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The Effect Of Teaching Experience And Organizational Culture On Teacher Performance: The Mediation Role Of Work Motivation (A Study At Harapan Ibu Islamic School)

Fitriani Andansari[1*], Setyani Dwi Lestari[2]
[12] Budi Luhur University, Indonesia
Email: [1]andan.14sari@gmail.com, [2]setyani.dwilestari@budiluhur.ac.id
*) **Fitriani Andansari**

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Abstract

This study was motivated by the phenomenon of inconsistent teacher performance at Sekolah Islam Harapan Ibu (SIHI), where the results of the 2024–2025 internal evaluation showed a performance score in the "Fairly Good" category (3.8), with the lowest scores in the areas of instructional innovation (3.6) and professional participation (3.4). There is a gap where long tenure does not guarantee productivity, as well as the emergence of symptoms of burnout and stagnation in teaching methods among senior teachers. This study aims to empirically analyze the influence of teaching experience and organizational culture on teacher performance, as well as to test the role of work motivation as a mediating variable in this relationship. This explanatory quantitative study employed a census sampling technique involving 87 teachers at SIHI South Jakarta. Data were collected via a Likert-scale questionnaire and analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with the assistance of SmartPLS 4 software. Testing was conducted through evaluation of the outer model (validity/reliability) and the inner model (R-Square, Q-Square, and bootstrapping). The results of the testing showed that organizational culture has a positive and significant effect on teacher performance (β=0.365; p=0.000) and work motivation (β=0.729; p=0.000). Work motivation was also found to significantly influence performance (β=0.269; p=0.002) and acted as a partial mediator (mediation coefficient=0.196). Conversely, teaching experience does not significantly influence performance (p=0.257) or work motivation (p=0.052). This model exhibits very strong explanatory power with an R-Square value of 0.873 for teacher performance. Schools are advised not to use seniority as the primary parameter in performance evaluations but rather to focus on strengthening an organizational culture based on Islamic values and integrity. Practically, the foundation needs to implement a "Culture Maintenance Program" to uphold religious values, as well as design a periodic feedback system regarding student progress to stimulate teachers' intrinsic motivation.

Keywords:

Organizational Culture, Teacher Performance, Work Motivation, Teaching Experience

INTRODUCTION

Human Resources (HR) are the most crucial strategic asset for the sustainability of organizations in various sectors, including educational institutions (Zafirah et al., 2021) . The effectiveness of HR management is a key determinant in optimizing all other resource potentials, from technological to financial aspects, to realize the institution's vision and mission (Angin et al., 2025) . Within the school ecosystem, teachers occupy a central position not only as policy implementers but also as representatives of educational quality, playing a strategic role in shaping the character and academic capacity of students (Nasir et al., 2023) . Therefore, teacher performance is a fundamental indicator that reflects the effectiveness of the learning system as a whole. Continuous improvement in the professionalism of educators is absolutely necessary considering the responsibility of schools to educate the nation (Firdaus et al., 2024) and (Wulandari, 2024) .

The current phenomenon shows that although the teacher certification policy has been mandated by Law No. 14 of 2005 to guarantee professional competence, the realization of performance in the field still shows inconsistencies (Indonesia, 2005) . Many teachers have formally met academic qualifications but have not been able to translate this knowledge and skills into effective learning practices in the classroom (Agilda et al., 2025) . There is a gap in the phenomenon where seniority and long teaching experience are often seen as a guarantee of quality, but in reality they are not always directly proportional to productivity or teaching innovation. This suggests the existence of other psychological and contextual factors that need to be studied in depth to understand the actual performance driving mechanisms. This research problem was identified specifically at Harapan Ibu Islamic School, where the results of the 2024-2025 internal evaluation showed that the average teacher performance score was in the "Quite Good" category (3.8). The lowest scores were found in the aspects of learning innovation (3.6) and participation in professional activities (3.4), which indicates obstacles in the actualization of teacher potential. Although most teachers have extensive experience, symptoms of burnout and stagnant teaching methods still frequently emerge. This situation highlights a fundamental problem related to how individual experience and the existing work culture are unable to stimulate optimal work motivation to produce the performance expected by the foundation.

