The effect of Motivation, Organization Culture to performance of Anti-corruption Instructor with certification as Intervening variable

Dian Novianthi[1], Ahmad Badawi Saluy[2], Novawiguna K[3]
[1,2,3]Universitas Mercu Buana, Jakarta, Indonesia, email: ahmad.badawi@mercubuana.ac.id

*Corresponding autor: Dian Novianthi[1]

Abstract: The purpose of this study to determine and analyze the effect of motivation, organization culture to performance of anti corruption instructor with certification as an intervening factor. This research was explanatory research with survey research design. This is a survey-based research study. Primary and secondary data were used in this study. Primary data were gathered via questionnaire with Likert Scale. Motivation, Organization Culture, certification and performance are considered variables for this study. Sample size is (n 250); therefore, descriptive statistics, correlation analysis and PLS analysis have been used. Based on the analysis of the research results, it can be concluded that partially each variable, namely motivation, organizational culture has proven to have a significant effect on certification. That partially, motivation and organizational culture proved to have a positive and significant effect on performance. The conclusion is that motivation is proven to have a significant effect on performance through certification and organizational culture is proven to have a positive and significant effect on performance through certification.

Keywords: Motivation, Organizational Culture, Performance, Certification

INTRODUCTION

The Corruption Eradication Commission (KPK) is a state institution based on Law No. 19 of 2019 in conjunction with Law No. 30 of 2002 concerning the Corruption Eradication Commission, which part of its duties is to organize anti-corruption education programs, socialization and anti-corruption campaigns to the public; In carrying out this task, the Corruption Eradication Commission expands the role of the community and prepares agents of change from various elements of the nation as anti-corruption instructor. To ensure that the community has the competence to carry out anti corruption education effectively, the KPK together with anti-corruption stakeholders compiled the SKKNI (Indonesian National Work Competency Standards) for Anti-Corruption Instructors (Ministry of Manpower Regulation number 303 of 2016).

Anti-corruption instructor is someone who has the ability to convey anti-corruption values, communicate, convince, raise awareness, invite, train, empower, guide, assist and mobilize the public, state civil servants and law enforcement officials and the military, the private sector and communities to become agents of change and become a role model in efforts to eradicate corruption. From 2017 to 2020 there have been 1330 people who have received Anti-Corruption Extension Certification from the LSP (Professional Certification Institute) KPK from the general public from 33 provinces throughout Indonesia.

After implementing the SKKNI for 3 years, it was felt that there was a need to evaluate the implementation of the SKKNI. To evaluate the SKKNI, researchers will focus on certified individuals, or certified Anti-Corruption Instructors, by evaluating the performance of certified Anti-Corruption Instructors.

To get an initial picture of the performance of Anti-Corruption Instructors, researchers conducted a pre-survey. The pre-survey was conducted to get an initial picture of the performance of Anti-Corruption Instructors before and after obtaining certification, both in quantity and quality. The pre-survey is also to get an overview of the internal and external factors that influence the performance of Anti-Corruption Instructors.

The pre-survey was conducted on 57 Anti-Corruption Counselors from 8 provinces throughout Indonesia which were distributed online. Based on the pre-survey respondents' answers, it was found that the Anti-Corruption Instructor felt an increase in performance after being declared competent as an Anti-Corruption Instructor. 37 out of 51 respondents (73%) stated that there was an increase in the number of extension activities carried out after being certified. In total, all respondents carried out 446 extension activities before being certified and carried out 647 extension activities after being certified. There was an increase of 45%. In terms of quality, all respondents (100%) felt an increase in the quality of counseling after being certified.
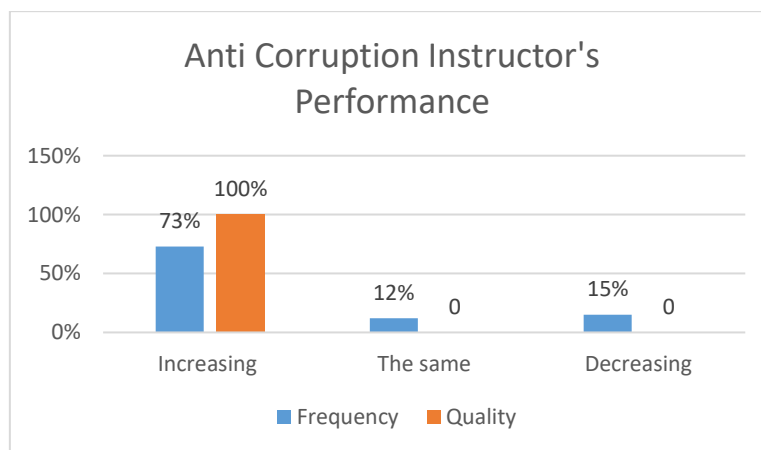

