132	.895	
BO	<---	OP	.673	.211	3.195	.001	
BO	<---	GK	.167	.056	2.972	.003	
KG	<---	MK	.131	.065	2.022	.043	
KG	<---	GK	.108	.054	1.985	.047	
KG	<---	OP	.414	.209	1.977	.048	
KG	<---	BO	.223	.113	1.969	.049	

Standardized Indirect Effects

	OP	GK	MK	BO	KG
BO	.000	.000	.000	.000	.000
KG	.110	.102	.004	.000	.000

Source: Amos 20, 2018

Interpretation of Research Results

Effects	Variables	Work Motivation	Leadership Style	Learning Organizational	Organizational Culture
Direct	Teacher performance	0.23 (s)	0.24 (s)	0.38 (s)	0.21 (s)
	Organizational Culture	0.02 (ns)	0.38 (s)	0.51 (s)	
Mediated	Organizational Culture	0.00 (ns)	0.10 (s)	0.11 (s)	

Source : research results, 2018

Interpretations on hypotheses that are proposed in this research are as follow:

1st hypothesis is accepted, work motivation affects positively and significantly on teacher performance by 0.13 with significance level of 5%

2nd hypothesis is rejected, work motivation does not affect positively and significantly on organizational culture by 0.01 with significance level of 5%

3rd hypothesis is accepted, leadership style affects positively and significantly on teacher performance by 0.11 with significance level of 5%

4th hypothesis is accepted, leadership style affects positively and significantly on organizational culture by 0.17 with significance level of 1%

5th hypothesis is accepted, learning organization affects positively and significantly on teacher performance by 0.41 with significance level of 5%

6th hypothesis is accepted, learning organization affects positively and significantly on organizational culture by 0.67 with significance level of 1%

7th hypothesis is accepted, organizational culture affects positively and significantly on teacher performance by 0.22 with significance level of 5%

8ath hypothesis is rejected, work motivation affects positively and insignificantly on teacher performance through organizational culture.

8bth hypothesis is accepted, leadership style and learning organization affect positively on teacher performance through organizational culture.

8cth hypothesis is accepted, learning organization affects positively on teacher performance through organizational culture.

5.2 Effects of Work Motivation on Teacher Performance

The research results show that work motivation has posi-

tive and significant effects on teacher performance. This finding means that higher teacher's work motivation will lead to higher teacher's performance. The highest loading factor reflected in work motivation is an intrinsic motivation indicator and the lowest loading factor is extrinsic motivation. The two factors are:

1. Intrinsic motivation

Intrinsic motivation is the main factor supporting a teacher to improve his work achievement. This is caused by some reasons, namely given rewards, possibility for self development, success in task accomplishment, the work itself, responsibility and opportunity of progress. Any given rewards and possibility for self development are the dominant factors as a teacher to be motivated to improve his or her performance. This finding means that given rewards, possibility for self development, success in task accomplishment, the work itself, responsibility and opportunity of progress are considered as intrinsic motivation reflected the work motivation giving effects on teacher performance.

2. Extrinsic motivation

Extrinsic motivation is the second factor supporting a teacher to improve her or his work achievement. It is caused by some reasons, namely interpersonal relation, earning salary, work conditions, school policy and its implementation, level increase, promotion and supervision technique. These reasons determine level of extrinsic motivation so that it reflects work motivation giving significant effects on teacher performance.

Related to the reasons stated in this research, Irwandy, (2014) has said that earning salary, work satisfaction, promotion or expectancy, acknowledgment, and organizational or management style are the most determinant factor for a teacher to improve his or her work motivation. And good salary is the main factor to improve teacher motivation.

Thus, it can conclude that the hypothesis proposed in this research acceptable or proven. This finding is well-adjusted to a research by Kusworo, et al(2015) finding that work motivation affects positively and significantly on teacher performance and work environment affects positively and significantly on teacher performance. Also Trang, et al (2013) in their results of research stated that work motivation has positive and significant effects on employee performance, then stated that work motivation given to employees, both intrinsic and extrinsic motivations including rewards given by the company, possibility for achievement, possibility for self development, salary given by the company, work security, convenience work environment based on what expect by the employees can improve employee performance. These research results also strengthen a theory proposed by Herzberg (1959) in the two-factor theory namely intrinsic motivation and extrinsic motivation.

5.3 Effects of Leadership Style on Teacher Performance

The research results showed that leadership style has positive and significant effects on teacher performance. This finding means that better applied leadership style will lead to better teacher performance improvement. The results of this study support the results of previous research stating that

leadership style affects on teacher performance.