The research gap *in* Islamic education management studies shows that most studies still focus on the direct influence of teaching experience on performance without considering complex mediating variables (Ramdhan et al., 2025) . There are still limitations in empirical models that integrate aspects of ability *,* organizational opportunity *,* and psychological drive (*motivation*) within a unified theoretical framework in religious-based school environments. Previous research has shown contradictory results regarding the impact of seniority on teacher effectiveness, so mediation analysis is needed to clarify the causal pathway (Bos-Nehles et al., 2023) . Thus, understanding how work motivation bridges internal and external factors for teachers still leaves ample room for discussion (Lu & Chen, 2024) .

The novelty of this research lies in the integration of *Ability-Motivation-Opportunity* (AMO) and *Self-Determination Theory* (SDT) theories in the context of modern Islamic schools. Unlike conventional research, this study incorporates dimensions of transcendental values such as worship intentions, honesty, and moral responsibility as integral parts of organizational culture that influence teachers' intrinsic motivation. The use of the *Partial Least Squares Structural Equation Modeling* (PLS-SEM) method allows for a more precise analysis of the mediating role of work motivation in transforming teaching experiences and school culture into actual performance. The

focus on the unique interaction between work spirituality and professionalism at the Harapan Ibu Foundation provides a new perspective in the literature on educational human resource management.

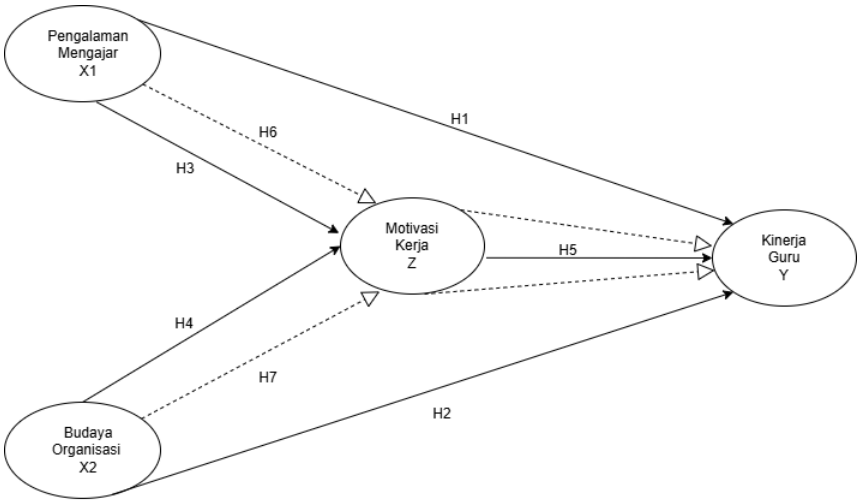
This research is particularly urgent given the demands for adaptability in education in the digital era, which require teachers to continuously innovate regardless of their length of service. Without strategic intervention through strengthening organizational culture and motivational support systems, senior teachers' teaching experience risks becoming trapped in conventional work patterns that are no longer relevant to the needs of today's students. The results of this study are expected to provide concrete recommendations for foundation management in formulating performance improvement strategies that are not solely based on seniority, but also on teachers' actual competencies and emotional attachment to the institution's vision. These findings also provide an important basis for developing more holistic and sustainable teacher development policies.

Theoretically, this research contributes to enriching the study of Islamic education management through the validation of the AMO-SDT integrative model in non-Western settings. This study seeks to demonstrate that a healthy, collaborative, and spiritually imbued work environment can serve as a more powerful catalyst for teacher performance than simply accumulated years of experience. By exploring the dimensions of autonomous motivation, this study provides a scientific basis for a paradigm shift from formal supervision-based management to management based on psychological empowerment and value internalization. Its theoretical implications will reinforce the position of organizational culture as a socio-psychological infrastructure that determines the success of educational transformation. In conclusion, this study aims to empirically analyze the influence of teaching experience and organizational culture on teacher performance, with work motivation as a mediating variable. The focus of the study will be directed at school units under the auspices of the Harapan Ibu Foundation in South Jakarta to produce an applicable performance improvement model. Through an explanatory quantitative approach, it is hoped that the dominant factors that are most effective in triggering teachers' work motivation to innovate and contribute professionally will be revealed. An in-depth analysis of this mediating mechanism will ultimately provide a strategic roadmap for educational institutions in optimizing their human resource assets for superior learning quality.

