The Influence of Organizational Culture, Career Expectations, and Leadership Beliefs On Achievement Motivation In Integrated Islamic Primary Schools Riau Islands Province

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Abstract: In this research the author used quantitative research methods with a sample size of 116 respondents from SDIT Darussalam, SDIT Al-Madinah, SDIT Scholar. The data collection method used is in the form of a questionnaire which is then processed with statistical analysis. The results include; 1). Organizational culture has a direct effect on achievement motivation by 9.7%. 2). Career Expectations have a direct effect on Achievement Motivation by 24.4%. 3). Organizational Culture and Career Expectations simultaneously have a direct effect on Achievement Motivation by 29.1%. 4). Organizational culture has a direct effect on Leadership Trust by 13.9%. 5). Career Expectations have a direct effect on Leadership Confidence by 16.7%. 6). Organizational Culture and Career Expectations simultaneously have a direct effect on Leadership Trust by 25.6%. 7). Leadership Trust has a direct effect on Achievement Motivation by 36.2%. 8) Organizational Culture, Career Expectations and Leadership Trust together (simultaneously) have a direct effect on Achievement Motivation by 44.4%. 9). Organizational Culture has a direct effect on Achievement Motivation through Leadership Trust by 41%. 10). Career Hope has a direct effect on Achievement Motivation through Leadership Trust by 41.5%. The conclusion is that organizational culture, career expectations and leadership beliefs can influence achievement motivation.

Keyword: Organizational Culture, Career Expectations, Leadership Beliefs, Achievement Motivation

INTRODUCTION

The term motivation, like emotion, comes from Latin which means "to move". Psychology studies motivation with the aim of studying the causes or reasons that make individuals do what they do. For psychologists, motivation refers to a process in humans or animals that causes the organism to move toward a goal or move away from an unpleasant situation (Haryani & Tairas, 2014).

Hardjana explained that motivation encourages people to work to achieve their goals and objectives because they are confident and aware of the goodness, importance and benefits. Therefore, it can also be said that motivation means generating motives, generating motivation, or moving someone or oneself to do something in order to achieve a decision or goal (Hardjana, 2000). Mc Clelland said that achievement motivation is influenced by two factors, namely intrinsic factors and extrinsic factors. Intrinsic factors include: possibility of success, strength of failure, value, self-efficacy, as well as age, experience and gender. Meanwhile, external factors include the school environment, family and friends (Armstrong & Taylor, 2014).

Mc Cleland's needs theory in the book Human Resource Management, emphasizes that a person's needs are formed through a learning process and are obtained in interaction with the environment. Although there is a precise relationship between these two types of needs, Mc Cleland believes that the environment plays a major role in the strength of each type of need; He further revealed that early learning and training activities had an impact and modified a person's existing needs. Mc Cleland's approach to motivation emphasizes the importance of three types of needs, namely: (a) Need for Achievement (NACH). The need for achievement is the desire to do something better or more efficiently, solve a problem, or master a difficult task. (b) Need for Power (NPOW), The need for power is the desire to supervise or control other people, influence their behavior, or be responsible for other people. (c) Need for Affiliation (NAFF), The need for affiliation is the desire to build and maintain friendly and warm relationships with other people (Armstrong, 2012)

Apart from achievement motivation, organizations also have a role in individual development by determining teachers' interests, skills and weaknesses; carry out development activities for teachers including experience in their work, interpersonal relationships, and formal education to advance their careers according to teacher expectations. Development management assists teachers in selecting suitable development activities to achieve their career goals and expectations. Organizations must always evaluate teacher career development. It is important to look at the usefulness of career development programs, the feed of which is by holding teacher training or Bimtek, seminars or training that has been carried out to provide satisfaction to teachers. An organization is a system of activities or forces that are consciously coordinated by two people or several people. The basis for establishing an organization is to achieve effective and efficient goals, "effectiveness must be distinguished from efficiency (M. Mukhtar et al., 2020).

Organizational culture can be defined as being characterized by continuous improvement in all processes, methods and tools (Giovannini, 2013). Organizational culture is to permanently improve quality and is characterized by two distinct elements: on the one hand, the cultural/psychological element of shared values, beliefs, expectations and commitment to quality and on the other hand, the structural/managerial element with defined processes that improve quality and aims to coordinate individual efforts (Fung, 2017).