Tumiran, (2015) found transformational leadership has positive and significant effects on teacher performance, and the study concluded that teacher performance can be improved through transformational leadership, organizational culture, organizational climate and teacher job satisfaction. Rattanaborworn and Ussahawanitchakit (2015) found that transformational leadership in the dimensions of intellectual stimulation and individual considerations has significant positive effect on firm performance.

Based on the above description, it can be concluded that the results of this study support the leadership theory proposed by Bass and Avolio (2003) defining transformational leadership as leaders' ability to change the work environment, work motivation, and work patterns, and work values perceived by subordinates so that they have more ability to optimize performance in order to achieve organizational goals; also by the findings of previous research results stating that leadership style significantly affects on teacher performance. Applying appropriate leadership styles can improve teacher performance optimally. Thus, the hypothesis proposed in this study can be accepted or can be proven.

5.4 Effects of Leadership Style on Organizational Culture

The research results show that leadership style has positive and significant effects on organizational culture. This finding means that better leadership style will also lead to better organizational culture improvement. The result of research shows that there are two leadership factors as the determinant of leadership style implementation namely, transactional leadership and transformational leadership; both are used to create a conducive organizational culture. The two leadership styles are: (1). Transformational Leadership, it is caused by several reasons: a leader ability to create productive ideas, synergistic relationships, creativity, rationale, encourage, confidence, model and being respected. Hazana A (2015) stated that transformational leadership is an important competency to be developed because it can affect on the organization. This finding describes that leadership development is an important component to be addressed by relevant authorities and industry to enhance global competitiveness of small business businesses. (2). Transactional Leadership. This is caused by several reasons: Providing work guidance, promising rewards, supervising work implementation, making improvements to negligence, maintaining status quo, and giving sanctions against mistakes.

Based on the description and reasons stated above, the hypothesis proposed in this study acceptable or can be proven. This finding is in line with Huu and Liu's (2014) research studying on the moderator role of organizational size in the relationship between transformational leadership and organizational culture on organizational performance. The research results show that organizational size affects on the relationship between transformational leadership and moderate organizational culture on organizational performance. The organizational size and transformational leadership significantly contribute to changes in organizational culture. This shows that better organization size and transformational leadership implementation will lead to better organizational culture.

5.5 Effects of Learning Organization on Teacher Performance

The research results show that learning organization affects positively and significantly on teacher performance. This finding means that better learning organization will lead to better teacher performance. The research results show that there are five factors determining the learning organization conducted by teachers so that it can improve their performance. The fifth factors are:

1. Personal Mastery

Personal mastery is the main factor determining teacher performance improvement. This is because: teacher knowledge and ability are based on his work needs; teachers conduct self-development by attending training, workshops and seminars; the teacher can complete any task well. These three items are the factors as the reasons for a teacher to increase personal mastery that can be seen as learning organization leading to teacher performance improvements.

2. Mental Model

The mental model is the second factor determining teacher performance improvement. This is because: the habit of on time work; together developing learning tools; building cooperation with peers; creating a conducive atmosphere; developing individual competencies. Creating a conducive atmosphere is the dominant factor determining the mental model so that it can reflect the learning organization and by the mental model, it can improve teacher performance. This finding means that creating a conducive atmosphere is a mental model reflecting the learning organization leading to teacher performance improvements.

3. System thinking

Thinking system is the third factor determining teacher performance improvement. This is because: working with team approach; making innovation, creativity and synergy between working groups. Synergy between work groups is the dominant factor determining the system thinking so that it can reflect the learning organization leading to teacher performance improvements.

4. Shared vision

A shared vision is the fourth factor determining teacher performance improvement. This is because: composing educational unit vision, mission, objectives; understanding educational unit vision, mission, objectives; supporting the achievement of educational unit vision, mission, objectives and teacher awareness to shared progress. Understanding educational unit vision, mission, objectives as the biggest factor determining the shared vision.

5. Group Learning

Group learning is the lowest factor determining teacher performance improvement. This can be explained by less effectiveness of the Teacher Subject Discussion (MGMP) to complete the work; and (MGMP) are less than optimal to make better teacher co-ordination. Sharing knowledge is the biggest factor determining the group learning.

