

The Influence of Organizational Culture, Working Environment and Educational Training on Motivation and Performance of Government Employees at West Kutai Regency East Kalimantan

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Abstract

This study was conducted at Secretariat Office of West Kutai Regency, which is consistent with the study method known as purposive sampling or deliberately on 9 existing sections at West Kutai Regency Secretariat. The objectives of the study were to analyze and assess the influence of organizational culture on working motivation and employees' performance at West Kutai Regency Secretariat. The method used in this research was normality test of statistical test results with Kolmogorov-Smirnov Test using SPSS program release 11. When $p > 0.05$ for all variables of sample data, it means that the data are distributed normally. Based on the results of normality test, if the data are distributed normally, thus the analysis can be used in parametric statistics. Technical Analysis Model in this study used SEM (Structural Equation Modeling) analysis which supported by AMOS (Analysis of Moment Structure) program version 1.6. Basically, a complete SEM modeling consists of a measurement model and structural model. The results showed that (1) there was no significant effect between Educational Training (X3) and Working Motivation (Y1). It indicated that regardless the value of Educational Training, it will give no effect on the level of Working Motivation. (2) There was no significant effect between Organizational Culture (X1) and Working Motivation (Y1). It means that regardless the value of Organizational Culture, it will give no effect on the level of Working Motivation. (3) There was significant effect between Working Environment (X2) and Working Motivation (Y1). Positive coefficient indicated positive correlation. It indicated the higher value of Working Environment, the better value of Working Motivation would be gained. (4) There was significant correlation between Working Motivation (Y1) and Performance (Y2). A positive coefficient showed positive correlation. It indicated the higher value of Working Motivation, the better value of Performance would be gained. (5) There was significant correlation between Educational Training (X3) and Performance (Y2). Positive coefficient showed positive correlation. It indicated the higher value of Educational Training, the better value of Performance would be gained. (6) There was no significant correlation between Working Environment (X2) and Performance (Y2). It regardless the value of Working Environment, it gave no effect to the value of performance. (7) There was no significant correlation between Organizational Culture (X1) and Performance (Y2). It indicated regardless the value of Organizational Culture, it gave no effect on the value of Performance.

Keywords: organizational culture, working environment, motivation.

INTRODUCTION

Recently, the role of human resources in organization is recognized as one of the determinants achievement factors of organizational goals. According to macro point-of-view, the theory of economic growth states that human capital accumulation gives important contribution to economic growth, and to micro point-of-view, human resource theory considers human capital as the primary source for sustainable competitive advantage for the organization (Lucas, 1998 in Koentjaraningrat, 2004:4). The importance of the role of human resource can be seen from the supply and demand of the labor market. There is suitability between supply and demand of the labor market that human resource as human capital itself.

Normatively, the study of human resource management consists of two approaches, namely Harvard's approach and Michigan's approach. The first approach is known as the software version of human resource management, emphasizing that the commitment of staff is the primary driven factor to compete and to achieve the organization goals. Accordingly, this factor gains many attentions from stakeholders. The second approach is known as the hard version, emphasizing the capital resource and the human resource itself. This approach addresses the

suitability of internal fit in the practice of human resource and external fit in the practice of human resource and the management strategy. This strategic point-of-view is known as human resource management strategy (Delery and Doty, 1996).

Labor management process includes recruitment, selection, placement, and compensation activity. The next step, the labor must be organized in duties and responsibilities. To ensure the labor has the required knowledge and skills, training and development activities need to be carried out. The activities give impact on working environment in the company, employee commitment and job satisfactions. Organization could run activities in order to increase the employee's commitment and satisfaction that could positively contribute to the employee's motivation, career and performance.

Organizational culture according to Schein (1985:12) is a set of value, beliefs, and way of life of an organization which is inspired, construed, and practiced by all members of the organization and taught to the new members as the code to act, agreement to follow, and as the rules for the members to act. Corporate culture is defined as the values and symbols complied and construed by the members thus they feel as a part of a family and it made the members to feel different from other organizations.