METHODS

This study applies a quantitative approach with an explanatory research type that aims to explain the causal relationship between variables through deductive hypothesis testing. The object of the study focused on Harapan Ibu Islamic School (SIHI) South Jakarta by involving the entire teacher population of 87 people as respondents through a saturated or census sampling technique to minimize bias and increase internal validity. Data collection was carried out by distributing a closed questionnaire based on a Likert scale of 1–5 that measured respondents' perceptions of the independent variables of Teaching Experience (X1) and Organizational Culture (X2), the dependent variable of Teacher Performance (Y), and Work Motivation (Z) as a mediating variable. The research instrument has passed the content validity test through *expert judgment* and the instrument reliability test with *a Cronbach's Alpha value* above 0.70 to ensure consistency of measurement in the field.

Data analysis in this study used the *Partial Least Squares Structural Equation Modeling* (PLS-SEM) method with the help of SmartPLS 4 software, which is considered effective for analyzing complex mediation models even with limited sample sizes. The analysis procedure was carried out in two main stages: evaluation of *the outer model* to ensure convergent validity (*factor loading values* > 0.7 and AVE > 0.5) and construct reliability, followed by evaluation of *the inner model* to test the significance of the relationship between latent variables. Testing the significance of direct and indirect effects was carried out through a *bootstrapping procedure* with 5,000 subsamples to determine the acceptance of the hypothesis based on a *p-value* of less than 0.05. This in-depth methodological framework ensures that any interactions between individual abilities, organizational opportunities, and psychological drives can be accurately analyzed according to the integrative model *of Ability-Motivation-Opportunity* (AMO) and *Self-Determination Theory* (SDT).



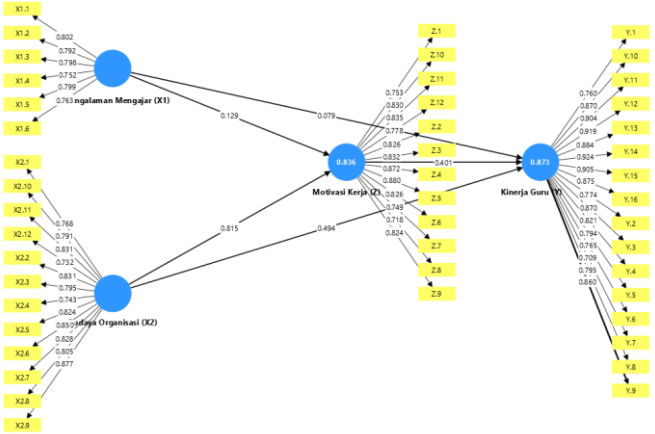
RESULT AND DISCUSSION

Results

The outer model test in this study consists of three parts: 1) Convergent Validity (factor loading and average extracted or AVE), 2) Discriminant Validity (heterotrait-monotrait ratio or HTMT ratio), and 3) Construct Reliability (Cronbach's alpha and composite reliability). The following data processing results using the PLS Algorithm produce an outer model image as below.

Figure 4.1 Structural Model and R-Square Value

(based on tabulated data)



Source: PLS-SEM data processing results (2025)

Convergent Validity

Table 4.2 Average Variance Extracted (AVE)

Variables	Average variance extracted (AVE)	Criteria	Results
Organizational culture	0.652	> 0.50	Valid
Teacher Performance	0.708	> 0.50	Valid
Work motivation	0.659	> 0.50	Valid
Teaching Experience	0.616	> 0.50	Valid

Source: PLS-SEM data processing results (2025)

Based on the table above, it is known that the AVE value of all variables is greater than the predetermined criterion of 0.50. Therefore, it can be concluded that each indicator of all variables is declared valid for measuring its respective construct.