Figure 1. Anti Corruption Instructor's Performance

The results of the pre-survey showed that in carrying out Anti-Corruption Counseling activities, all respondents (100%) felt motivated. 47 respondents (92%) felt there was organizational/workplace support when they carried out extension activities, while 4 respondents (8%) did not feel support. However, all respondents (100%) stated that organizational/workplace support is important in implementing anti-corruption counseling
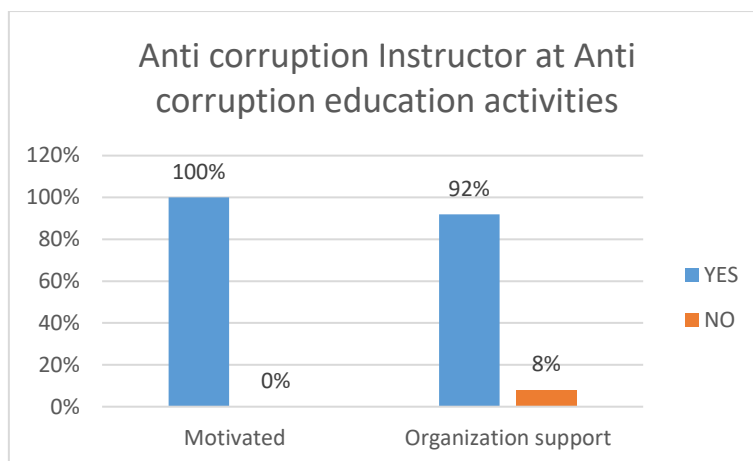
Figure 1. Anti corruption Instructor at Anti corruption education activities

In the pre-survey, it can be seen that there are still 15% of anti-corruption educators who feel their performance has decreased after certification. In carrying out counseling activities 8% of respondents stated that there was no organizational support. So that the factors that influence the performance of anti-corruption instructors need to be investigated more deeply.

Research objectives are:
1. To determine the effect of motivation on the certification of anti-corruption instructors
2. To determine the effect of organizational culture on the certification of anti-corruption instructors
3. To determine the effect of motivation on the performance of anti-corruption instructors
4. To determine the effect of organizational culture on the performance of anti-corruption instructors
5. To determine the effect of certification on the performance of anti-corruption instructors
6. To determine the effect of motivation on performance through certification of anti-corruption instructors
7. To determine the effect of Organizational Culture on performance through certification of anti-corruption instructors

LITERATURE REVIEW
1. Motivation

Motivation comes from the Latin word "movement" which means an inner condition that moves someone or causes someone to behave in a certain way (Atwater, 1983). In other words, motivation is a condition from within that moves and directs us towards certain behaviors.

In the sense of the system, motivation consists of three interacting and interdependent elements (Luthans, 2011):
a. Needs. Needs are created whenever there is a physiological or psychological imbalance. While psychological needs may be based on deprivation, sometimes they are not. For example, an individual with a strong need for advancement may have a history of consistent success.
b. Drive. With a few exceptions, drives, or motives (the two terms are often used interchangeably), are formed to relieve needs. Physiological drives can simply be defined as specific deficiencies. Physiological and psychological drives are action oriented and provide the energy drive to achieve incentives. They are at the core of the motivational process. For example, the need for food and water translates into the drives of hunger and thirst, and the need for friends becomes the drive for affiliation.

c. Incentives. At the end of the motivation cycle are incentives, which are defined as anything that will relieve needs and reduce drives. Thus, achieving incentives will tend to restore physiological or psychological balance and will reduce or cut off these drives. Eating food, drinking water, and making friends will tend to restore balance and reduce corresponding drives. Food, water and friends are incentives in these examples.

Some experts discuss motivation with various perspectives, for example, Human Relations Theory, namely about Economic Security, working conditions, Abraham Maslow with Hierarchy of needs, Herzberg with Motivation and hygiene factors, Alderfer with ERG Needs theory and McClelland-Achievement Motivation Theory.

One that is widely discussed is Maslow's Hierarchy of needs, namely

a. Physiological Needs: Needs that are directly related to individual survival. These are basic needs such as eating, dressing and sleeping. According to the theory, once these basic needs are met, they are no longer motivating.

b. The need for security (Security Needs): A is the need to protect oneself from various threats, Maslow emphasizes emotional and physical security.

c. Social needs: These are the needs of the social dimensions of individuals to be accepted by groups in the family, work, intimacy, friendship and association.

d. The need for appreciation, respect and trust (Esteem Need): Humans have a need to feel valued, this includes the need to have self-esteem and self-esteem.

e. Need for Self-Actualization: According to Maslow, this need aims to get out of pure material conditions to achieve fulfillment.