Organizational culture is essentially an invisible social force that can motivate employees in a company to carry out work activities. Everyone in the organization learns the culture that exists in the organization unconsciously. A strong organizational culture promotes organizational goals, while a weak or poor organizational culture hinders or conflicts with organizational goals. Most organizational members understand, accept, and champion a strong organizational culture and shared values. Although corporate culture is lacking, the individuals within it are unaware of the shared ideals that are valued and used as a standard of living (Hariandi et al., 2021).

Organizational culture is the meaning developed by an organization that employees or teachers must adhere to in order to distinguish a common thought that differentiates individuals from one organization from another. Organizational culture influences behavior directly and has a big impact on teachers or employees, which creates an environment that

builds or destroys the school, and this can influence the improvement of teacher performance and individual comfort in the process of completing tasks or working to achieve career expectations (Teuku Mochammad, n.d.). Organizational culture can help employee performance, because it creates an extraordinary level of motivation for employees to give their best abilities in taking advantage of the opportunities provided by their organization. To implement a suitable organizational culture in an organization, it requires support and participation from all members within the organization (Jamaluddin et al., 2017).

Organizational culture has functions that support the achievement of goals within the organization. The functions of organizational culture include; (1) determining behavioral boundaries, (2) growing awareness of identity as an organization, (3) growing commitment, (4) maintaining organizational stability, and, (5) monitoring mechanisms (Siagian, 2008). Apart from organizational culture, at least influencing teacher career expectations also depends on teacher achievement motivation in an organizational institution. Organizational culture has a very strategic role in encouraging and improving the effectiveness of organizational performance, especially employee performance in both the short and long term (Nurhayati, 2024).

By creating a good organizational culture in an organization, it will of course have a positive impact on teachers' career expectations according to their expectations. Therefore, it is important that teacher career development is seen as a continuous effort carried out within an organization in an effort to improve and enrich human resources to meet the needs of teachers and the organization. Career development as part of organizational development efforts. Organizational development can be interpreted as a planned process to improve an organization and develop its structure, systems and processes in order to increase effectiveness and achieve desired goals and to realize changes in an organizational culture.

A career starts with career planning first. Planning for a career development process is important because without good planning, it is difficult to achieve change for the better. Career hope theory according to Hasibuan, aims to determine actions that will produce the expectations desired by a worker. This theory states that individuals will value certain action strategies, such as working hard and putting in more effort, and will take actions that are expected to get rewards such as salary increases or awards that are valuable to the individual (Hasibuan, 2019).

Meanwhile, according to Snyder, hope is the total will power and strategies that an individual has to achieve goals (Lopez et al., 2018). Career expectancy is the strength of the belief that work-related efforts will result in a certain level of performance (Lunenburg, 2012). A career starts with career planning first. Planning for a career development process is important because without good planning, it is difficult to achieve change for the better. So in organizations, career expectations must be an ongoing process in the same way as career planning for individuals. Job promotion and transfer systems nurture talented employees, motivating and developing them at the same time. Except managers use this system in some coherent and integrated way, the most promising people will leave.

It is very important and must be realized that a good organization with good leadership beliefs must be accompanied and instilled with values that are believed by every element of the organization, both superiors and subordinates. Leadership trust in an organization will be something that really determines the course of the organization, this is because leadership trust is the heart of the organization. An organization will run well if leadership functions as it should, conversely if leadership does not run well it will have a negative impact on the running of the organization. Good leadership will create a conducive work climate for the organization, which will ultimately have an impact on the quality of the organization.

Leadership must be able to create shared values and culture, communicate goals to teachers in the organization and be able to inject enthusiasm to show the highest performance

to teachers. Richard understands that leadership is using influence to motivate employees (teachers) to achieve organizational goals (Daft, 2010).

Leadership can be interpreted as a potential to influence and encourage group efforts in completing organizational goals (Latif, 2018). Leaders play an important role in an organization in a company or organization to achieve the organization's high vision and mission (Teuku Mochammad, n.d.)

A leader in carrying out his role must have the trust of his subordinates, namely teachers. When leaders are trusted and have potential, then others in the organization begin to recognize their vision and that they have the talent to find important opportunities that will benefit the team or organization as a whole. They thrive with additional responsibilities, and when they have a team to manage, they contribute at a higher level, work well with their peers, and show an aptitude for developing team members. Others naturally gravitate towards them to bounce ideas off of; this process can be formalized into a mentoring or coaching role.