Peters and Waterman in Hofstade (2005:282) stated without exception, the culture has a very strong relation and be a major factor in the success of an organization. Moreover, a strong organizational culture will effect on corporate policies, organizational structure, and other rules. In the organization, the employee should know what his obligations are in various situations and conditions according to the instructions and guidelines which are reflected in the values espoused in the organization.

Kanfer (1987) stated that motivation is an inner state that energies, activates or stimulates and directs the behaviour towards certain goals. Furthermore, Handoko (1992:10) stated generally in motivation there are two main elements, namely the element of encouragement and goal element. Humans usually do certain things which are driven by the encouragement and objectives to achieve. It is likely to say that employees with high motivation are encouraged to achieve the goal that sets by organization. The implementation of the organizational culture served as the element which can affect the effectiveness and stimulate employees' motivation to achieve organizational objectives. High motivation within the organization is based on a strong organizational culture. It is supported by the opinion from Holmes and Marsden (1996) which stated that organizational culture has a significant influence on the behavior and motivation of employees. It means culture has great power in influencing or stimulating employee behavior. Organizational culture can affect employee motivation to meet organizational objectives.

Interpersonal relationships within the organization will be effective if supported by organization environment that will ensure the success of organizational activities. Organization environment requires a conducive working environment which associated with physical and psychosocial factors of a working employee. It is similar to Allen (2001) who stated the effect of working environment to organizational behavior could be either positive or negative. For example, in a not supportive working environment, a conflict relationship between the manager and the employee would lead to a negative attitude, high level of stress, and low motivation. This kind of working environment will eventually create a low performance from organization members. On the contrary, if the employee works in comfortable and clean working space, a conducive relationship with the supervisor, will lead to a positive attitude, low level of stress, and high working motivation so that it will create high employee performance.

Hornby and Sidney (1988) stated that an employee's performance does not only depend on or limited by available resources but also on the willingness of workers to carry out all their tasks regularly and persistently, flexible, and finish the assigned duties. In this case, the performance is affected by the strong motivation of employees to work regularly and persistently to carry out the tasks assigned to him.

This study was conducted at the Secretariat Office of West Kutai Regency. It is consistent with the principle of research known as purposive sampling on 9 existing sections at West Kutai Regency Secretariat. As an overview of overall employee motivation and performance, the researcher examined and observed about 100 respondents spread in 9 sections. The results of the research will represent the condition of 9 other sections at West Kutai Regency Secretariat.

Theoretical considerations and reasons of this research carrying out at West Kutai Regency Secretariat was that the author is a civil servant (PNS) working in West Kutai Regency. Thus, the general existing conditions and

problems presents in the object study could be non-theoretically predicted. Besides, the researcher has an interest in knowing how the working culture related to motivation in improving performance in West Kutai Regency. It is considered important as the author hopes that this research could be used as reference in the future and appropriate policy could be taken in order to select better work programs to achieve appropriate and satisfactory value service in providing public services.

MATERIALS AND METHODS

The variables used to formulate conceptual framework in this study were based on theoretical and empirical studies. Theoretical studies were conducted to obtain deductive input according to theories relevant to study objectives. Empirical study was conducted based on the previous research result which can describe the correlation and impact of the employed variables.

From the several theories and concepts and results of the empirical studies was referred as guidance to formulate hypothesis and problem of the research. Schematically, the schematic flow of study is presented in Figure 1.

Soon after the framework was formed, the next step was to develop a conceptual framework. The initial point of conceptual framework of this study started from Organizational Culture which reviewed the development and defense on the behavior patterns, to achieve organizational goals, which still take place, even though the people is continually changing. In other words, the organization will still exist, even though the people or members of the organization come and go. Next step was the working environment theory, which can be static or dynamic. Organization that responds to the working environment, for example a dynamic working environment should have dynamic management style in order to achieve great success. Educational training is an organization's effort to improve the performance of the employees. It is supposed to prepare the employees to face changes in the environment, especially changes in technology. An organization which is less responsive to changes will be left behind. Eventually, this organization will suffer a setback. Motivation is defined as a willingness to give the best effort in order to achieve the organizational goals which is conditioned by the effort's ability to meet the individual needs. The last is the theory of working performance. Working performance is the result of one's effort to work effectively and efficiently based on both quantitative and qualitative terms, according to specified measurements to achieve organizational goals.