Achievement Motivation Theory, David McClelland (1961) Identify 3 needs:

a. Need for Affiliation: is the desire for close interpersonal relationships

b. Need for achievement: The need to succeed and be successful

c. Need for Power: The need to influence, control and direct

Performance Motivation Dimensions and Indicators

The indicators are divided into three dimensions where the need for achievement, the need for affiliation and the need for power. These three dimensions are reinforced by McClelland in Andriani (2017), namely:

a. Dimensions of the need for achievement
   1) Develop creativity
   2) Enthusiasm for high achievers

b. Dimensions Need for affiliation
   1) The need to be accepted by others in the environment to live or work (Sense of belonging)
   2) The need to feel respected, because every human being feels important (sense of importance)
   3) The need for a feeling of progress and not failure (sense of achievement)
   4) The need for a sense of participation

c. Dimensions The need for power
   1) Have the best position
   2) Exerting abilities to achieve power

The relationship between employee motivation and job performance has been studied in the past (Vroom, 1964). However, a high statistical correlation between the two is not confirmed even though recent research has shown that employee motivation and job performance are linked. (Nduka, 2016)

2. Organizational Culture

Culture is "a distinctive way of behaving and beliefs in a group of people that develop over time and are shared" (Tarique et al., 2016, p. 124). Organizational culture, in particular,

is a concrete manifestation of shared values and beliefs that influence employee behavior (De Chernatony and Cottam, 2008; Hoque et al., 2013) and shape the way an organization operates and performs (Kiriakidou and Millward, 2000).

In Luthans, Edgar Schein mentions the definition of Organizational Culture as follows: Organizational culture is a pattern of basic assumptions discovered or developed by a group of people in their efforts to deal with problems of external adaptation and internal integration - that work so well that they are considered valuable and therefore taught to new members as the correct way to see, think and feel in relation to problems. The Types of Organizational Culture There are several ways to classify the types of Organizational Culture, including: organizational culture inventory, Competing Value Framework and organizational culture profiles. One of the most widely used classifications of organizational culture is the Competing Value Framework (Kreitner, 2013).

The Competing Value Framework (CVF) is a way to understand, measure and change organizational culture.
a. Clan Culture, which is typical for organizations that concentrate on internal maintenance with flexibility, concern for people, and sensitivity to customers.
b. Hierarchical culture, when it focuses on internal maintenance and strives for stability and control through clear task arrangements and strict enforcement of rules.
c. Adhocracy culture in which the organization concentrates on external positioning with a high degree of flexibility and individuality supported by an open system that encourages the will to act.
d. Market culture, working towards clear and rational goals that are achieved through productivity and economic operations.

Dimensions of Organizational Culture:
a. Dominant Characteristics: level of teamwork and sense of belonging, level of creativity and dynamism, focus on goals and competition, dependence on systems and emphasis on efficiency.
b. Organizational Leadership: leadership styles and approaches that permeate the organization. In previous research, Quinn and Rohrbaugh (1981) described eight nominal categories: leadership and then incorporated them into the OCAI review process. The identified roles are mentor, facilitator, innovator, broker, producer, director, coordinator, monitor.
c. Management of Employees: How employees are treated, level of consultation, pparticipation and consensus, work environment.
d. Organizational Glue: bond mechanism that unites organizations such as cohesion and teamwork, loyalty and commitment, entrepreneurship and flexibility, rules and policies, goal orientation and competitiveness.
e. Strategic Emphasis: driving organizational strategy; long-term development of human capital, innovation, stability and competitive advantage, growth and acquisitions, achievement of goals.
f. Criteria for Success: how success is defined and who gets rewarded profit, market share and penetration, customer sensitivity and concern for people, development of new products and services, reliability, and optimal cost.

3. Certification

In Law Number 20 of 2014 concerning Standardization and Conformity Assessment it is stated that Certification is a series of Conformity Assessment activities related to providing written guarantees that Goods, Services, Systems, Processes, or Persons have met Standards and/or regulations.

Certification is a process of awarding certificates that is carried out systematically and objectively through national and/or international work assessments (BNSP Guidelines 202 Rev.2-2009). Certification can be divided into:

a. Certification of professional competence: carried out by a Personnel/Professional Certification Institute, valid if still competent. This certification is valid for the most recent competence (current competence).

b. Certification to obtain professional status: carried out by professional organizations, also known as professional licensing/registration. Sometimes this license is issued after the person concerned has certificate number 1 above.

c. Certificate of training: by a training institution, also known as Certificate of Attainment, valid forever.

Work Competency Certification is a process of awarding competency certificates that is carried out systematically and objectively through competency tests that refer to the Indonesian National Work Competency Standards, International Standards and/or Special Standards.

4. Performance

Rivai (2015), "performance is the result or success rate of a person as a whole during a certain period in carrying out tasks compared to various possibilities, such as work standards, targets, or goals and criteria that have been determined in advance and mutually agreed upon."