Confidence is a self-expressive ability built to enjoy every homework and project. The feeling of pleasure and completion of a project will stimulate a person's active thinking (Zheng, 2015). Martin further proposed that "trust leadership" requires the leader to influence followers by incorporating into their value system to build trust, to develop genuine personal relationships and for the leader to engage in continuous introspection. The development of trust is achieved through communication, the leader keeps promises and first of all shows trust in followers (Mangundjaya, 2019).

Trust in leadership is those who strive to achieve goals through unshakable self-confidence, the strength of moral conviction, example and sacrifice (Hughes et al., 2019). Trust will build gradually as each member commits to actions at team meetings and carries them out as promised (Osborne, 2015). Meanwhile, Reina presents five behaviors for someone to gain leadership trust, namely: 1) Respecting their agreements; 2) Be consistent; 3) Recognize employees' abilities by including them in decision making; 4) Open open communication channels; and 5) Responsible (Reina & Reina, 2016).

Trust is confidence in the integrity, ability, character of someone or something (Hajar et al., 2018). In organizations, leadership trust is important because it will help manage complexity, develop capacity for action, increase collaboration and increase organizational learning capabilities. Trust in superiors is an important element that influences the emergence of commitment in employees. Confidence is the foundation of good leadership. Especially in times of uncertainty, upheaval, or crisis, believing in yourself and making the right decisions will provide credibility and integrity, which in turn will enhance the organization's reputation and build trust among all stakeholders. (Yukl, 2010).

The principal is the highest leader in the school who has the duty and mandate to manage all educational human resources to achieve school goals (Ikhtiati et al., 2023). The principal as the leader of an educational institution must be able to understand all situations that exist in the school so that he can apply a leadership style that is appropriate to the situation of his school. Therefore, according to experts, a leadership style can be effective in certain situations and less effective in other situations, these leadership styles are authoritarian, democratic and laissez faire (D. Mukhtar et al., 2017).

The leader's task is to determine the course of the organization within an organizational institution, this is because leadership is the heart of the organization. An organization will run well if leadership trust runs well in an organization then leadership will function as it should, conversely if the absence of leadership trust does not work well then it will have a negative effect on the running of an organization. Good leadership trust can create a conducive work climate for the organization, which will ultimately have an impact on the quality of the organization. Based on this mindset, it is deemed necessary to examine the influence of organizational culture, career expectations and leadership beliefs on achievement motivation in Integrated Islamic Elementary Schools (SDIT) in the Riau Islands Province.

METHOD

This study uses a quantitative approach. According to Creswell "Quantitative research is a type of educational research in which the researcher decides what to study, asks specific, narrow questions, collects quantifiable data for participants, analyzes these numbers using statistics and conducts the inquiry in an unbiased, objective manner (Cresswell, 2012). Quantitative research is a method for testing certain theories by examining the relationships between variables. This variable is measured using research instruments, so that data consisting of numbers can be analyzed based on statistical procedures.

According to R. Burke Johnson, quantitative research is research that relies on collecting quantitative data. Qualitative research is research that focuses on exploration, description, and sometimes theory generation and construction using qualitative data. In this research, data analysis techniques in structural equation models will be found using intervening variables or moderating variables. Of course, a model like this cannot be solved using a multiple linear regression approach (CHRISTENSEN, 2014).

One analysis technique that can solve this problem is path analysis. According to Sugiyono, path analysis is an analysis that uses correlation and regression so that it can be seen that to arrive at the final dependent variable you have to go through a direct path or through an intervening variable. This model is used to analyze the pattern of relationships between variables with the aim of finding out whether there is a direct or indirect influence from a set of independent variables (exogenous) on the dependent variable (endogenous) (Sugiyono, 2017).

The respondents in this research were teachers in the Riau Islands Province. The results of data processing will provide an overview of the extent of influence of organizational culture, career expectations and leadership beliefs on achievement motivation in Integrated Islamic Primary Schools in the Riau Islands Province. The model analyzed is based on theories and concepts that are able to explain the causal relationship between the variables studied. In accordance with the problem formulation and research objectives and hypotheses (Nurhayati, 2024).