Thus, it can conclude that the hypothesis proposed in this

research acceptable or proven. This finding is well-adjusted to a research by Trang, et el(2013) finding that overall, learning organizational provided by PT. Pelabuhan Indonesia IV (Company) Branch of Bitung to the employees currently includes: personal mastery (self introspection to improve individual ability, keep improving performance from days to days, be able to see company intern condition objectively); mental model (commitment for shared knowledge, togetherness in problem solving); shared vision (being able to see company vision and mission, to build existing vision); team learning (communication of work group, shared knowledge, opportunity for learning); system thinking (future employee aspiration, always making improvement for better condition) and dialogue (always communicating with partners) can improve employee performance in a whole.

However, this research result is different to finding of a research by Al Ahmar, G.O, (2014) stating that the learning organization does not have significant positive effects on organizational performance. In this case, a good learning organization will lead to better organization performance, but the increase is insignificant. And it assumes that there will be a relationship between learning organization and organizational performance, but in this study it seems that there is not strong relationship between the learning organizational and organizational performance.

Based on the description above, it can conclude that the results of this study support the learning organizational and performance theory and the findings of previous studies stating that the learning organization significantly affects on the teacher performance. This implies that the better learning organization will lead to better teacher performance. Thus, the learning organization in the educational unit can be continuously improved by providing encouragement and opportunities for teachers to continue to learn and improve their competence that can support the achievement of organizational objectives and performance improvement.

5.6 Effects of Learning Organizational on Organizational Culture

The research results show that learning organization has positive and significant effects on organizational culture. These findings mean that better learning organization will lead to better organizational culture. The results of this study are supported by a research conducted by Lau, P.Y et al, (2016) who conducted studies on organizational culture, learning organizations, affective commitment and empowerment. The study results show that the learning organizational perception is the most important component to affect on organizational culture and affective commitment. The study focuses on five dimensions of organizational learning: personal competence, psychological modeling, shared vision, team building, systemic thinking, suggested by Senge (1990) as a criterion for the assessment of learning organizations. The result of research shows that there is a positive and significant relation between organizational culture and learning organization.

The results of this study support the learning organizational theory and in line with the findings of previous research results that the learning organization significantly affects on

the organizational culture. Thus, it is necessary for an educational unit to improve its teacher learning organization so that it can form a conducive organizational culture.

5.7 Effects of Organizational Culture on Teacher Performance

The research results show that organizational culture affects positively and significantly on teacher performance. This finding means that better organizational culture will lead to better teacher performance. The research results show that there are three factors determining the organizational culture conducted by teachers so that it can improve their performance. The third factors are:

1. Behavioral pattern. Behavioral pattern is the main factor determining teacher performance improvement. This is due to: time and work discipline; always making coordination in all work processes; all school components help each other to solve problems; giving support to colleagues in order to work in a maximum manner. These four items are factors causing a teacher to develop a behavioral pattern that reflects the organizational culture and provides teacher performance improvement.

2. Value / norms. Value / Norm is the second factor determining teacher performance improvement. It consists of doing any with honesty; decision-making involves all school stakeholders; being a model; following every activity undertaken by the school. These four items are factors causing teacher to transform the Values / Norms that reflect the organizational culture and provide determining teacher performance improvement.

3. Perception. Perception is the third factor determining teacher performance improvement. This is because: the ability of teachers and all school devices is a major source of competitive advantage; having rules / codes of ethics guiding teachers based on their values; teachers understand school objectives and orientation well. These three items are the factors causing teacher perceptions that reflect the organizational culture and provide teacher performance improvements.

Thus it can be concluded that the hypothesis proposed in this study is acceptable or can be proven. This finding is in line with Adhi, at el (2013), and Kusworo, et al, (2015) stating that organizational culture has significant positive effects on teacher performance. This means that better and more conducive school organizational culture will lead to better teacher performance. Hutabarat, (2015) expressed that organizational culture has significant positive effects on teacher performance because organizational culture allows organizational members to coordinate activities comprehensively, understand and predict behavior, trust, and motivate teachers' work. However, this finding is not in line with the results of a research conducted by Arifin, H.M, (2015) finding that the application of organizational culture in this study illustrates positive effect and insignificant effects on teacher performance. This means that the organizational culture serves very important role in determining the success of teacher performance improvement, but in fact it is not going well. Then, organizational culture in the forms of honesty, integrity, identity, and discipline, has

been applied in less optimal manner and serves as a binding tool to achieve school objectives.