Franco et al (2002) define performance as dependent on internal motivation but the presence of internal factors such as the necessary skills, intellectual capacity and resources to do the job clearly have an impact. As a consequence, superiors should provide appropriate working conditions to ensure employee performance meets the required standards

Employee performance is the result of work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him, (Mangkunegara, 2011; Sutrisno, 2016; Bangun, 2012; Priansa, 2014). Performance can also be interpreted as a result achieved by employees in their work according to certain criteria that apply to a job (Robbins, 2008).

Gibson (2011), the factors that influence performance are individual behavior and performance. Organizational variables are classified into the sub-variables of resources, leadership, rewards, structure and job design.

Performance dimensions and indicators

Performance according to the Flippo concept in Badawy (2019) explains that standard performance measures include the following:

1. Quality of work which includes:
   a. Accuracy of work and time
   b. Work ability level
   c. Ability to analyze data and information both repair and archival

2. Quantity of work which includes:
   a. Work processes and conditions of workers
   b. Number and type of service provision at work
   c. The time required in carrying out the work
   d. Regular work and the amount of additional work completed

5. Hypothesis

H1: Motivation influences instructor certification
H2: Organizational culture influences instructor certification

H3: Motivation influences performance
H4: Organizational culture influences performance
H5: Certification has an effect on performance
H6: Motivation influences performance through certification
H7: Organizational Culture influences performance through certification

RESEARCH METHODS

The research method used in this study is a quantitative method and the type of quantitative research used is a survey method using a questionnaire with a Likert scale. The research was conducted on 1017 Anti-Corruption Extension Workers spread throughout Indonesia, with a sample of 250 people.

The research variable used is the Independent Variable: namely motivation and organizational culture while the Dependent Variable is performance. As an intervening variable is certifplease

Data analysis includes validation test, reliability and multiple regression analysis, t test, F test and R2.

RESEARCH RESULTS AND DISCUSSION
Validity & Reliability Test Results

Table 1. Instrument validity and reliability test results

VARIABEL	Cronbach's Alpha	Composite Reliability
Organization Culture	0,897	0,925
Performance	0,859	0,893
Motivation	0,783	0,847
Certification	1	1

Based on the recapitulation results presented in the table above, it can be seen that all statement items show valid results, where the validity coefficient value of each statement item is greater than the critical point of 0.361. Likewise with the reliability test results which show reliable results on all the factors tested, where all the reliability coefficient values obtained are greater than the critical point of 0.70. The certification variable (Z) cannot be tested for reliability because it is only a variable composed of a single question. Thus the research instrument has good validity and reliability and can be used for further analysis.

Respondents were 250 people from 24 provinces and various organizational backgrounds. Respondents consists of 172 male dan 78 female. The age of the respondents are varied from <25 tahun sd 50 tahun

Table 2. Respondent's age

No	Age	Total	%
1	<\= 25 y.o	5	2%
2	>\= 55 y.o	18	7%
3	26-30 y.o	4	2%
4	31-35 y.o	20	8%
5	31-55 y.o	60	24%
6	36-40 y.o	32	13%
7	41-45 y.o	76	30%
8	46-50 y.o	35	14%
	Grand Total	**250**	100%

Table 3. Respondents' Organizational Origin

NO	Organization	Total	%
1	State Own Enterprise	6	2%
2	Ministry/ State Institution	91	36%
3	Ministry/ State Institution Training Centre	5	2%
4	Non Governmental Organization	12	5%
5	City/ district level government	61	24%
6	Provincial level government	9	4%
7	University	14	6%
8	School	26	10%
9	Private Sector	13	5%
10	Others	13	5%
	Grand Total	**250**	100%