Sugiyono provides the understanding that: "Population is a generalized area consisting of objects or subjects that constitute certain quantities and characteristics determined by researchers to be studied and then conclusions drawn" (Sugiyono, 2017). The target population in this research is all teachers at Integrated Islamic Elementary Schools (SDIT) in the Riau Islands Province which consists of seven districts, namely (1) Batam, (2) Tanjung Pinang, (3) Karimun, (4) Lingga, (5) Natuna, (6) Bintan and (7) Anambas.

A sample is a portion of objects that represent a population selected in a certain way (Rangkuti, 2014). Based on the population above, a research sample area was obtained using area or regional sampling techniques (Creswell, 2015b). A sample is part of a population or representative of the population studied and taken as a data source and can represent the entire population or sample is a part of the number and characteristics of the population (Asrulla et al., 2023). The Riau Islands Province consists of several cities or districts so it was taken based on the map, namely the West, Central and East regions. Representing the Western region is Karimun Regency, the Eastern region is represented by the City of Tanjungpinang, the Central region is represented by the city of Batam, so the schools that are the research objects in this research are SDIT Al Madinah TPI Timur Karimun, the Islamic Private Integrated Elementary School Tebing Tebing Tanjung Pinang and SDIT Darussalam Batam City.

Considering that the number of respondents from these three regions was 146 teachers. Consisting of SDIT Al Madinah TPI Karimun totaling 44 people, SD Private Islamic Terpadu Tebing Tanjung Pinang totaling 41 people and SDIT Darussalam Batam City totaling 61 people, so the researcher used a large sample sampling technique in this research using a non-probability technique, namely saturated or frequent samples. called total sampling. According

to Sugiyono, a saturated sample is a sampling technique that takes all members of the population as respondents or samples (Sugiyono, 2017). Of the 146 respondents, 30 were used as trial samples, and the remaining 116 were used as research samples.

The data collection technique used in this research is a questionnaire method which is given to respondents in the form of a checklist to reveal the existence of each research variable which includes organizational culture, career expectations, leadership beliefs and achievement motivation. The instrument used for data collection is a list of questions or questionnaire. A questionnaire is a data collection technique that is carried out by giving respondents a set of questions or written statements to answer (Sugiyono, 2013).

After being filled in, the questionnaire was handed back to the researcher. In this research, researchers used a questionnaire as a measuring tool to collect the opinions of respondents which are alternative answers in the research instrument using a Likert scale. This scale assesses the attitudes or behavior desired by researchers by asking several questions to respondents. With a scale according to Neolaka, where each instrument item has a gradation of very positive to very negative (Neolaka, 2014). Namely as follows:

1. Strongly Agree (SS)   5
2. Agree (S)   4
3. Undecided (RR)   3
4. Disagree (TS)   2
5. Strongly Disagree (STS)   1

Determining the score at each level on the scale must be adjusted to the type of question narrative, namely whether the question narrative is negative (*unfavourable)* or the question narrative is positive (*favourable*). For statements that have a negative value, the numbers or assessment scores are reversed (Zainal Mustafa, 2014)

This research analyzes the direct influence of several variables on other variables using a path analysis approach which is often called a cause and effect relationship pattern (Creswell, 2015a).

RESULTS AND DISCUSSION

In this research, hypothesis testing is carried out through several stages, namely the regression calculation stage, the correlation calculation stage and the path analysis calculation stage. At the regression calculation stage, the aim is to predict fixed/endogenous variables if the independent/exogenous variables are increased or decreased. Correlation calculations are carried out to find out how much contribution the intervening variable makes to the endogenous variable. Next, path analysis calculations are carried out to test the relationship between exogenous and endogenous variables which are formed by cause and effect (empirical causality).

The calculation stage in testing was carried out using Microsoft Excel and SPSS 29.00 programs. The hypotheses to be tested include:

Direct influence of Organizational Culture (X_1) on Achievement Motivation (X_4).

