

Organizational Culture and Work Environment as Determinants of Teacher Motivation: A Quantitative Study in SLB, Pekalongan Regency

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Abstract: This study examines the influence of organizational culture and work environment on the work motivation of Special Needs School (SLB) teachers in Pekalongan Regency. Using a quantitative descriptive-correlational approach, data were collected from 103 SLB teachers through a Likert-scale questionnaire. The results show that both organizational culture and work environment have significant and positive effects on teacher motivation, both partially and simultaneously. Organizational culture contributes 46% and work environment 56% to the variation in work motivation, while together they account for 58%. The highest contributions come from intrinsic motivation and the non-physical work environment. These findings emphasize the importance of strengthening positive organizational values and creating a conducive work atmosphere to enhance teacher motivation. School leaders are encouraged to continuously improve both organizational culture and the work environment to optimize teacher performance in special needs education.

Keywords: Organizational Culture; Work Environment; Work Motivation; Special Needs Education; Teacher Performance.

INTRODUCTION

Education is a fundamental process in developing human abilities, attitudes, and spirituality, encompassing mental, intellectual, and spiritual aspects (Bangun, 2016). The success of education in schools is highly influenced by the role of teachers, particularly their work motivation as agents of change. Teacher work motivation is the process that encourages teachers to direct their behavior towards achieving predetermined goals (Nurmalina, 2016). Motivation itself is defined as a change in energy within an individual, marked by the emergence of feelings and initiated by a response to specific objectives, serving as a fundamental drive that compels an individual to strive toward those goals (Wahyuni, 2022). Motives, as driving forces, function as the impetus behind human behavior (Dahlia, 2019).

Teacher work motivation, especially in Special Needs Schools (SLB) that serve children with special needs (ABK), is particularly important due to the more complex challenges faced. SLB teachers are required to possess high work motivation in order to provide quality education for ABK. However, it is often found that some teachers lack enthusiasm and motivation in carrying out their duties, resulting in the suboptimal achievement of educational goals.

Teacher work motivation does not arise spontaneously but is influenced by various factors, including organizational culture and the work environment (Ilham et al., 2022). Organizational culture refers to the values and norms upheld within an organization that shape the behavior and attitudes of its members (Ndraha, 2013). A strong organizational culture will influence the behavior of school personnel, including in the learning process and the development of teacher competencies (Sudarmanto, 2014). In addition, the work environment is also an important factor affecting teacher performance. A comfortable and conducive work environment will enhance teachers' motivation and productivity, whereas an unsupportive work environment can induce stress and reduce performance (Melianah, 2020; Widyatuti, 2020).

Initial observations in several SLBs in Pekalongan Regency indicate that teacher work motivation remains suboptimal. For instance, at SLB Negeri Wiradesa, only 13 out of 24 teachers (56%) have performed their main duties and functions (tupoksi) well, while the rest have not yet optimally utilized the Merdeka Mengajar platform. A similar condition was found at SLB PRI Kota Pekalongan, where only 2 out of 18 teachers (11%) performed their main duties on time. Preliminary survey results through online questionnaires involving 15 teachers from three SLBs in Pekalongan Regency showed that 87% of teachers were still lacking in responsibility towards their tasks, 45% felt a lack of direction from the principal, and 78% experienced a high administrative workload.

This issue is further corroborated by interviews with school supervisors, who stated that the work motivation of SLB teachers in Pekalongan still needs to be improved to support the quality of learning for ABK. A positive organizational culture and a conducive work environment are believed to enhance teachers' work motivation in carrying out their responsibilities.

This study offers novelty in several important aspects. First, it specifically focuses on SLB teachers in Pekalongan Regency, a population that has been relatively under-researched in the context of the influence of organizational culture and work environment on work motivation. Most previous studies have been conducted on teachers in regular schools or in the context of primary and secondary education in general, rather than on SLB teachers who face unique challenges in serving ABK (Hapsari & Mardiana, 2016; Yuwenda & Heryanda, 2022). Second, this study integrates two main factors organizational culture and work environment as independent variables analyzed simultaneously in relation to SLB teacher work motivation. Previous research has generally examined only one of these factors or linked them to teacher performance or job satisfaction, rather than specifically to work motivation among SLB teachers (Krismawati & Manuaba, 2022; Santika, 2023). Third, this study employs a quantitative approach using rigorously validated instruments and involves the entire population of SLB teachers in Pekalongan Regency through a total sampling technique. This strengthens the external validity of the findings and allows for better generalization to the SLB context in the region.