Partial Least Square (PLS) Analysis

The next step is ejecting. After analyzing with the PLS Algorithm, the results are as follows which are invalid loading factors, namely M3, M6, B08 and B09.
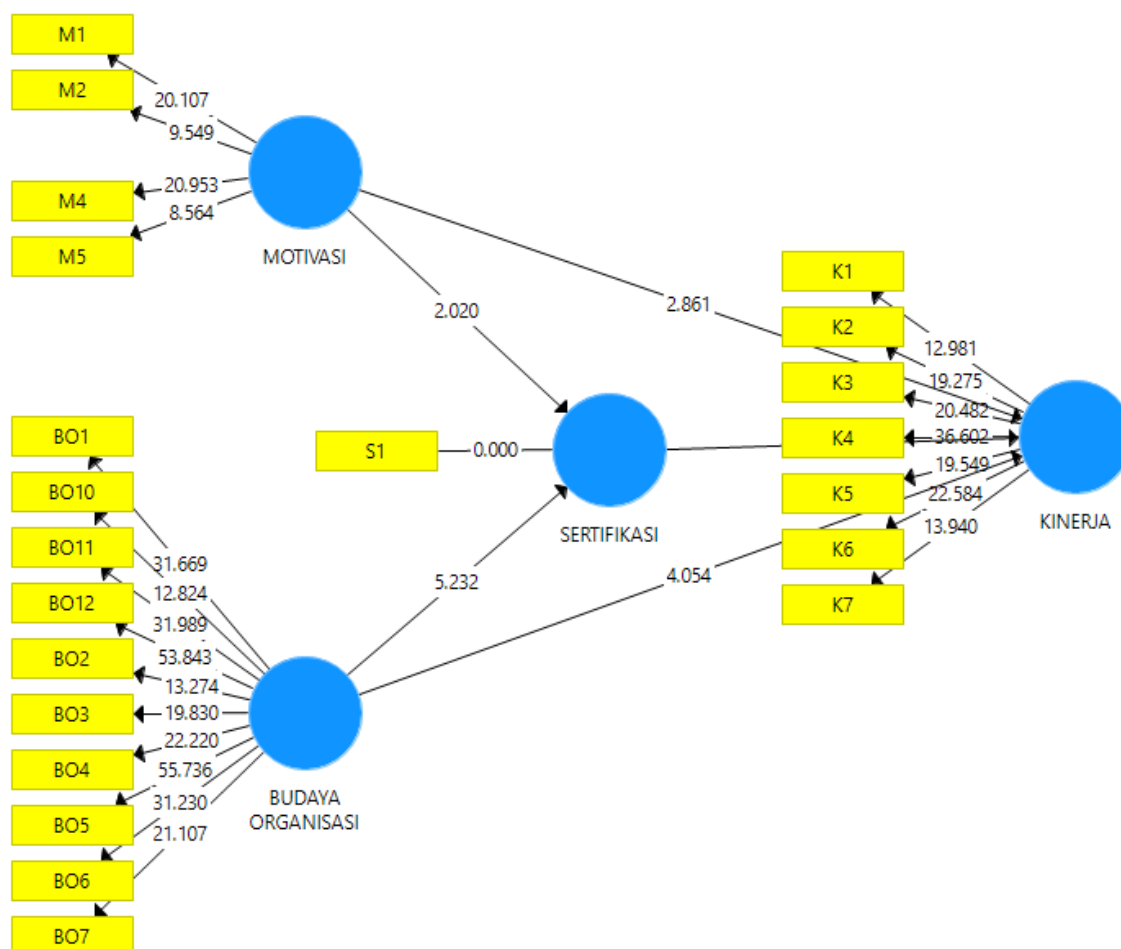

Gigure 1. Partial Least Square (PLS) Analysis

Thus it can be concluded that the construct has good convergent validity. The cross loading values presented in the table above also show good discriminant validity, where the indicator correlation value with the construct is higher than the indicator correlation value with other constructs (Ghozali, 2014: 39). This is indicated by the green color in the coefficient values presented in the output table of the SmartPLS program application above.

The next stage assessed the criteria for Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE). Each construct is said to be reliable if it has Cronbach's Alpha and Composite Reliability which is greater than 0.70, while the AVE value is expected to be greater than 0.50 (Ghozali, 2014:40).

Table 4. Cronbach's Alpha Value, Composite Reliability, and Average Variance Extracted (AVE)

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Motivation (X1)	0,815	0,862	0,877	0,642
Organization Culture (X2)	0,940	0,947	0,949	0,652
Certification (Z)	1,000	1,000	1,000	1,000
Performance (Y)	0,859	0,865	0,893	0,545

Based on the table above, it can be seen that all constructs have Cronbach's Alpha and Composite Reliability values greater than 0.70. The same thing can be seen in the AVE value, all constructs have an AVE value greater than 0.50. Thus it can be concluded that all exogenous and endogenous measurement constructs are reliable.

Evaluation of the Inner Model

Evaluation of the inner model is an analysis of the results of the relationship between constructs. The relationship between constructs can be said to be significant if it has a T-Statistics value greater than 1.96. By using the help of the SmartPLS 2.0 M3 application program, the estimated results of the average difference value and probability value are as follows:

Table 5. Path Coefficients and R Square Values

	Original Sample (O)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	r Square	P Values
MOTIVATION -> CERTIFICATIO (X1- Z)	0,156	0,077	2,020	0,193	0,044
ORGANIZATIONAL CULTURE -> CERTIFICATION (X2- Z)	0,376	0,072	5,232		0,000
MOTIVATION -> PERFORMANCE (X1 - Y)	0,255	0,089	2,861		0,004
ORGANIZATIONAL CULTURE -> PERFORMANCE (X2-Y)	0,267	0,066	4,054	0,429	0,000
CERTIFICATION -> PERFORMANCE (Z-Y)	0,366	0,067	5,504		0,000

Based on the table above, it can be seen that in sub structure 1, the variable Motivation (X1) and Organizational Culture (X2) contribute simultaneously to influencing the variable Certification (Z) by 0.193 or 19.3% with the following details:
- Hypothesis 1: The effect of motivation (X1) on certification (Z) has a path coefficient of 0.156 with a t statistic value that is greater than the critical value (2.02>1.96). Thus H0 is rejected and H1 is accepted, meaning that Motivation (X1) has a significant effect on Certification (Z).
- Hypothesis 2: The Effect of Organizational Culture (X2) on Certification (Z) has a path coefficient of 0.376 with a t statistic value that is greater than the critical value (5.232 > 1.96). Thus H0 is rejected and H1 is accepted, meaning that Organizational Culture (X2) has a significant effect on Certification (Z).