Formulating the first hypothesis in this research individually, Organizational Culture (X_1) has a direct effect on Achievement Motivation (X_4). From the calculation results it can be seen that there is a correlation between X_1 and X_4 with a correlation coefficient of 0.311. This means there is a strong relationship between Organizational Culture (X_1) and Achievement Motivation (X_4). So we have obtained a t_{count} value of 3.492. Next, the t_{table} value found in the ttable distribution is 1.981. Because t_{count} (3.492) > t_{table} (1.981), Ho is rejected, which means that there is an influence between the Organizational Culture variable (X_1) on the Achievement Motivation variable (X_4). Thus, the first hypothesis is accepted. The calculation results using SPSS version 29.00 are as follows :

Table 1. Calculation of correlation coefficient with SPSS

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	92.549	10.962		8.442	<,001
	X_1 Budaya Organisasi	.290	.083	.311	3.492	<,001

a. Dependent Variable: X_4 Motivasi Berprestasi

Based on the table above, it is known that in the Sig (Significant) column in the calculation table, the sig value is obtained. <0.001. Sig value. <0.001 is smaller than the probability value of 0.05 or <0.001< 0.05. So H_0 is accepted and H_1 is rejected, and this means that the path analysis coefficient is significant. Thus, Organizational Culture (X_1) contributes significantly to Achievement Motivation (X_4).

Furthermore, it can be seen that determination (r_{14}) shows that the influence value of X_1 on² = 0.311 x 0.311 = 0.097 (9.7%). Meanwhile, the influence of other variables outside of this research on Achievement Motivation (X_4) is with the formula ($\epsilon 1 = 1 - r_{14}^2$) = 1 - 0.311² = 1 - 0.097 = 0.903 (90.3%). The calculation results using SPSS version 29.00 are as follows:

Table 2. Measurement of the Relationship between (X_1) and (X_4)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.311[a]	.097	.089	14.503

a. Predictors: (Constant), X_1 Budaya Organisasi

Direct influence of Career Expectations (X_2) on Achievement Motivation (X_4).

The formulation of the second hypothesis in this research is that individual Career Hope (X_2) has a direct effect on Achievement Motivation (X_4). From the calculation results it can be seen that there is a correlation between X_2 and X_4 with a correlation coefficient of 0.494. This means there is a strong relationship between Career Expectations (X_2) and Achievement Motivation (X_4). So we have obtained a t_{count} value of 6.068. Next, the t_{table} value found in the t_{table} distribution is 1.981. Because t_{count} (6.068) > t_{table} (1.981), Ho is rejected, which means that there is an influence between the Career Expectation variable (X_2) on the Achievement Motivation variable (X_4). Thus, the second hypothesis is accepted. The calculation results using SPSS version 29.00 are as follows:

Table 3. Calculation of correlation coefficient with SPSS

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	74.394	9.334		7.970	<,001
	X_2 Harapan Karir	.410	.068	.494	6.068	<,001

a. Dependent Variable: X_4 Motivasi Berprestasi

Based on the table above, it is known that in the Sig (Significant) column in the calculation table, the sig value is obtained. <0.001. Sig value. <0.001 is smaller than the probability value of 0.05 or <0.001< 0.05. So H0 is accepted and H1 is rejected, and this means that the path analysis coefficient is significant. Thus Career Expectations (X_2) contributes significantly to Achievement Motivation (X_4).

Furthermore, it can be seen that determination (r_{24}) shows that the influence value of X_2 on² = 0.494 x 0.494 = 0.244 (24.4%). Meanwhile, the influence of other variables such as

leadership style and work commitment which are outside of this research on Achievement Motivation (X_4) is by the formula $(\epsilon 1 = 1 - r24^2) = 1 - 0.494^2 = 1 - 0.244 = 0.756$ (75.6%). The calculation results using SPSS version 29.00 are as follows:

Table 4. Measurement of the Relationship between X_1 and X_4

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.494[a]	.244	.238	13.266

a. Predictors: (Constant), X_2 Harapan Karir

The direct influence of Organizational Culture (X_1) and Career Expectations (X_2) on Achievement Motivation (X_4).

In this research, the third hypothesis states that Organizational Culture (X_1) and Career Expectations (X_2) have a direct effect on Achievement Motivation (X_4) is:

Table 5. Calculation of correlation coefficient with SPSS

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	52.262	12.138		4.306	<,001
X_1 Budaya Organisasi	.207	.075	.222	2.747	.007
X_2 Harapan Karir	.374	.067	.450	5.574	<,001

a. Dependent Variable: X_4 Motivasi Berprestasi

From the equation above, it can be seen that Achievement Motivation (X_4) will increase if Organizational Culture (X_1) and Career Expectations (X_2) are better. From this equation it is known that the regression coefficient for Organizational Culture (X_1) of 0.207 is greater than the regression coefficient for Career Expectations (X_2) of 0.374.