Based on the literature review and relevant studies, several gaps underscore the importance of this research: (1) The SLB context is understudied. Most previous research related to organizational culture, work environment, and work motivation has focused on teachers in regular schools or madrasahs, not on SLB teachers who have significantly different characteristics, challenges, and needs. Research on SLB teachers remains very limited, especially in Pekalongan Regency (Yuwenda & Heryanda, 2022). (2) Variables Studied Partially: Previous research has generally examined the influence of organizational culture or work environment separately on teacher motivation or performance. This study addresses the gap by examining both variables simultaneously in relation to SLB teacher work motivation (Krismawati & Manuaba, 2022; Santika, 2023). (3) Work Motivation as the Dependent Variable. Many previous studies have focused more on teacher performance or job satisfaction as dependent variables, whereas this study specifically positions work motivation as the main outcome, which is highly relevant for SLB teachers facing the challenges of teaching ABK (Hapsari & Mardiana, 2016). (4) Limited Research in the Pekalongan Region. To date, no studies have specifically examined the influence of organizational culture and work environment on SLB teacher work motivation in Pekalongan Regency. Therefore, this research fills a gap in the literature within this specific and current local context.

Work motivation is a need that drives an individual to act toward a particular direction or goal. Robbins and Judge define motivation as the process that explains an individual's intensity, direction, and persistence in achieving their goals (Robbins & Judge, 2024). Work motivation is the desire that arises from within an individual as a result of inspiration, encouragement, and enthusiasm to perform work sincerely, thus producing quality outcomes (Afandi, 2018). According to Hasibuan (2018), motivation is the force that drives a person to work until predetermined goals are achieved. Work motivation is also seen as a stimulus for one's desire and driving force to work, as every motivation is directed toward a specific goal (Sutrisno, 2016). Work motivation is highly important in the field of education. The strength or weakness of a teacher's work motivation will determine their job performance. In the educational context, work motivation is essential for the smooth running of the learning process and the achievement of educational objectives.

The factors influencing work motivation can be categorized into motivational factors and maintenance factors (Sedarmayanti, 2017). Motivational factors include achievement, recognition, promotion, the work itself, opportunities for growth, and responsibility. Maintenance factors include policies, technical supervision, interpersonal relationships with superiors and subordinates, salaries and wages, job stability, personal life, working conditions, and status. Siagian (2013) distinguishes between intrinsic factors (self-perception, self-esteem, expectations, needs, desires, job satisfaction, job performance) and extrinsic factors (type of work, work group, organization, work environment situation, salary). Danim (2012) adds knowledge, being a learner, creating a work culture, reciprocal accountability, building collegiality, modeling coach behavior, leadership skills, and professional development as factors influencing work motivation. Ardana & Asmini (2013) also highlight environmental factors (salary, school policies, supervision, interpersonal relationships, working conditions, organizational culture) and job-related factors (nature of the job, recognition of achievement, responsibility, advancement, satisfaction).

Sutrisno (2013) distinguishes work motivation into two forms: intrinsic and extrinsic motivation. Intrinsic motivation is the drive that comes from within the individual, such as the desire to live, to possess, to gain rewards, recognition, and power. Extrinsic motivation is the drive that comes from outside the individual, such as working conditions, compensation, supervision, job security, status, and responsibility. Uno (2013) identifies indicators of work motivation, including responsibility, hard work, goal achievement, skill improvement, drive for success, feedback, self-development, and independence. Hasibuan (2013) adds motives (wages, promotion, recognition, job security, workplace, group acceptance), expectations (working conditions, involvement, discipline, rewards, leader loyalty, understanding of personal issues), and incentives (intrinsic and extrinsic factors). Dimiyati and Mudjiono (2013) divide work motivation into primary motivation (originating from basic motives, both biological and physical) and secondary motivation (acquired through learning). Based on various perspectives, the dimensions of teacher work motivation include intrinsic motivation (responsibility, clear targets, challenging goals, feedback, enjoyment, striving for excellence, prioritizing achievement) and extrinsic motivation (fulfilling life needs, reinforcement, incentives, attention from colleagues and superiors).