The foundation of the theory that relevant to this study includes the theory of Organizational Culture, Working Environment, Education/training, Working Motivation, Employee Performance, and Career Development which all are certainly needed. Those supporting theories were taken from some experts such as: Armstrong, Bacal, Beer, Chatman and John, Dubrin, Davis and Newstrom, Dessler, Drucker, Fletcher, Gomes, Gibson, and Malthis.

Literature study showed that working environment has a significant relationship with working motivation. A conducive working environment is a place where individuals' interactions take place which resulted in job satisfaction/working motivation. A conducive working environment is the environment that has clarity in the responsibility between the manager and employees. Ease of coordination between working units or working groups, the grant of reward and punishment, and the clarity in working standard and organization.

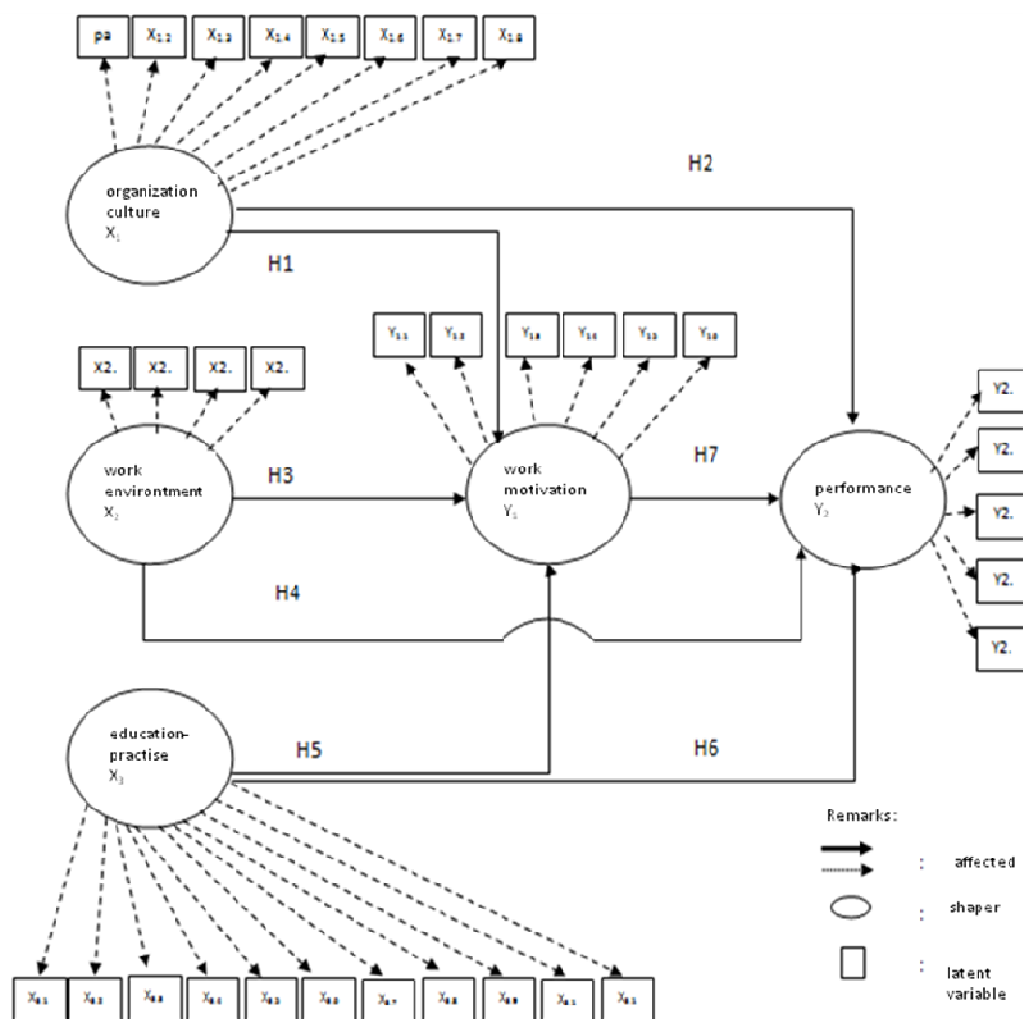


Figure 2. diagram of conceptual framework

Literature study on organizational culture stated that a strong organizational culture has a significant effect on working motivation. Organizational culture has a significant effect on employee performance. A strong organizational culture gives freedom to deliver initiatives and tolerance, clarity of direction, and organizational goals. Literature study on working motivation showed that employee working motivation has significant effect on employee performance. An employee will be motivated if one received recognitions and reward for one's achievements and also the clarity of his responsibility. From the experts' previous results showed that employee performance has significant effect with working motivation. The more an employee is motivated, the higher performance one will achieve.

The employee who attends Educational session and or training such as *Diklat Pim IV*, *Diklat Pim III*, and *Diklat Pim II* is to improve one's capacity to carry out the duties and one's function in organization is to improve one's performance effectively. Furthermore, based on his newly profound skill and understanding, that employee will be able to develop the intellect and performance such as positive motivation which enable him to improve the performance in the form of working productivity. Based on the descriptions above, the relationship between variables and hypotheses in research and the indicator description of each variable from previous research, thus overall research model can be described in a diagram of conceptual framework shown in Figure 2.

To determine statistical analysis used in this study, normality test on statistical test results was carried out using Kolmogorov-Smirnov Test from SPSS program release 11. If $p > 0.05$ for all variables from sample data, it means used samples were distributed normally.