5.8 Effects of Work Motivation on Teacher Performance Through Organizational Culture

The research results show that work motivation has positive effects but insignificant ones on organizational culture. These finding means that higher teachers' work motivation in carrying out their duties will not create a conducive organizational culture. Thus, according to Baron and Kenney, 1986 in (Saafi, 2016: 203) there will be no mediation effect test if there are insignificant main effects (direct relation of independent variables to dependent variable). However, in this research, the mediated effect of organizational culture on teacher performance can be seen in Standardized Indirect Effect testing by 0.00. This means that organizational culture is not an intervening variable of work motivation effects on teacher performance.

5.9 Effects of Leadership Style on Teacher Performance Through Organizational Culture

The research results show that the effect of leadership style mediated by organizational culture has positive effects on teacher performance. The immediate effect is slightly greater than the indirect effect of mediation results. It can be concluded that organizational culture mediates partly (partial mediation) of leadership style effects on teacher performance. These findings mean that organizational culture has a very important role in mediating leadership styles to improve teacher performance.

Thus, the application of leadership style in state senior or vocational high school in Kendari is said to be good in order to improve teacher performance. In addition, the application of leadership style is supported by mediation of the organizational culture including the most dominant factor that determines the organizational culture that is teacher behavioral pattern: creating productive ideas, being creative, innovative and having willingness and ability to continuously learn that reflects the organizational culture and provide effective application of leadership style in order to improve teacher performance in state senior or vocational high school in Kendari.

Thus it can be concluded that the hypothesis proposed in this study is acceptable or can be proven. This study is in line with the findings of a research byRattanaborworn and Ussahawanminakit, (2015) stating that transformational leadership in the intellectual stimulation dimension and individual considerations have positive effects on firm performance. Also, organizational innovation and organizational efficiency have positive effects on firm performance. In addition, this study shows that environmental stress has positive effects on transformational leadership. Tumiran, (2015) stated that teacher performance can be improved through transformational leadership, organizational culture, organizational climate and teacher job satisfaction, and concluded that Transformational Leadership, Organizational Culture, Organizational Climate, Job Satisfaction Mastery have positive effects on Teacher Work performance.

Arifin, et al (2014) stated in his findings that the effects of organizational culture, leadership, and personal characteristics on teacher work engagement and positive organizational culture positively affect on teacher performance. In addition, work involvement mediates organizational culture, leadership, and personal characteristics on teacher performance. However, the findings of Abdullah, at el (2014) suggest that organizational culture does not mediate the effects of transformational leadership on organizational commitment between small businesses.

5.10 Effects of Learning Organization on Teacher Performance Through Organizational Culture

The research result show that the effects of organizational learning mediated by organizational culture have positive effects on teacher performance. Although these effects are still small compared to its direct effects on teacher performance. It can be concluded that organizational culture mediates partly (partial mediation) the learning organization effects on teacher performance. This means that the learning organization in state senior or vocational high school in Kendari is currently good in terms of personal mastery (improving academic competence, taking training, seminars, workshops and completing work well), mental model (teacher habit, teacher behavior, cooperation, system thinking (working with team approach, innovation, creativity and synergy between work groups), shared vision (compiling and understanding the vision, mission, objectives of educational unit and developing it and teacher awareness to advance) and group learning (Subject Teacher Consultative, work group communication, and knowledge sharing with partners to keep learning); all of which are excellent for improving teacher performance. In addition, existing learning organizations are supported by a conducive organizational culture including values / norms, behavioral patterns and perceptions forming organizational identity in order to improve teacher performance. These findings mean that organizational culture has a very important role in mediating the learning organization to improve teacher performance.

Thus, it can be concluded that the hypothesis proposed in this study is acceptable or can be proven. This study is in line with Kim and Han's research results, (2015). The findings of this study reveal that infrastructure and learning culture have indirect but significant effects on organizational performance and employee satisfaction. The learning system serves as a mediator of the relationship between independent variables (infrastructure and learning culture) and the dependent variable. The results also show that although important learning infrastructures and cultures are related to learning activities, they only indirectly affect on the outcomes. More effort used to empower the community and give them more autonomy will improve performance and satisfaction levels.

Results of a research by Pokharel (2013) show that the level of learning organization has positive effects on organizational performance and has intervening effect on the relationship between individual / group learning levels, organizational characteristics and organizational performance; Zhou, (2015). The results show a positive relationship between organizational learning dimensions and firm performance (both objec-

tive financial performance as well as perception and innovation). This finding confirms that a positive correlation between learning dimensions and firm performance measures create confidence to the effectiveness of organizational learning concepts. And the results of this study reinforce suggestions from previous researchers, Irvan Trang, at el. (2013) suggesting the need for organizational culture variables to mediate leadership and organizational learning styles on the performance.