Through description From this it can be seen that the variable Motivation (X1) and Organizational Culture (X2) simultaneously influence the variable Certification (Z) by 19.3%, while the remaining 807% is influenced by other variables not observed in this study.

In sub-structure 2, the variables Motivation (X1), Organizational Culture (X2), and Certification (Z) contribute simultaneously to influencing the Performance variable (Y) of 0.429 or 42.9% with the following details:

- Hypothesis 3: The Effect of Motivation (X1) on Performance (Y) has a path coefficient of 0.255 with a t statistic value that is greater than the critical value (2,861 > 1.96). Thus H0 is rejected and H1 is accepted, meaning that motivation (X1) has a significant effect on performance (Y).
- Hypothesis 4: Organizational Culture (X2) on Performance (Y) has a path coefficient of 0.257 with a statistical t value that is greater than the critical value (4.054 > 1.96). Thus H0 is rejected and H1 is accepted, meaning that Organizational Culture (X2) has a significant effect on performance (Y).
- Hypothesis 5: Effect of Certification (Z) on Performance (Y) has a path coefficient of 0.366 with a statistical t value that is greater than the critical value (5.504 > 1.96). Thus H0 is rejected and H1 is accepted, meaning that Certification (Z) has a significant effect on Performance (Y).

Through this elaboration it can be seen that the variables Motivation (X1), Organizational Culture (X2), and Certification (Z) have a simultaneous effect on the Performance variable (Y) of 0.429 or 42.9%, while the remaining 57.1% is influenced by other variables that not observed in this study.

Evaluation of Influence Decomposition

The decomposition model is a model that emphasizes causal influences between variables, both direct and indirect influences in the path analysis framework, in this case the influence of the variables Motivation (X1) and Organizational Culture (X2) on the Performance variable (Y) through the Certification variable (Z).

Table 6. Direct Influence Path Coefficients

	Original Sample (O)
MOTIVATION -> CERTIFICATIO (X1- Z)	0,156
ORGANIZATIONAL CULTURE -> CERTIFICATION (X2- Z)	0,376
MOTIVATION -> PERFORMANCE (X1 - Y)	0,255
ORGANIZATIONAL CULTURE -> PERFORMANCE (X2-Y)	0,267
CERTIFICATION -> PERFORMANCE (Z-Y)	0,366

i. The influence of motivation (X1) on performance (Y) through certification (Z) has a path coefficient of $0.255 \times 0.366 = 0.093$.

ii. The influence of Organizational Culture (X2) on Performance (Y) through Certification (Z) has a path coefficient of $0.257 \times 0.366 = 0.094$.

Evaluation of Predictive Relevance (Q-square Value)

By using the information on the value of R2 which has been described in table 4.7, the predictive relevance test is carried out with an error model of 100% - 78.5% = 21.46%

This shows that the model resulting from the analysis can explain 78.5% of the diversity of data and is able to examine the phenomena used in the study, while 21.46% is explained by other components that are not observed in this model.

Results:
1. Effect of Motivation on Certification
   The results of parameter estimation and hypothesis testing that have been carried out in the previous sub-chapter show that motivation has a significant effect on certification, where the path coefficient obtained is 0.156
2. The Influence of Organizational Culture on Certification.
   The results of parameter estimation and hypothesis testing that have been carried out in the previous sub-chapter show that Organizational Culture has proven to have a significant effect on Certification, where the path coefficient obtained is 0.376.
3. Effect of Motivation on Performance.
   The results of parameter estimation and hypothesis testing that have been carried out in the previous sub-chapter show that motivation has a significant effect on performance, where the path coefficient obtained is 0.255.
4. The Influence of Organizational Culture on Performance
   The results of parameter estimation and hypothesis testing that have been carried out in the previous sub-chapter show that Organizational Culture has proven to have a significant effect on performance, where the path coefficient obtained is 0.267
5. Effect of Certification on Performance
   The results of parameter estimation and hypothesis testing that have been carried out in the previous sub-chapter show that certification has a significant effect on performance, where the path coefficient obtained is 0.366
6. Effect of Motivation on Performance Through Certification
   The results of parameter estimation and hypothesis testing that have been carried out in the previous sub-chapter show that motivation has an effect on performance through certification of 0.093
7. The Influence of Organizational Culture on Performance Through Certification.
   The results of parameter estimation and hypothesis testing that have been carried out in the previous sub-chapter show that Organizational Culture affects Performance through Certification of 0.094