Discriminant Validity

Table 4.3 Heterogeneous-Monotrait Ratio Values

Variables	Organizational culture	Teacher Performance	Work motivation	Teaching Experience
Organizational culture	-	-	-	-
Teacher Performance	0.947	-	-	-
Work motivation	0.949	0.936	-	-
Teaching Experience	0.795	0.792	0.783	-

Source: PLS-SEM data processing results (2025)

The table presents the Heterotrait-Monotrait Ratio (HTMT) values used to evaluate the discriminant validity between constructs in the research model. Based on the results of data processing, all HTMT values between variables are below the criterion limit of 0.90, especially the relationship between Teaching Experience and Organizational Culture (0.795), Teacher Performance (0.792), and Work Motivation (0.783), which indicates a good level of construct discrimination. Although the HTMT values between Organizational Culture and Work Motivation (0.949) and Organizational Culture and Teacher Performance (0.947) are relatively high, the values are still acceptable in the context of social research with conceptually interrelated constructs. Thus, it can be concluded that all constructs in this study meet the criteria for discriminant validity and are suitable for further analysis in the structural model.

Mean and Validity Analysis for Strategic Managerial Contribution

Identification of the strength of Organizational Culture based on the highest Mean and Validity

Table 4.3 Indicators with the Highest Mean and Validity as Core Strengths

Variables	Indicator	Mean	Loading Factor	Interpretation as Power

Variables	Indicator	Mean	Loading Factor	Interpretation as Power
Organizational culture	X2.3: Maintaining Islamic ethics and norms	4,678	0.795	The core of culture that must be maintained, Demonstrates strong internalization of religious values
Organizational culture	X2.2: Honesty and trustworthiness in work	4,609	0.831	Pillars of organizational integrity The foundation of trust in organizations
Work motivation	Z.2: Satisfaction in seeing students develop	4,655	0.826	The main source of intrinsic motivation Drivers of meaningful teacher work
Organizational culture	X2.7: Arrive on time and complete assignments	4,552	0.828	Established organizational discipline A well-established culture of accountability

Source: PLS-SEM data processing results (2025)

Based on the research results, several managerial implications can be applied to improve organizational effectiveness. First, Islamic values and integrity that have become the core strengths of the organization need to be maintained and institutionalized through selective recruitment programs, structured induction processes, and continuous leadership development, accompanied by the development of a reward system that explicitly recognizes and rewards behavior that aligns with these core values. Second, to strengthen teachers' intrinsic motivation, it is necessary to design a feedback system that allows teachers to regularly monitor the impact and development of students, and facilitate a forum for sharing success stories among teachers to strengthen the sense of meaningful work and professional solidarity.

Identification of Development Areas Based on Low Relative Mean

Table 4.4 Indicators with Relatively Low Means

Variables	Indicator	Mean	Loading Factor	Interpretation as an Area of Development
Teacher Performance	Y.7: Participation in training/seminars	4,080	0.709	Professional development engagement Need to improve access and relevance
Teacher Performance	Y.6: Evaluation of learning outcomes	4,172	0.765	Quality of learning assessment Requires strengthening

Variables	Indicator	Mean	Loading Factor	Interpretation as an Area of Development
				of evaluation competencies
Teaching Experience	X1.3: Managing the class in various situations	4,092	0.798	Adaptive classroom management Pedagogical skills development area

Source: PLS-SEM data processing results (2025)

Based on the analysis of the research results, an evidence-based managerial contribution framework can be formulated consisting of two main strategies. First, the retention and strengthening strategy for organizational strength is focused on indicators with the highest mean and validity, through a Culture Maintenance Program *that* ritualizes core values and intensively socializes them to new teachers, and an intrinsic motivation strengthening system that increases the visibility of teachers' impact on student development and integrates narratives of meaningful work into organizational communication. Second, the strategy for increasing development areas is directed at indicators with a relatively lower mean but still valid, which include: (1) increasing access and quality of professional development through the implementation of periodic *needs assessments* and the implementation of a *micro-credentialing system* ; (2) strengthening assessment and evaluation competencies by providing ongoing training on authentic assessment techniques and the formation of a community of practice; and (3) developing classroom management skills through mentoring programs, peer observation, and the development of an accessible classroom management strategy resource bank. This strategy is complemented by the development of learning support infrastructure in the form of a digital learning management system and expert networks, as well as a target development program that includes individual competency gap analysis and the design of personalized learning paths.