According to normality test results, if the data has normal distribution thus statistical analysis can be used parametric statistics. The use of each statistical analysis for testing 7 (seven) hypothesis is described below.

Analysis Model

Technique of analysis in this study was conducted using SEM (Structural Equation Modeling) analysis with the help of AMOS (Analysis of Moment Structure) program version 1.6. A complete SEM modeling basically consists of Measurement Model and Structural Model. Measurement Model is intended to confirm the developed dimensions on a factor. Structural Model is a model regarding relationship structure forming or explaining causality among the factors.

The steps to develop SEM modeling are as follows:

Step 1: Developing Theoretical Model

At this step, the researchers develop a model which based on strong justification theories. The theoretical model is based on hypothesis proposed in the conceptual model of the study.

Step 2: Developing Path Diagram

Having developed theoretical model, thereafter this model is presented in a path diagram with the help of AMOS 16 program.

Step 3: Selecting Input Matrix and Model Estimation

In this research, the causality relationship was tested. Therefore, according to Hair, the appropriate input matrix for this condition is the covariance matrix. The estimation technique that will be used was Maximum Likelihood Estimation Method.

At this step, the interpretation of the model and modified model for models which are not qualified were carried out. Once the model was estimated, residual should be small or close to zero and the frequency distribution of covariates must be symmetric. According to Hair if a model has a residual of more than 5%, then the modification of the model need to be considered. Furthermore, if it is found that the residual is quite large (> 2.58), it is advisable to add a new channel to the estimated model.

In the SEM analysis, no single statistical test tools to test hypotheses about the model. Hypothesis testing is done using several fit indices above to measure the acceptance of the proposed model. To test the model parameters Critical Ratio (CR) was used, which if CR is greater than the critical value then the variables shown in the model is the dimension of the formed factor

A test or a measurement instrument can be classified to have high validity if the tools are functioned in measuring or measuring results are consistent with the objectives. A valid measuring tool is not only able to express the data appropriately and provide a careful description of the data. Careful means that the measurement is able to provide a picture of the most detailed differences between subjects with each other. A valid measuring instrument is when it has a small error variance so that the resulting figures can be trusted as a figure approaching its objectives.