Every organization has a personality that distinguishes it from others, formed over time through processes of growth and development. Organizational culture is a system of values, norms, and beliefs understood and accepted by organizational members as behavioral guidelines (Robbins & Judge, 2024). Hoy and Miskel (2014) describe organizational culture as a system of shared orientations that unifies organizational units and provides a distinct identity. Organizational culture serves as a boundary-defining role, employee adhesive,

promoter of social system stability, control mechanism, integrator, behavior shaper, and a means for resolving fundamental organizational problems (Robbins & Judge, 2024; Tika, 2018). Culture also creates identity, facilitates commitment, serves as social glue, and acts as a behavioral control mechanism for members (Triana, 2015).

Tika (2018) identifies dimensions of organizational culture, including clarity of values and beliefs, dissemination of values, and intensity of core value implementation. Robbins & Judge (2024) identifies dimensions such as individual autonomy, structure, management support, identity, conflict tolerance, and risk tolerance. Luthans (2013) adds regularity, norms, dominant values, philosophy, rules, and organizational climate. Edison (2016) mentions dimensions of organizational culture such as self-awareness, aggressiveness, personality, performance, and team orientation. These dimensions are measured by indicators such as work performance, teamwork, result orientation, target achievement, discipline, aggressiveness, task sensitivity, and togetherness. A strong organizational culture fosters work motivation because values and beliefs crystallize into habits (Mulyadi, 2018; Rusyanto, 2016). A positive school organizational culture enhances teachers' enthusiasm in carrying out their duties and responsibilities. Sopiah (2013) emphasizes that teachers' organizational culture is reflected in their sense of moral and professional responsibility in fulfilling their professional mandate.

The work environment is an important factor influencing employee performance and motivation. A conducive work environment increases productivity, while an uncomfortable environment reduces concentration and work spirit (Kusuma, 2021). The work environment consists of physical aspects (facilities, infrastructure, cleanliness, lighting, comfort) and non-physical aspects (work relationships, work atmosphere, superior-subordinate relationships, work facilities) (S. Hasibuan & Bahri, 2018; Rosminah, 2021). The school work environment has unique characteristics because it involves interactions among teachers, students, principals, curriculum, methods, and facilities. A good work environment increases teachers' satisfaction and motivation in teaching.

Sedarmayanti (2017) and Enny (2019) divide the work environment into physical (room size, lighting, privacy, facilities) and non-physical (principal-teacher relationships, inter-teacher relationships) aspects. Soetjipto in Gustian (2016) adds indicators such as lighting, air circulation, noise, color, humidity, facilities, harmonious relationships, advancement opportunities, and security. Physical work environment indicators including ventilation, lighting, spatial arrangement, cleanliness, and pollution-free conditions. Non-physical indicators include working relationships with superiors and colleagues. Nitisemito (2012) highlights work atmosphere, coworker relationships, subordinate-superior relationships, and work facilities. A conducive work environment equipped with adequate facilities and positive relationships with superiors and colleagues enhances teacher motivation (Melianah, 2020; Nitisemito, 2014). A good work environment also increases teachers' comfort, enthusiasm, and professionalism in carrying out their duties (Suharsaputra, 2018).

METHOD

The research method employed in this study is a quantitative approach with a descriptive quantitative research design. The quantitative approach was chosen because this study utilizes numerical data and the analysis process is conducted statistically, enabling the researcher to obtain an objective overview of the phenomena under investigation (Arikunto, 2018). Descriptive research aims to provide descriptions, explanations, and validation of phenomena that have occurred, while the correlational research design is used to examine the relationships between two or more variables based on empirical facts. Specifically, this

study aims to examine the influence of organizational culture and work environment on the work motivation of teachers at Special Needs Schools (SLB) in Pekalongan Regency.

This research was conducted in several SLBs in Pekalongan Regency, namely SLBN Wiradesa, SLBN Kajen, SLBN Kota Pekalongan, SLB Muhammadiyah, and SLB PRI. The study was carried out from August 2024 to May 2025. The research design used is non-experimental (correlational descriptive), in which the researcher does not provide any special treatment to the subjects but rather examines existing facts. The dependent variable in this study is teachers' work motivation, while the independent variables are organizational culture and work environment. Each variable suspected to have a strong, significant, and interesting influence on teachers' work motivation was assessed. The research steps included: obtaining a research permit, submitting the permit to the research sites, distributing questionnaires to the research sample, tabulating questionnaire results, analyzing data using SPSS 24, interpreting the research findings, and writing the research report.