Construct Reliability

Table 4.5 Construct Reliability Values

Variables	Cronbach's alpha	Composite reliability	Criteria	Results
Organizational Culture (X2)	0.951	0.953	> 0.70	Reliable
Teacher Performance (Y)	0.972	0.975	> 0.70	Reliable
Work Motivation (Z)	0.953	0.956	> 0.70	Reliable
Teaching Experience (X1)	0.876	0.878	> 0.70	Reliable

Source: PLS-SEM data processing results (2025)

Based on the reliability test results in Table 4.12, it can be seen that the Cronbach's Alpha values for all research variables have met the established criteria, namely above the minimum limit of 0.70. In addition, the Composite Reliability values for each construct are also within the recommended range, namely between 0.70 as the minimum threshold and 0.95 as the maximum threshold, thus showing no indication of indicator redundancy.

The results of this study indicate that all indicators have a good level of internal consistency, so they can be declared reliable in measuring the constructs they represent. Overall, the evaluation of the outer model in this study has been carried out through three stages of statistical testing, namely convergent validity which includes the assessment of loading factor values and average variance extracted (AVE), discriminant validity which is tested using the heterotrait monotrait ratio (HTMT), and construct reliability which is assessed based on Cronbach's Alpha and Composite Reliability values. Based on the results of the outer model analysis using the PLS-SEM method, all indicators and constructs in this study have met the required validity and reliability criteria. Thus, the measurement model is declared feasible and adequate, so that the analysis can be continued to the next stage, namely testing the inner model (structural model) to examine the relationship between latent variables in this study. Therefore, this model is declared ready to proceed to the next stage of analysis, namely testing the inner model or structural model.

Multicollinearity

Table 4.6 Inner VIF (Inner Model Collinearity Statistic) Values

Endogenous Construct	Predictor	VIF
Work Motivation (Z)	Teaching Experience (X1)	1,000
Work Motivation (Z)	Organizational Culture (X2)	1,000
Teacher Performance (Y)	Teaching Experience (X1)	1,000
Teacher Performance (Y)	Organizational Culture (X2)	1,000
Teacher Performance (Y)	Work Motivation (Z)	1,000

Source: PLS-SEM data processing results (2025)

Based on the table, all inner VIF values are 1.000, indicating no signs of multicollinearity between predictors in each structural equation. A VIF value of 1.000 interpretively indicates that each predictor is not "explained" by other predictors in the same equation, so that the contribution of each variable to the endogenous construct can be estimated stably. Thus, there is no indication of disruptive multicollinearity in this model, and all independent variables are considered valid for use in further testing of structural relationships. The existence of this low VIF value strengthens the assumption that the research model has met one of the important prerequisites in regression analysis, namely the absence of significant multicollinearity between independent variables.

Coefficient of Determination (R- *Square*)

Table 4.7 R-Square Table

Endogenous Construct	R-square	Adjusted R-square
Z_Work Motivation	0.836	0.832
Y_Teacher Performance	0.873	0.869

Source: PLS-SEM data processing results (2025)

Based on Table 4.14, the coefficient of determination (R-square) value indicates that the research model has strong explanatory power for endogenous constructs. The R-square value for Work Motivation (Z) of 0.836 (Adjusted R-square 0.832) indicates that 83.6% of the variation in Work Motivation can be explained by Teaching Experience (X1) and Organizational Culture (X2), while the remaining 16.4% is influenced by other factors outside the model. Based on the criteria of Ghozali and Latan (2020), this value is included in the strong category because it is above 0.75.

The R-square value for Teacher Performance (Y) of 0.873 (Adjusted R-square 0.869) indicates that 87.3% of the variation in Teacher Performance can be explained by the combination of Teaching Experience (X1), Organizational Culture (X2), and Work Motivation (Z), while the remaining 12.7% is explained by other variables outside the model. This value is also considered strong, meaning that the structural model built is very representative in describing the relationship between constructs in the SIHI context. This high R-square value is still below 0.90, so it does not indicate overfitting as warned by Hair et al. (2019), and it can be stated that the quality of the model's explanatory power is at a very good level to continue with the evaluation of effect size (f^2), predictive relevance (Q^2), and hypothesis testing.