Based on manual analysis of calculated data, the multiple correlation coefficient X_1 and and X_2 to X_4 (R^2_{412}) as big as 0.291, where is the real level $\alpha = 0.05$ w dk1 = k = number of independent variables = 2 and dk2 = n – k – 1 = 116 – 2 – 1 = 113 earned value $F_{table} = 3,077$ and the results of manual calculations get a value $F_{count} = 23, 242$. The manual calculation results are the same as the SPSS 29.00 calculation results as follows :

Tabel 6. SPSS Anova Test Results Effect of X_1 and X_2 on X_4

ANOVA[a]

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	7736.350	2	3868.175	23.242	<,001[b]
Residual	18806.435	113	166.429		
Total	26542.784	115			

a. Dependent Variable: X_4 Motivasi Berprestasi

Based on the table above, the value of Fcount = 23.242 > Ftable = 3.077, then H_0 is rejected and H_1 is accepted. Thus, the research hypothesis which states that there is a direct influence of Organizational Culture (X_1) and Career Expectations (X_2) on Achievement Motivation (X_4) can be accepted because its validity has been tested.

The simultaneous influence of the variables Organizational Culture (X_1) and Career Expectations (X_2) together on the Achievement Motivation variable (X_4) can be seen from

the R_{2412} (R_{Square}) value of = 0.291 or 29.1%. The influence of other variables outside the model on the Leadership Trust variable is 1- R_{2412} = 1- 0.291 = 0.709 (70.9%). Based on the calculation of the multiple correlation coefficient above, it is known that the variables Organizational Culture (X_1) and Career Expectations (X_2) together influence the Achievement Motivation variable (X_4) by 29.1% while the remaining 70.9% is influenced by other variables.

Direct influence of Organizational Culture (X_1) on Leadership Trust (X_3).

The formulation of the fourth hypothesis in this research is that individually Organizational Culture (X_1) has a direct effect on Leadership Trust (X_3). From the calculation results it can be seen that there is a correlation between X_1 and X_3 with a correlation coefficient of 0.372. This means there is a strong relationship between Organizational Culture (X_1) and Leadership Trust (X_3). So we have obtained a t_{count} value of 4.283. Next, the ttable value found in the t_{table} distribution is 1.981. Because t_{count} (4.283) > t_{table} (1.981), Ho is rejected, which means that there is an influence between the Organizational Culture variable (X_1) on the Leadership Trust variable (X_3). The calculation results using SPSS version 29.00 are as follows:

Table 7. Calculation of correlation coefficient with SPSS
Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	78.172	12.341		6.334	<,001
X_1 Budaya Organisasi	.400	.093	.372	4.283	<,001

a. Dependent Variable: X_3 Kepercayaan Kepemimpinan

Based on the table above, it is known that in the Sig (Significant) column in the calculation table, the sig value is obtained. <0.001. Sig value. <0.001 is smaller than the probability value of 0.05 or <0.001 < 0.05. So H0 is rejected and H1 is accepted, this means that the path analysis coefficient is significant. Thus, Organizational Culture (X_1) influences or contributes significantly to Leadership Trust (X_3).

Furthermore, it can be seen that determination (r_{13}) shows that the influence value of X_1 on X_3 is 0.372 this means to find out the amount of contribution or contributions from the Organizational Culture variable (X_1) to the Leadership Trust variable (X_3), namely by calculating the total influence, the method is to square the value $(r_{13})^2 = 0.372 \times 0.372 = 0.139$ (13.9%). Meanwhile, the influence of other variables outside of this research on Leadership Trust (X_3) is with the formula $(\epsilon1 = 1 - r_{13}{}^2) = 1 - 0.372^2 = 1 - 0.139 = 0.861$ (86.1%). Thus, it can be concluded that the Organizational Culture variable (X_1) can partially influence the Leadership Trust variable (X_3) by 13.9%, while the remaining 86.1% is influenced by other variables outside of this research. The calculation results using SPSS version 29.00 are as follows:

Table 8. Measurement of the Relationship between X_1 and X_3
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.372[a]	.139	.131	16.326

a. Predictors: (Constant), X_1 Budaya Organisasi

Direct influence of Career Expectations (X_2) on Leadership Confidence (X_3).