Singarimbun (1995:124), validity shows the extent of a measuring device that measures what it claims to measure. Hayes (1994), a test instrument or measuring instrument can be said to have a high validity when the tool runs measuring function, or provide an appropriate outcome measure for the purpose of doing these measurements. Tests that produce irrelevant data with the purpose of measurement is said to be a test that has low validity. Therefore, test the validity of the data aimed to determine whether the measuring instruments used in the questionnaire are correct. How the measurement is conducted by calculating the correlation between each of the questions with a total score using Structural Equation Modeling (SEM), Davis (1989), the reliability of the tool with respect to consistency of measurement tools anyway shape measurement. This research usually distinguishes the first test and retest, parallel and consistent form.

RESULTS AND DISCUSSIONS

Geographically, West Kutai Regency is located between 113048'49" to 116032'43 " east longitude and between 1031'05 " north latitude and 1009'33 " south latitude. West Kutai regency is surrounded by Malinau Regency and the State of Sarawak (East Malaysia) in the North , Kutai Kartanegara Regency in the East, Penajam Paser Utara Regency in the South and Central Kalimantan Province and West Kalimantan Province in the West. Initially, there were only 15 districts and 221 villages. Recently, there are 21 districts and 238 villages. Referring to the data obtained from the Personnel Board of West Kutai Regency, the distribution of civil servants in West Kutai

according to Classes i.e.: 2.88% (158 PNS) is a Class I ; then there are 44.94 % (2,467 PNS) Class II , and only 37.07 % (2,035 PNS) Class III and approximately 15.10 % (829 PNS); are in Class IV. Furthermore , if viewed from Education Level, the majority of civil servants in West Kutai is high school educated (46.58%), while the numbers of under graduate alumni is 25.03 % , post-graduate alumni is only 1.84 % and doctoral program alumni is relatively small with the percentage of 0.02 % . Then if they are grouped into insignificant amount or tentative amount, D1 education is 2.84%, and the group with the DII level is 10.55 % , and 9.11 % is DIII. While the rest of civil servants who graduated elementary and junior high school are 1.66 % and 2.84%, respectively. If seen comparisons by gender, it shows that the majority of civil servants working in West Kutai is male at about 59.06 % (3,242 people).

Table 1. Validity and Reliability Test of Research Variables

| Variable | Indicator | Correlation | Alpha | Description |
|---------------------------------|-----------|-------------|-------|--------------------|
| Organizational Culture (X1) | X1.1 | 0.631 | 0.775 | Valid and Reliable |
| | X1.2 | 0.569 | | |
| | X1.3 | 0.551 | | |
| | X1.4 | 0.751 | | |
| | X1.5 | 0.636 | | |
| | X1.6 | 0.660 | | |
| | X1.7 | 0.493 | | |
| | X1.8 | 0.565 | | |
| Working Environment (X2) | X2.1 | 0.710 | 0.608 | Valid and Reliable |
| | X2.2 | 0.607 | | |
| | X2.3 | 0.766 | | |
| | X2.4 | 0.634 | | |
| Educational Training (X3) | X3.1 | 0.393 | 0.673 | Valid and Reliable |
| | X3.2 | 0.450 | | |
| | X3.3 | 0.589 | | |
| | X3.4 | 0.574 | | |
| | X3.5 | 0.424 | | |
| | X3.6 | 0.553 | | |
| | X3.7 | 0.325 | | |
| | X3.8 | 0.428 | | |
| | X3.9 | 0.470 | | |
| | X3.10 | 0.533 | | |
| | X3.11 | 0.575 | | |
| Working Motivation (Y1) | Y1.1 | 0.798 | 0.813 | Valid and Reliable |
| | Y1.2 | 0.838 | | |
| | Y1.3 | 0.804 | | |
| | Y1.4 | 0.676 | | |
| | Y1.5 | 0.709 | | |
| | Y1.6 | 0.455 | | |
| Performance (Y2) | Y2.1 | 0.656 | 0.678 | Valid and Reliable |
| | Y2.2 | 0.676 | | |
| | Y2.3 | 0.637 | | |
| | Y2.4 | 0.576 | | |
| | Y2.5 | 0.540 | | |

Source: Primary data, 2012

The validity of the instrument was tested by using Pearson correlation analysis between items with total item. If the correlation value is above 0.30, it indicates that the item is valid. On the contrary, if the correlation value is lower than 0.30, it indicates the item is not valid, and not eligible to be included at a later stage. The reliability of the instrument was tested with Cronbach analysis tools. If Cronbach alpha coefficient is above 0.60, it indicates a reliable instrument, otherwise if the Cronbach alpha coefficient is below 0.60, it indicates the instrument is not reliable. Prior to the analysis, the testing of validity and reliability were conducted. Research instrument is on each variable indicator. More complete testing tool is presented below.