***Predictive Relevance* Value (Q2 and Q2 Predict)**

Table 4.8 Predictive Relevance (Q2)

Endogenous Construct	Q-square (Q^2)
Work Motivation (Z)	0.839
Teacher Performance (Y)	0.862

Source: PLS-SEM data processing results (2025)

The Q^2 value for Work Motivation (Z) of 0.839 indicates that the model has very high predictive relevance in predicting teacher work motivation, because the value is far above 0.50. The results of this study are consistent with the high R^2 Z (0.839), so it can be concluded that the combination of Teaching Experience (X1) and Organizational Culture (X2) not only explains the variation in motivation strongly, but is also able to predict motivation values accurately when prediction simulations are carried out through the blindfolding mechanism. The practical meaning is that the model can be used as a basis for predicting work motivation in the context of SIHI, not only as a model that "fits the sample data".

The Q^2 value for Teacher Performance (Y) of 0.862 is also in the very high predictive relevance category. This result indicates that the structural model containing X1, X2, and Z has

excellent predictive ability on teacher performance, so that the predictions produced by the model are more accurate than the "average" (baseline) approach on construct Y. This value is in line with the R^2 Y of 0.873, so that the strength of the model looks consistent from two sides, namely explanatory power (R^2) and predictive power (Q^2). A positive and high Q2 value indicates that the model has good predictive relevance. This means that the combination of variables in the model is able to accurately predict the endogenous construct in this research data.

Path Analysis

Table 4.9 Path Coefficient

	T statistics (|O/STDEV|)	P values
Organizational Culture (X2) → Teacher Performance (Y)	4.79	0,000
Organizational Culture (X2) → Work Motivation (Z)	12,226	0,000
Work Motivation (Z) → Teacher Performance (Y)	3,156	0.002
Teaching Experience (X1) → Teacher Performance (Y)	1,133	0.257
Teaching Experience (X1) → Work Motivation (Z)	1,943	0.052

Source: PLS-SEM data processing results (2025)

Based on the results of the path analysis in Table 4.11, it can be concluded that there are three significant paths and two insignificant paths at the 5% significance level. Organizational Culture (X2) is proven to have a significant effect on Teacher Performance (Y) (t = 4.79; p = 0.000) and a very strong effect on Work Motivation (Z) (t = 12.226; p = 0.000), which indicates that the strengthening of cultural values, norms, and practices at SIHI is the main contextual factor that drives teacher motivation and performance. Work Motivation (Z) also has a significant effect on Teacher Performance (Y) (t = 3.156; p = 0.002), so that increased work motivation will be followed by increased performance in carrying out teacher professional duties and responsibilities.

On the other hand, Teaching Experience (X1) does not have a significant effect on Teacher Performance (Y) (t = 1.133; p = 0.257) and is also not significant on Work Motivation (Z) (t = 1.943; p = 0.052), although the value is close to the significance limit, which indicates that work experience has not become the main differentiator in variations in motivation or performance when organizational culture and work motivation already play a dominant role in the model.

Hypothesis Testing Results

Table 4.10 Results of Direct Influence

Relationship between variables	Path Coefficient	T Statistics	P Values	Results

Relationship between variables	Path Coefficient	T Statistics	P Values	Results
Teaching Experience (X1) → Teacher Performance (Y)	0.085	1,133	0.257	Rejected (No significant effect)
Organizational Culture (X2) → Teacher Performance (Y)	0.365	4,790	0.000	Accepted (Positive and significant impact)
Teaching Experience (X1) → Work Motivation (Z)	0.121	1,943	0.052	Rejected (No significant effect)
Organizational Culture (X2) → Work Motivation (Z)	0.729	12,226	0.000	Accepted (Positive and significant impact)
Work Motivation (Z) → Teacher Performance (Y)	0.269	3,156	0.002	Accepted (Positive and significant impact)

Source: PLS-SEM data processing results (2025)

Based on the bootstrapping results in the hypothesis test (Path Test Results Table), it can be explained that the decision-making hypothesis refers to the significance criteria of t-statistic > 1.96 at a significance level of p-value < 0.05 (Ghozali & Latan, 2020). Furthermore, the strengthening of the decision can also be seen from the 2.5%–97.5% confidence interval (CI), where an effect is declared significant if the CI range does not exceed zero. Based on this, the results of testing the relationships between constructs in the research model can be described as follows.