CONCLUSIONS AND SUGGESTIONS
Conclusions
        After the author held a discussion about "The Effect of Organizational Culture and Motivation on the Performance of Anti-Corruption Instructors with Certification as Intervening Variables, the authors try to draw a conclusion and provide suggestions based on the descriptions that have been previously presented by the authors, that is Based on the overall presentation of statistical calculation analysis on structural model analysis and hypothesis testing, it can be concluded that :
a. partially, motivation has proven to have a significant effect on certification.
b. partially, organizational culture has proven to have a positive and significant effect on certification.
c. partially, motivation has a positive and significant effect on performance.
d. partially, organizational culture has proven to have a positive and significant effect on performance.
e. partially, certification has a positive and significant effect on performance.

f. partially, motivation has proven to have a significant effect on performance through certification.
g. partially, organizational culture has proven to have a positive and significant effect on performance through certification.

Suggestion

The suggestions that can be given from the results of this study include:

1. For readers, it is hoped that the results of this research can add insight into knowledge related to the performance of anti-corruption instructors in the KPK organization and the factors that influence it. Especially those who are interested in knowing more about the performance of anti-corruption instructor at the KPK organization (and conducting research), it is necessary to modify the independent variables either by adding variables or by increasing the number of data samples. So that it will be more objective and varied in conducting research. One of the variables that can be developed is the means and methods used in extension activities

2. For the KPK organization, as a reference in future policy making in an effort to improve the performance of anti-corruption instructors to assist KPK's tasks in the field of anti-corruption education. One effort that can be done is to increase the motivation of the anti-corruption instructors because the higher the motivation, the higher the performance of the anti-corruption instructors will also be.

3. The important role of the Anti-Corruption Instructor in spreading anti-corruption values for the entire Indonesian nation certainly needs to be increased so that it is more effective in reaching all corners of society. KPK needs to increase the number of anti-corruption educators spread across 514 regencies/cities in Indonesia, and of course it is necessary to research how many minimum number of Anti-Corruption Educators are in each district/city so that anti-corruption education can effectively reach all Indonesian people

REFERENCES

A.Rawis., G.M.Sendow., M.D.Walangitan (2019) Pengaruh Motivasi Kerja dan Sertifikasi Profesi terhadap kinerja karyawan Barista Kedai Kopi Manado. Jurnal EMBA Vol.7 No.4 Juli 2019, Hal. 4730-4737.

A.B.Saluy., Budi Prawira., dan Firman Alamsyah A.B., The Influence of Leadership, Working Culture, and Working Environment for the Ministry of Administrative Reform and Bureaucracy, International Journal of Business and Economic Affairs (IJBEA) 4(5), 224-234 (2019).

ARMANSYAH, S., SALUY, A. B., DJAMIL, M., MULYANA, B., PRAMUDENA, S. M., RINDA, R. T., & ENDRI, E. Motivation Moderating the Influence of Organizational Culture and Leadership on Employment Performance.

Bindu Anto Ollukkaran, Dr. Rupa Gunaseelan, a study on the impact of work environment on employee performance Namex International Journal of Management Research 71 Vol. 2, Issue No. 2, July – December 2012.

Christabella P Bushiri, The Impact of Working Environment on employees' performance: the case of institute of finance management in dar es salaam regon.

Dipboye, Robert L. (2018). *The Emerald Review of Industrial and Organizational Psychology // 3. Work Motivation. 10.1108/9781787437852(), 103–174.*

Fahmi, P., Sudjono, Parwoto, ...Rivaldo, Y., Endri, E." Work Stress Mediates Motivation and Discipline on Teacher Performance: Evidence Work from Home Policy., 2022, 12(3), pp. 80–89.

Ghozali, Imam. 2014. *Structural Equation Modeling Metode Alternatif Dengan Partial Least Square (PLS), Edisi 4*. Semarang: Badan Penerbit Universitas Diponegoro.

Hair, J.F., R.F. Anderson, R.L. Tatham dan W.C. Black. (1995). *Multivariate Data Analysis with Readings, 4th Edition*, New Jersey: Prentice Hall, Englewood Cliffs.

Hair Jr., J. F. et al. (1998). *Multivariate Data Analysis with Readings*. Englewood Cliffs, NJ: Prentice-Hall.

Irum Shahzadi, Ayesha Javed BBA, Syed Shahzaib Pirzada, Impact of Employee Motivation on Employee Performance, European Journal of Business and Management   Vol.6, No.23, 2014 159.