The variables in this study consist of dependent and independent variables. The dependent variable is teachers' work motivation, while the independent variables are organizational culture and work environment. Conceptually, teachers' work motivation refers to the factors that drive teachers to carry out activities to achieve predetermined goals. Organizational culture is the perspective that fosters beliefs based on values held by employees to achieve optimal work performance within an organization. The work environment refers to the facilities and infrastructure available in an organization that can support employees' activities in performing their tasks.

The operational definitions of the variables in this study are as follows: Teachers' work motivation is measured through intrinsic motivation dimensions, which include indicators such as responsibility in carrying out tasks, having clear targets, clear and challenging goals, feedback on work results, enjoyment in work, striving to outperform others, and prioritizing achievement in their work. Extrinsic work motivation includes indicators such as striving to meet life and work needs, enjoying reinforcement from their work, working with the desire to obtain incentives, and working with the expectation of receiving attention from colleagues and superiors. Organizational culture is measured through the dimension of member personality (work performance, teamwork, results orientation, achievement of work targets) and the dimension of environmental culture (discipline, aggressiveness, task sensitivity, prioritizing togetherness). The work environment is measured through the physical work environment dimension (workspace size, lighting, privacy, facilities) and the non-physical work environment dimension (principal-teacher relationships, relationships with fellow teachers).

The population in this study consists of all SLB teachers in Pekalongan Regency, totaling 103 individuals (Arikunto, 2018; Sugiyono, 2019). The sample was selected using total sampling, meaning the entire population was included as the research sample. Sampling was conducted using proportional random sampling to ensure representativeness.

Data collection was carried out using a questionnaire (list of questions) administered directly to respondents. The questionnaire employed a Likert scale with five response options: Strongly Agree (SA), Agree (A), Somewhat Disagree (SD), Disagree (D), and Strongly Disagree (SD), to measure each research variable. The research instrument was developed based on three main variables: organizational culture (X1), work environment (X2), and teachers' work motivation (Y). Instrument development involved defining the variables, identifying dimensions, formulating indicators, and composing items according to the indicators for each dimension.

A validity test was conducted to determine the accuracy and precision of the instrument in measuring the intended construct. Validity testing was performed using factor analysis with the aid of SPSS, and the instrument was deemed valid if the calculated *r*-value exceeded 0.361 (Ghozali, 2016). Based on the validity test results, for the organizational culture variable, 27 out of 30 items were valid; for the work environment variable, 23 out of 32 items were valid; and for the work motivation variable, 28 out of 33 items were valid. Items that were not valid were excluded from further analysis.

A reliability test was conducted to assess the consistency of the research instrument using Cronbach's Alpha coefficient, with the criterion for reliability being an alpha value greater than 0.70 (Ghozali, 2016). The reliability test results indicated that all research instruments had Cronbach's Alpha values above 0.60, thus were considered reliable and consistent.

The data analysis techniques used included descriptive and inferential statistical analyses. Descriptive analysis was conducted to calculate the maximum, minimum, mean, median, mode, standard deviation, and variance scores, as well as to present data in the form of frequency distribution tables and histogram diagrams. Inferential analysis was used to test the research hypotheses, beginning with prerequisite tests such as the normality test using the Liliefors test, the heteroscedasticity test using the Glejser method (Ghozali, 2016), the multicollinearity test using VIF and Tolerance (Setiaji, 2013), and the linearity test using the Test for Linearity in SPSS with a significance level of 0.05 (Ghozali, 2016).

Hypothesis testing was conducted using simple linear regression analysis to examine the separate effects of organizational culture and work environment on teachers' work motivation, as well as multiple linear regression analysis to examine the simultaneous effects of both independent variables on teachers' work motivation. The coefficient of determination (R^2) was used to determine the proportion of variance in the dependent variable explained by the independent variables. Additionally, path analysis was employed to assess the direct and indirect effects among the variables studied.

FINDING AND DISCUSSION

Finding(s)

The results of this study are based on the measurement of the perceptions of 103 Special Needs School (SLB) teachers in Pekalongan Regency regarding three main variables: organizational culture, work environment, and teacher work motivation. Each variable was measured using a Likert scale instrument, and the results were grouped into five categories: very good, good, fairly good, poor, and very poor.