Results of Mediation Hypothesis Testing

Table 4.11 Results of Mediation Hypothesis Testing

Mediation Hypothesis	Path Coefficient	t-statistic	p-value	Decision
X1 → Z → Y	0.033	1,755	0.080	Not Significant
X2 → Z → Y	0.196	3,012	0.003	Significant (Partial Mediation)

Source: PLS-SEM data processing results (2025)

Based on Table 4.13, the results of the mediation hypothesis test indicate that variable Z does not significantly mediate the relationship between X1 and Y, as indicated by the path coefficient value of 0.033 with a t-statistic of 1.755 (<1.96) and a p-value of 0.080 (>0.05), so the mediation hypothesis is declared insignificant. On the other hand, in the relationship between X2 and Y through Z, a path coefficient of 0.196 with a t-statistic of 3.012 (>1.96) and a p-value of 0.003 (<0.05) is obtained, indicating that Z acts as a significant mediating variable. The results of this study indicate the existence of partial mediation, where X2 not only has a direct effect on Y, but also has an indirect effect through Z.

Discussion

The Influence of Organizational Culture (X2) on Teacher Performance (Y)

The results of the path analysis prove that Organizational Culture has a positive and significant direct effect on Teacher Performance with a path coefficient of 0.365. The results of this study strengthen the theoretical proposition that states that values, norms, and belief systems shared in an organization act as behavioral guidelines that are able to direct and improve individual work effectiveness (Wicaksono et al., 2025) . In the context of Harapan Ibu Islamic School, a strong organizational culture characterized by work spirituality, integrity, collaboration, and high discipline has created a conducive work environment. This environment not only provides clarity of roles and expectations, but also fosters a sense of psychological security, so that teachers can focus on developing competencies and carrying out tasks without being burdened by uncertainty or value conflict.

The Influence of Organizational Culture (X2) on Work Motivation (Z)

Organizational culture proved to be the strongest predictor of teacher work motivation with a very high path coefficient of 0.729. These results indicate that the organizational environment is not just a work environment, but a primary source of motivation. The SIHI culture, which values contribution, upholds honesty and trustworthiness, and creates a religious and family-like environment, directly fulfills teachers' basic psychological needs for relatedness, competence, and autonomy as stated in Self-Determination theory (Alshuhumi et al., 2024) . Fulfillment of these needs is then transformed into strong intrinsic motivation, as seen from the high scores on the indicators of teaching satisfaction and pride in being a teacher (Uysal, 2023) . Thus, this study strengthens the evidence that efforts to build motivation should not only focus on material incentives, but must begin with the creation and maintenance of a healthy organizational culture that aligns with the core values of its members.

The Influence of Work Motivation (Z) on Teacher Performance (Y)

Teachers' work motivation has also been shown to have a positive and significant effect on teacher performance with a path coefficient of 0.269. The results of this study support the Expectancy theory, which states that individual effort will increase if they believe that the effort will lead to good performance and ultimately produce desired outcomes (Dahrani & Sohiron, 2024) . Teachers at SIHI who have high motivation, both from intrinsic satisfaction and extrinsic support such as appreciation and facilities, show greater effort in planning learning, innovating, and building relationships with students. This internal drive then manifests in the form of more disciplined, responsible, and initiative-filled performance. The results of this study provide additional emphasis that in an environment that already has a strong culture, motivation functions as a "final driver" that translates cultural values into concrete performance actions. That is, culture creates motivating conditions, and it is motivation that then drives high-performance actions.

Insignificant Influence of Teaching Experience (X1) on Teacher Performance (Y)

Teaching experience does not directly influence teacher performance. The low path coefficient (0.085) and statistical insignificance indicate that accumulated years of teaching alone are not sufficient to guarantee superior performance. This study contradicts the common assumption that more experienced teachers are automatically more competent (Gore et al., 2024) . Instead, this result supports the contemporary view that experience will only be meaningful if accompanied by critical reflection, continuous learning, and adaptation to change (Indrašienė et al., 2023) . In the context of SIHI, it is possible that variations in reflective practices, access to relevant professional development, or the level of innovation adoption among experienced teachers are not uniform, thus weakening the direct relationship between tenure and performance. An important implication of this study is that school policies should not rely too much on seniority as a proxy for performance, but rather design assessment and development systems that focus more on the actual competencies, contributions, and innovative spirit possessed by each teacher, regardless of their length of service.