Based on Table 5.1, it appears that all items of the Organizational Culture, Working Environment, Working Motivation, and Performance variable, have correlation value above 0.30, thus all indicators are valid. Similarly, coefficient value alpha Cronbach is above 0.60 so that the instrument variables Organizational Culture, Working Environment, Educational Training, Working Motivation, and Performance are valid and reliable. Complete description of Organizational Culture Variables is listed below:

Test results of goodness of fit overall model, according to SEM analysis in Appendix 3, was tested to observe whether the hypothetic model was supported by empirical data, which could be seen in table listed below.

Table 2. Testing Results of Goodness of Fit Overall Model

| Criteria | Cut-of value | Result | Description |
|----------|--------------|--------|-------------|
| CMIN/DF | ≤ 2.00 | 1.850 | Good |
| GFI | ≥ 0.90 | 0.664 | Less Good |
| AGFI | ≥ 0.90 | 0.618 | Less Good |
| CFI | ≥ 0.95 | 0.561 | Less Good |
| RMSEA | ≤ 0.08 | 0.093 | Less Good |

Source: Primary data, 2012

Goodness of Fit test result based on Figure and Table above, the best criteria which is used as an indication of goodness of model is Chi Square/DF value less than 2. In this research, CMIN/DF value has fulfilled cut off value. Therefore, SEM modeling in this study is suitable and feasible to use, the further interpretation can be conducted for further discussion.

In this structural model, eleven hypotheses of relationship between variables was tested (direct effect). Complete results of relationship between variables testing are as follows:

Table 3. SEM Hypothesis Testing

| Relationship Between Variables | Coefficient | P-value | Description |
|---|-------------|---------|-----------------|
| Educational Training (X3) → Working Motivation (Y1) | 0.124 | 0.317 | Non Significant |
| Organizational Culture (X1) → Working Motivation (Y1) | 0.235 | 0.170 | Non Significant |
| Working Environment (X2) → Working Motivation (Y1) | 0.613 | 0.023* | Significant |
| Working Motivation (Y1) → Performance (Y2) | 0.634 | 0.021* | Significant |
| Educational Training (X3) → Performance (Y2) | 0.807 | 0.007* | Significant |
| Working Environment (X2) → Performance (Y2) | -0.050 | 0.791 | Non Significant |
| Organizational Culture (X1) → Performance (Y2) | 0.069 | 0.585 | Non Significant |

Source: Primary Data, 2012 (Appendix 4)

Description: symbol * states significant at the error rate of 5%

Graphically presented as follows:

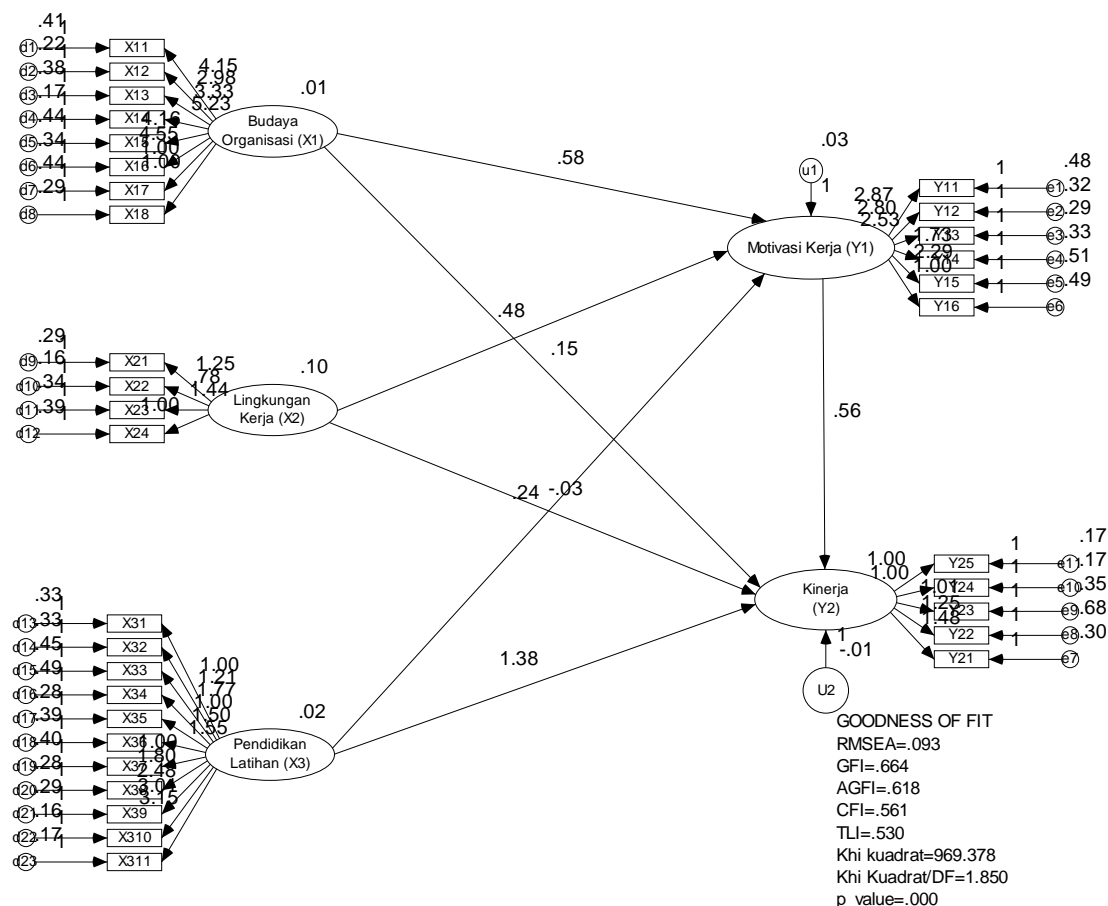


Figure 3. SEM Graphically

According to table and figure above, the results of structural model testing are presented below:

1. Direct influence of Educational Training (X3) on Working Motivation had coefficient 0.124 with p-value 0.317 > alpha (0.05). Thus, it can be concluded **there is no significant effect** between Educational Training (X3) and Working Motivation (Y1). It means that regardless the value of Educational Training, it will give no effect on the level of Working Motivation.
2. Direct influence of Organizational Culture (X1) on Working Motivation (Y1) had coefficient 0.235 with p-value 0.170 > alpha (0.05). Thus, it can be concluded **there is no significant effect** between Organizational Culture (X1) and Working Motivation (Y1). It means that regardless the value of Organizational Culture, it will give no effect on the level of Working Motivation.
3. Direct influence of Working Environment (X2) on Working Motivation (Y1) had coefficient 0.613 with p-value 0.023 < alpha (0.05). Thus, it can be concluded **there is significant effect** between Working Environment (X2) and Working Motivation (Y1). The positive coefficient indicates positive relationship. It means that the higher value of Working Environment, the higher value of Working Motivation will be gained.
4. Direct influence of Working Motivation (Y1) on Performance (Y2) had coefficient 0.634 with p-value 0.021 < alpha (0.05). Thus, it can be concluded **there is significant effect** between Working Motivation (Y1) and Performance (Y2). The positive coefficient indicates positive relationship. It means that the higher value of Working Motivation, the higher value of Performance will be gained.
5. Direct influence of Educational Training (X3) on Performance (Y2) had coefficient 0.807 with p-value 0.007 < alpha (0.05). Thus, it can be concluded **there is significant effect** between Educational Training (X3) and Performance (Y2). The positive coefficient indicates positive relationship. It means that the higher value of Educational Training, the higher value of Performance will be gained.