Igo, Tony; Skitmore, Martin (2006). Diagnosing the organizational culture of an Australian engineering consultancy using the competing values framework. Construction Innovation: Information, Process, Management, 6(2), 121–139. doi:10.1108/14714170610710659

Kaplan, Robert M & Dennis P. Saccuzzo, 1993. *Psycological Testing Principles, Application, and Iissues,* California: Brooks/Cole Publishing Company, Pasific Group.

Kemalasari, N., Saluy, A. B., Abidin, Z., Djamil, M., Hutabarat, L., Pramudena, S. M., & Endri, E. (2021). Employee productivity evaluation with human capital management strategy: The case of covid-19 in Indonesia. *Academy of Entrepreneurship Journal*, *27*(5), 1-9.

Natzir, Mohammad. 2009. *Metode Penelitian*. Jakarta: Ghalia Indonesia

Obiekw Nduka, Employee Motivation and Performance,Thesis, Centria University of Applied Sciences Business Management, December 2016.

Rosmaini, Hasrudy Tanjung, Pengaruh Kompetensi, Motivasi Dan Kepuasan Kerja Terhadap Kinerja Pegawai, Maneggio: Jurnal Ilmiah Magister Manajemen Vol 2, No. 1, Maret 2019, 1-15.

Tomy Sun Siagian1, Hazmanan Khair, Pengaruh Gaya Kepemimpinan Dan Lingkungan Kerja Terhadap Kinerja Karyawan Dengan Kepuasan Kerja Sebagai Variabel Intervening Jurnal Ilmiah Magister Manajemen Vol 1, No. 1, September 2018, 59-70

Parker, Rachel; Bradley, Lisa (2000). *Organisational culture in the public sector: evidence from six organisations. International Journal of Public Sector Management, 13(2), 125–141.*

Pang, Kelvin; Lu, Chin-Shan (2018). *Organizational motivation, employee job satisfaction and organizational performance. Maritime Business Review,*

PRAWIRA, B., & BUNTARAN, D. F. A. A., SALUY, A. B., (2019). The influence of leadership, working culture, and working environment for the ministry of administrative reform and bureaucracy. *International Journal of Business and Economic Affairs*, *4*(5), 224-234.

Perrewé, Pamela L.; Ganster, Daniel C. (2010). *[Research in Occupational Stress and Well-being] New Developments in Theoretical and Conceptual Approaches to Job Stress Volume 8 || Occupational stressors and job performance: An updated review and recommendations, 10.1108/S1479-3555(2010)8(), 1–60.*

Psychology of Adjustment second edition1983, Eastwood Atwater, Prentice Hall Inc, New Jersey

Reizer, Abira; Brender-Ilan, Yael; Sheaffer, Zachary (2019). *Employee motivation, emotions, and performance: a longitudinal diary study. Journal of Managerial Psychology, 34(6), 415–428.*

Singarimbun, M., & Efendi, S. (2008). *Metode Penelitian Survei* (cetakan kesembilanbelas). *Jakarta: LP3ES*.

Sugiyono. (2009). *Statistika untuk Penelitian*, Bandung: Alfabeta.

Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif dan R & D*. Alfabeta Bandung.

Umar, Husein. 2002. *Riset Pemasaran & Perilaku Konsumen*. Cetakan kedua: Januari. PT Gramedia Pustaka Utama. Jakarta.

Saluy, A.B., Armansyah, S., Djamil, M., ...Rinda, R.T., Endri, E. Motivation Moderating the Influence of Organizational Culture and Leadership on Employment Performance., 2022, 18, pp. 662–670.

Saluy, A.B., Abidin, Z., Djamil, M., ...Pramudena, S.M., Endri, E." Employee Productivity Evaluation With Human Capital Management Strategy: The Case Of Covid-19 In Indonesia"*Academy of Entrepreneurship Journal*, 2021, 27(5), pp. 1–9.

Sri Satyatama., Saluy,A.B., Novawiguna Kemalasari.(2022).ANALYSIS OF INDIVIDUAL ATTITUDES AND PERCEPTIONS OF PERSONNEL PERFORMANCE WITH MOTIVATION VARIABLES AS INTERVENING IN THE DIRECTORATE FOR SECURITY OF VITAL OBJECTS AT POLDA XYZ; The seybold report Vol,17. Issu,10. Page1040-1052.

Suzulia, M. T., Sudjono., Saluy,A.B., (2020)."The Effect Of Capital Structure, Company Growth, And Inflation On Firm Value With Profitability As Intervening Variable (Study On Manufacturing Companies Listed On BEI Period 2014-2018).". *Dinasti International Journal of Economics, Finance & Accounting*, *1*(1), 95-109.

Treshia, Y., Saluy, A. B., (2018). The effect of work motivation, work discipline and compensation on employee performance (Case Study at PT IE Company). *Scientific Journal of Management and Business*, 53-70.