5.11 Research Innovation

Based on the research model proposed and research results, it shows that organizational culture has no significant effects in mediating teacher work motivation on teacher performance; also, organizational culture has positive effects in mediating leadership style on teacher performance as well as organizational culture has positive effects in mediating learning organization on teacher performance. Related to these findings, then organizational culture as the intervening variable is this research innovation, which previously suggest its necessary to input the intervening variable, namely organizational culture in the development of performance concept.

6 RESEARCH LIMITATIONS

This research has some limitations, namely:
1. The location of research is only in State senior or vocational high schools in Kendari City so that it cannot be generalized to all senior or vocational high schools in Southeast Sulawesi Province.
2. The factors giving effects on teacher performance are only limited to four variables, namely: work motivation, leadership style, organizational learning and organizational culture. While there are other contributing variables beyond this research model such as competence, behavior and work engagement.
3. The samples in this study are limited to the teachers teaching in state senior or vocational high schools in Kendari City having status as civil servants (PNS) based on their educational level. Then, it is necessary for any further research that is conducted on high school / vocational high school teachers with status of non-civil servant in Kendari city, which is beyond this research.

7 CONCLUSION AND RECOMMENDATIONS

7.1 Conclusion

Based on research objectives and model as well as research results, it can conclude as follow:
4. Work motivation has significant and positive effects on teacher performance. This means that higher teacher work motivation will lead to higher teacher performance.
5. Work motivation has insignificant and positive effects on organizational culture. It means that higher teacher work motivation in carrying out their duties will not directly create a conducive organizational culture.
6. Leadership style has significant and positive effects on teacher performance. This means that better leadership

style implementation will lead to better teacher performance improvement.
7. leadership style has significant and positive effects on organizational culture. This means that better leadership style implementation will lead to better organizational culture improvement.
8. Learning organization has significant and positive effects on teacher performance. This means that better learning organization will lead to better teacher performance.
9. Learning organizations has significant and positive effects on organizational culture. This means that better learning organization will lead to better organizational culture.
10. Organizational culture has significant and positive effects on teacher performance. This means that better organizational culture will lead to better teacher performance.
11. Work motivation has positive and insignificant effects on organizational culture. This means that higher teacher work motivation in carrying out their duties does not directly create a conducive organizational culture. Organizational culture is not an intervening variable of work motivation effects on teacher performance.
12. The leadership style mediated by organizational culture has positive effects on teacher performance. This means that better leadership style implementation will lead to better teacher performance. It means that organizational culture has a very important role in mediating leadership styles to improve teacher performance.
13. The organizational learning mediated by organizational culture has positive effects on teacher performance. This means that better learning organization will lead to better teacher performance. It means that organizational culture has a very important role in mediating learning organization to improve teacher performance.

7.2 Recommendations

Based on the research findings stating that organizational culture has significant role in mediating leadership style and learning organizational on teacher performance, then it can be recommended some issues as follow:
1. Theoretical recommendations for knowledge development
   a. The results of this study can contribute to the development of management science, especially education management. Also, it is expected to enrich the wealthy of science for academics who will conduct any researches on educational management.
   b. The results of this study can be used as a reference material for subsequent researchers, by developing concepts and objects in a broader manner so that management education research can be more comprehensive.
2. Recommendation in terms of policies for government
   a. The results of this study can be used by Educational and Culture Office in order to establish any policies in leader designation in senior high and vocational high educational units that have met the criteria as principals.
   b. The results of this study can provide information for the government concerning the importance of learning organizational implementation in educational units

significantly in order to improve teacher performance by giving opportunity of getting scholarship for teachers to continue their study.

3. Practical recommendations for the community in this case, educational units.

   a. The results of this study contribute for senior or vocational high schools in giving motivation, implementation of leadership style that is based on the characteristics of senior or vocational high schools as well as fostering learning organization for teachers to continuously learn and develop their competences.

   b. The results of this study can be used as information concerning behavioral pattern of teachers, values or norms and teacher perception reflecting school organizational culture so that it can improve teacher performance.

4. Recommendations for further researchers:

   a. Researchers should conduct researches on private senior or vocational high schools in Kendari city or Southeast Sulawesi Province, as well as conduct researches on performance of senior or vocational high school teachers having status as non-civil servants based on occupational period and age.

   b. Researchers should conduct researches on performance by considering behavior and work engangement as intervening variables.

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