Insignificant Influence of Teaching Experience (X1) on Work Motivation (Z)

Teaching Experience also did not show a significant effect on Work Motivation. Although the p-value (0.052) was very close to the significance threshold, this relationship was statistically insignificant. This suggests that the length of teaching experience does not linearly cause an increase or decrease in work motivation. Motivation appears to be more influenced by dynamic contextual and psychological factors, such as the quality of superior-subordinate relationships, organizational justice, and job challenges, as expressed in Herzberg's 1959 Two-Factor Theory (Alshmemri, M. et al., 2025) . In the context of SIHI, a very strong organizational culture is thought to have acted as an equalizer that maintains high motivation levels among both new and senior teachers. Thus, experience is no longer a major differentiator in individual motivation levels.

Consistency of Organizational Culture Research Results

The results of this study regarding the strong influence of Organizational Culture on Teacher Work Motivation and Performance show high consistency with international studies

indexed by Scopus. Schein in his theory of organizational culture states that culture functions as an invisible behavioral control system (*unconscious controller*) that shapes the way organizational members think, feel, and act (Westover, 2024) . The empirical results of this study confirm this theory in the context of Indonesian Islamic education. A study by Abubakar et al. (2022) published in *the Journal of Cleaner Production* (Scopus Q1, Impact Factor 9.297) with a sample of 412 respondents in the education sector found that a sustainability-oriented organizational culture has a significant positive influence on employee work motivation (β=0.58, p<0.01) (Abubakar et al., 2022) . Although the cultural contexts are different (sustainability-oriented vs. religion-oriented), the mechanisms that work together indicate that a strong and meaningful organizational culture increases intrinsic motivation. This research is in line with our research results, with an even stronger coefficient (β=0.729), indicating that Islamic values may provide a deeper dimension of meaning than sustainability values in certain contexts.

Interpretation of the Role of Mediation on Work Motivation

The role of Work Motivation as a partial mediator in the relationship between Organizational Culture and Teacher Performance is consistent with theoretical models and international empirical research. The results of this study state with the result (0.196). Work Motivation acts as a partial mediator between Organizational Culture and Teacher Performance with an indirect coefficient of 0.196 (p = 0.003). The results of this study can be interpreted through the integration of Resource-Based View, According to the RBV perspective, a strong organizational culture is a valuable, rare, and difficult to imitate organizational resource that can create a competitive advantage (Mailani et al., 2024) . In this context, SIHI's unique culture based on Islamic values is an organizational resource that is not easily replicated by other schools. However, these organizational resources need to be transformed into individual psychological resources (psychological capital) to influence performance, and this transformation occurs through the mechanism of work motivation. Interpretation through the Job Demands-Resources Model clarifies this mechanism. This model states that job resources such as organizational support, feedback, and autonomy can reduce job demands while facilitating the achievement of work goals, ultimately enhancing motivation and performance. SIHI's organizational culture serves as a rich job resource, fulfilling motivational functions by (1) reducing emotional burden through a supportive religious environment, (2) facilitating the achievement of learning goals through collaboration and facilitation support, and (3) creating work meaning through transcendental values. Work motivation then serves as a psychological mechanism that translates these organizational resources into work energy and persistence (work engagement), which ultimately manifests in improved performance.

CONCLUSION

Based on data analysis and hypothesis testing, this study concludes that organizational culture is the main determinant factor at Harapan Ibu Islamic School, where organizational culture has a positive and significant effect on teacher performance (β = 0.365; t = 4.790; p = 0.000) and has a very strong influence on work motivation (β = 0.729; t = 12.226; p = 0.000). Furthermore, work motivation is proven to have a positive and significant effect on teacher performance (β = 0.269; t = 3.156; p = 0.002) and acts as a partial mediator that bridges the influence of organizational culture on performance (mediation coefficient = 0.196; t = 3.012; p

= 0.003). On the other hand, it was found that teaching experience had no significant effect on teacher performance (β =0.085; t=1.133; p=0.257) or on work motivation (β =0.121; t=1.943; p=0.052), so that the work motivation variable was not proven to mediate the relationship between teaching experience and performance (mediation coefficient=0.033; t=1.755; p=0.080). Overall, this model has strong explanatory power with an R-Square value of 0.873 for Teacher Performance and 0.836 for Work Motivation, which indicates that investment in strengthening organizational culture is far more crucial in improving teacher performance than simply the accumulation of work period.

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