For the organizational culture variable, the highest score obtained by respondents was 150 and the lowest was 90, with a mean value of 127.42 and a standard deviation of 15.134. The data distribution shows that 16.21% of respondents were in the very good category, 36.89% good, 24.27% fairly good, 4.85% poor, and 7.77% very poor. The average score for organizational culture falls within the interval of 127–138, indicating that, in general, the organizational culture in SLBs in Pekalongan Regency is categorized as good.

For the work environment variable, the highest score was 160 and the lowest was 54, with a mean of 126.45 and a standard deviation of 21.018. A total of 24.27% of respondents rated the work environment as very good, 39.81% as good, 29.13% as fairly good, 4.85% as poor, and 1.94% as very poor. With an average score in the interval of 120–141, the work environment in SLBs in Pekalongan Regency is also categorized as good.

Regarding teacher work motivation, the highest score obtained was 164 and the lowest was 74, with a mean of 122.52 and a standard deviation of 18.015. The data distribution indicates that 17.48% of respondents had very good work motivation, 26.21% good, 33.98% fairly good, 17.48% poor, and 4.85% very poor. The average work motivation score falls within the interval of 112–130, which means that, overall, teacher work motivation is classified as fairly good.

Dimensional analysis shows that for the work motivation variable, the intrinsic motivation dimension had the highest score of 0.794, while extrinsic motivation scored 0.608. For organizational culture, the member personality dimension had the highest score of 0.852, and the organizational environment dimension scored 0.765. For the work environment, the dimension of relationships between leaders and colleagues had the highest score of 0.887, while the physical and non-physical dimensions scored 0.860.

Prior to regression analysis, classical assumption tests were conducted. The normality test results showed that all variables had Kolmogorov-Smirnov significance values above 0.05 (organizational culture 0.188; work environment 0.200; work motivation 0.116), indicating that the data were normally distributed. The linearity test showed a linear relationship between organizational culture and work motivation (significance 0.090 > 0.05), as well as between work environment and work motivation (significance 0.060 > 0.05). The multicollinearity test showed VIF values < 10 and tolerance > 0.1 for all variables, indicating no multicollinearity issues.

Hypothesis testing was conducted using simple and multiple linear regression analyses. The simple regression analysis between organizational culture (X_1) and teacher work motivation (Y) showed a correlation coefficient of 0.678, indicating a strong relationship. The calculated F value was 85.701, greater than the F table value of 3.93, with a significance of 0.000 < 0.05. The R square value was 0.459, indicating that organizational culture contributed 46% to teacher work motivation. The resulting regression equation is: $Y = 19.763 + 0.806X_1$. This means that each one-unit increase in organizational culture will increase teacher work motivation by 0.806, assuming other variables are held constant.

The simple regression analysis between work environment (X_2) and teacher work motivation (Y) showed a correlation coefficient of 0.745, also indicating a strong relationship. The calculated F value was 125.873, greater than the F table value of 3.93, with a significance of 0.000 < 0.05. The R square value was 0.555, indicating that the work environment contributed 56% to teacher work motivation. The resulting regression equation is: $Y = 41.798 + 0.638X_2$. This means that each one-unit increase in the work environment will increase teacher work motivation by 0.638.

For the multiple regression analysis, the influence of organizational culture (X_1) and work environment (X_2) simultaneously on teacher work motivation (Y) was tested. The resulting correlation coefficient was 0.765, indicating a strong relationship. The calculated F value was 69.864, greater than the F table value of 3.93, with a significance of 0.000 < 0.05. The R square value was 0.583, showing that organizational culture and work environment together contributed 58% to teacher work motivation, while the remaining 42% was influenced by other factors outside the model. The resulting multiple regression equation is: $Y = 23.919 + 0.468X_1 + 0.309X_2$. Based on this equation, each one-unit increase in organizational culture will increase teacher work motivation by 0.468, and each one-unit increase in work environment will increase teacher work motivation by 0.309, assuming other variables are held constant.