6. Direct influence of Working Environment (X2) on Performance (Y2) had coefficient -0.050 with p-value 0.791 > alpha (0.05). Thus, it can be concluded that **there is no significant effect** between Working Environment (X2) and Performance (Y2). It means that regardless the value of Working Environment, it will give no effects on the level of Performance.
7. Direct influence of Organizational Culture (X1) on Performance (Y2) had coefficient 0.069 with p-value 0.585 > alpha (0.05). Thus, it can be concluded that **there is no significant effect** between Organizational Culture (X1) and Performance (Y2). It means that regardless the value of Organizational Culture, it will give no effects on the level of Performance.

From all seven direct influence hypotheses tested, only three hypotheses proved to give significant effect (direct influence). Besides direct effect, there were also indirect effects on SEM. Complete description of indirect effects is presented as follows:

Table 4. Complete description of indirect effects

| Relationship Between Variables | Medium | Coefficient | Description |
|--|-------------------------|-------------------|-----------------|
| Organizational Culture (X1) → Performance (Y2) | Working Motivation (Y1) | 0.235x0.634=0.149 | Non significant |
| Working Environment (X2) → Performance (Y2) | Working Motivation (Y1) | 0.613x0.634=0.389 | Significant |
| Educational Training (X3) → Performance (Y2) | Working Motivation (Y1) | 0.124x0.634=0.079 | Non Significant |

Based on the indirect effect table above, the testing results are as follows:

1. Indirect influence of Organizational Culture (X1) on Performance (Y2) through the medium Working Motivation obtained a coefficient of 0.149 (0.235x0.634) with direct influences which formed both of them, one is non significant (X1→Y1 is non significant and Y1→Y2 significant). It can be said that there is no significant influence between Organizational Culture (X1) and Performance (Y2) through medium Working Motivation. It showed that any changes in Organizational Culture value will not affect the changes in the value of Performance although the value of Working Motivation increases or decreases.
2. Indirect influence of Working Environment (X2) on Performance (Y2) through the medium of Working Motivation obtained a coefficient of 0.389 (0.613x0.634) with direct influence which formed both of them is significant (X1→Y1 significant and Y1→Y2 significant). It can be said that there is significant indirect influence between Working Environment (X2) and Performance (Y2) through medium Working Motivation. Positive indirect coefficient indicates that the higher value of Working Environment will increase Performance when Working Motivation is also increasing.
3. Indirect influence of Educational Training (X3) on Performance (Y2) through the medium Working Motivation, a coefficient of 0.079 (0.124x0.634) with direct influence that formed both of them, one is non significant (X3→Y1 non significant and Y1→Y2 significant). It can be said that there is no significant effect between Educational Training (X3) and Performance (Y2) through medium Working Motivation. It suggests that any changes in the value of Educational Training will not affect Performance although Working Motivation increases or decreases.

CONCLUSIONS

According to analysis and study objectives, the conclusions are as follows: there was no significant effect between Educational Training (X3) and Working Motivation (Y1). This means that regardless of the value of Education Training, it will have no effect on the level of Working Motivation. There was no significant effect between Cultural Organization (X1) and Working Motivation (Y1). This means that regardless of the value Cultural Organization, it will have no effect on the level of Working Motivation. There is a significant effect between the Working Environment (X2) and Working Motivation (Y1). Positive coefficient indicates a positive relationship. This means that the higher the value of the Work Environment, the higher the value of work

motivation will be gained. There is significant influence between Working Motivation (Y1) and Performance (Y2). Positive coefficient indicates a positive relationship. This means that the higher the value of work motivation, the higher the performance value will be gained. There is significant influence between Educational Training (X3) and Performance (Y2). Positive coefficient indicates a positive relationship. This means that the higher the value of Educational Training, the higher Performance will be gained. There was no significant effect between the Working Environment (X2) and Performance (Y2). This means that regardless of the value of Working Environment, it will have no effect on the level of performance value. There was no significant effect between Organizational Culture (X1) and Performance (Y2). It means that regardless the value of Organizational Culture; it will have no effect on the level of Performance.

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