The detailed and comprehensive correlation and determination analysis results, presented in tabular form for clarity, are as follows:

Table 1. Results of the correlation and determination tests

Model Analysis	Correlation Coefficient	R Square	F Value	Sig.	Regression Equation	Contribution (%)
X ₁ → Y (Org. Culture)	0.678	0.459	85.701	0.000	$Y = 19.763 + 0.806X_1$	45.9
X ₂ → Y (Work Env.)	0.745	0.555	125.873	0.000	$Y = 41.798 + 0.638X_2$	55.5
X ₁ & X ₂ → Y (Simult.)	0.765	0.583	69.864	0.000	$Y = 23.919 + 0.468X_1 + 0.309X_2$	58.3

Based on the analysis above, both partially and simultaneously, organizational culture and work environment have a significant effect on the work motivation of SLB teachers in Pekalongan Regency. The work environment contributes a slightly greater effect compared to organizational culture, but both are very important in enhancing teacher work motivation. Overall, the results of this study indicate that both organizational culture and work environment have significant, both partial and simultaneous, effects on the work motivation of SLB teachers in Pekalongan Regency. The work environment provides a greater contribution than organizational culture; however, these two factors together are crucial in improving the work motivation of SLB teachers in Pekalongan Regency.

Discussion(s)

The results of this study indicate that both organizational culture and work environment have a significant and strong influence on the work motivation of Special Needs School (SLB) teachers in Pekalongan Regency, both partially and simultaneously. These findings provide a deeper understanding of the importance of organizational and environmental factors in fostering teacher motivation in special schools, which directly impacts the quality of educational services for students with special needs.

Simple regression analysis demonstrates that organizational culture has a significant effect on the work motivation of SLB teachers in Pekalongan Regency. The significance value of 0.000 (< 0.05) and an F value of 85.701 ($> F$ table 3.93) confirm that the alternative hypothesis is accepted, indicating an effect of organizational culture on teacher motivation. The Pearson correlation coefficient of 0.678 shows a strong relationship, while the R Square value of 0.459 indicates that 45% of the variation in teacher motivation can be explained by organizational culture. The remaining 55% is influenced by other factors outside the scope of this research model. The positive regression coefficient of 0.806 indicates that each one-unit increase in organizational culture will increase teacher motivation by 0.806 units, with a constant of 19.763. These findings emphasize that the better the organizational culture in schools, the higher the teachers' work motivation. The practical implication is that efforts to improve teacher motivation can be made by strengthening positive values, norms, and beliefs within the school organization.

These results are consistent with the study by Firanti et al (2021), which also found a significant influence of organizational culture on members' work motivation with a positive relationship. However, the regression coefficient in this study (0.806) is higher than that reported by Firanti et al (2021) (0.260), possibly due to differences in context and respondent characteristics. Similarly, the study by Masykur et al (2019) at SD Ar-Raudah Bandar Lampung found a positive effect of organizational culture on teacher motivation, although the strength of the relationship and its contribution were smaller (correlation coefficient 0.392; R Square 0.19). These differences may be attributed to variations in organizational

culture characteristics, measurement instruments, and respondent backgrounds. Theoretically, these findings support the view of Robbins & Judge (2024) that a strong and uniform organizational culture enhances work motivation by providing clear behavioral guidelines and building organizational identity. As complex and unique organizations, schools require a culture that can foster teacher motivation to optimize educational services.

Simple regression analysis also shows that the work environment has a significant effect on the work motivation of SLB teachers in Pekalongan Regency, with a significance value of 0.000 (< 0.05) and an F value of 125.873 (> 3.93). The Pearson correlation coefficient of 0.745 indicates a strong relationship, while the R Square value of 0.555 shows that the work environment contributes 55% to the variation in teacher motivation. The remaining 45% is influenced by other factors outside the research model. The positive regression coefficient of 0.638 indicates that each one-unit increase in the work environment will increase teacher motivation by 0.638 units, with a constant of 41.798. In this study, the work environment provides a greater contribution than organizational culture. These findings underscore the importance of creating and maintaining a conducive work environment, both physically (facilities, comfort) and non-physically (collegial relationships, leadership support), to enhance teacher motivation. This study aligns with the findings of Musbikhan (2021), which confirm that a good work environment can improve teacher motivation and performance.

Multiple regression analysis shows that organizational culture and work environment simultaneously have a significant effect on the work motivation of SLB teachers in Pekalongan Regency. The F significance value of 0.000 (< 0.05) and an F value of 69.864 (> 3.93) support the acceptance of the alternative hypothesis. The multiple correlation coefficient (R) of 0.763 and R Square of 0.583 indicate that these two variables together explain 58% of the variation in teacher motivation, while the remaining 42% is influenced by other factors outside the research model. The resulting multiple regression equation is $Y = 23.919 + 0.468X_1 + 0.309X_2$. The positive regression coefficients for organizational culture (0.468) and work environment (0.309) indicate that both contribute positively to teacher motivation, although the effect of organizational culture is slightly greater in this simultaneous model. This highlights the importance of synergy between a positive organizational culture and a conducive work environment in enhancing teacher motivation.

These findings are consistent with the research by Hardiyana (2013), which demonstrated that organizational factors such as organizational culture and compensation simultaneously have a significant effect on teacher motivation, albeit with different proportions of influence. Other studies have also confirmed that teacher work motivation plays a crucial role in improving teacher performance (Khaeruddin, 2011; N Fauzyah, 2020).

Theoretically, the results of this study reinforce the motivation theory proposed by Siagian (2013), which states that work motivation is influenced by intrinsic and extrinsic factors, with organizational culture and work environment being extrinsic factors that can either encourage or hinder individual motivation. A strong organizational culture and a conducive work environment create a supportive work climate, foster collaboration, innovation, and recognition, thereby enhancing teacher motivation.

Practically, the results of this study highlight the importance for school principals and educational stakeholders to strengthen organizational culture and create a conducive work environment in SLBs. Efforts to strengthen organizational culture can be made through the internalization of positive values, the habituation of collaborative behaviors, and the recognition of teacher achievements. Improvement of the work environment can be achieved

by providing adequate facilities, building harmonious working relationships, and offering support and attention to teachers.

Although this study has demonstrated the significant influence of organizational culture and work environment on teacher motivation, there remains a limitation in that 42% of the variation in teacher motivation is influenced by other factors outside the research model. Future research could examine other factors such as leadership, compensation, career development, or individual teacher characteristics that may also affect work motivation. Organizational culture and work environment have been proven to have a significant and strong influence, both partially and simultaneously, on the work motivation of SLB teachers in Pekalongan Regency. Together, these two factors explain the majority of the variation in teacher motivation, making the strengthening of organizational culture and the creation of a conducive work environment key strategies for enhancing teacher motivation and performance in special needs schools.

CONCLUSION

Based on the results and discussion of this study, it can be concluded that organizational culture and work environment play a significant role in shaping the work motivation of Special Needs School (SLB) teachers in Pekalongan Regency. Statistically, organizational culture has been proven to have a significant and positive effect on teacher work motivation, contributing 46%. This relationship is considered strong, with the member personality dimension providing the highest contribution (0.852), while the organizational environment dimension provides the lowest (0.765). In terms of teacher work motivation, the intrinsic motivation dimension holds the highest position (0.794), and extrinsic motivation the lowest (0.608). These findings affirm that the internalization of positive organizational values and norms is highly correlated with teachers' level of work motivation.

The work environment has also been shown to have a significant and positive effect on SLB teachers' work motivation in Pekalongan Regency, contributing 56%. This relationship demonstrates substantial strength, with the non-physical dimension (such as working relationships, collegial support, and work atmosphere) providing the highest contribution (0.887), while the physical dimension (such as facilities and workspace comfort) provides the lowest (0.860). These results highlight the importance of creating a conducive work atmosphere, both physically and non-physically, to stimulate teachers' intrinsic and extrinsic motivation.

Simultaneously, organizational culture and work environment together have a significant effect, contributing 58% to teacher work motivation. This indicates the synergy between internal organizational factors (culture) and external factors (work environment) in influencing the motivation level of SLB teachers in Pekalongan Regency. The remaining 42% is influenced by other variables outside the scope of this research model.

In line with these findings, it is recommended that school principals and SLB management continuously evaluate and revitalize elements of organizational culture through initiatives that encourage professional collaboration, recognition of performance, open communication, and the development of teacher professionalism. Improving the quality of the work environment should also be prioritized, both in physical aspects such as providing adequate and ergonomic facilities, and non-physical aspects such as creating a harmonious work climate, collegial support, and constructive relationships between teachers and school leaders. Investment in these two aspects is expected to significantly enhance teacher work motivation. Given that this study only examined two main variables, future researchers are encouraged to explore other variables that may influence teacher work motivation, such as principal leadership style, compensation, or teacher self-efficacy. Qualitative

methodological approaches may also be considered to gain a deeper understanding of teachers' subjective experiences related to work motivation in the context of Special Needs Schools.

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