The formulation of the fifth hypothesis in this research is that individual Career Expectations (X_2) has a direct effect on Leadership Trust (X_3). From the calculation results it

can be seen that there is a correlation between X_2 and X_3 with a correlation coefficient of 0.409. This means there is a strong relationship between Career Expectations (X_2) and Leadership Trust (X_3). So we have obtained a t_{count} value of 4.786. Next, the t_{table} value found in the t_{table} distribution is 1.981. Because t_{count} (4.786) > t_{table} (1.981), Ho is rejected, which means that there is an influence between the Career Expectations variable (X_2) on the Leadership Trust variable (X_3). The calculation results using SPSS version 29.00 are as follows:

Table 9. Calculation of correlation coefficient with SPSS

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	77.041	11.295		6.821	<,001
X_2 Harapan Karir	.392	.082	.409	4.786	<,001

a. Dependent Variable: X_3 Kepercayaan Kepemimpinan

Based on the table above, it is known that in the Sig (Significant) column in the calculation table, the sig value is obtained. <0.001. Sig value. <0.001 is smaller than the probability value of 0.05 or <0.001 < 0.05. So H_0 is rejected and H_1 is accepted, this means that the path analysis coefficient is significant. Thus, Career Expectations (X_2) influences or contributes significantly to Leadership Trust (X_3).

Furthermore, it can be seen that determination (r_{23}) shows that the influence value of X_1 on X_3 is 0.409 this means to find out the amount of contribution or contributions from the Organizational Culture variable (X_1) to the Leadership Trust variable (X_3), namely by calculating the total influence, the method is to square the value $(r_{23})^2 = 0.409 \times 0.409 = 0.167$ (16.7%). Meanwhile, the influence of other variables outside of this research on Leadership Trust (X_3) is with the formula $(\epsilon 1 = 1 - r_{23}^2) = 1 - 0.409^2 = 1 - 0.167 = 0.833$ (83.3%). Thus, it can be concluded that the Organizational Culture variable (X_1) can partially influence the Leadership Trust variable (X_3) by 16.7%, while the remaining 83.3% is influenced by variables outside of this research. The results of calculations using SPSS version 29.00 are as follows :

Table 10. Measurement of the Relationship between X_2 and X_3

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.409^a	.167	.160	16.052

a.   Predictors: (Constant), X_2 Harapan Karir

Direct influence of Organizational Culture (X_1) and Career Expectations (X_2) on Leadership Trust (X_3).

The formulation of the sixth hypothesis in this research is Organizational Culture (X_1) and Career Expectations (X_2) on Leadership Trust (X_3):

Table 11. Calculation of correlation coefficient with SPSS

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	42.161	14.342		2.940	.004
X_1 BudayaOrganisasi	.326	.089	.303	3.664	<,001
X_2 Harapan Karir	.334	.079	.349	4.217	<,001

a. Dependent Variable: X_3 Kepercayaan Kepemimpinan

From the equation above, it can be seen that Leadership Trust (X_3) will increase if Organizational Culture (X_1) and Career Expectations (X_2) are better. From this equation it is known that the regression coefficient for Organizational Culture (X_1) of 0.326 is greater than the regression coefficient for Career Expectations (X_2) of 0.334.

So the F_{count} value of 3.077 has been obtained. Next, the F_{table} values contained in the F_{table} distribution are obtained with a significance level ($\alpha = 0,05$) and the degrees of freedom (dk= n-k-1 = 116 – 2 - 1 = 112) is 3.074 because F_{count} (19.414) > F-table (3.077) then the Organizational Culture variable (X_1) has a significant effect on the Leadership Trust variable (X_3). The manual calculation results are the same as the SPSS 29.00 calculation results as follows:

Tabel 12. SPSS Anova Test Results on the Effect of X_1 and X_2 on X_3

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9021.631	2	4510.815	19.414	<,001^b
	Residual	26255.429	113	232.349		
	Total	35277.060	115			

a. Dependent Variable: X_3 Kepercayaan Kepemimpinan

b. Predictors: (Constant), X_2 Harapan Karir, X_1 Budaya Organisasi

Based on the table above, it can be seen that the f-count value is 19.41 with a significance probability value in the column (sig.) of <0.001, this means that the sig. smaller than the probability value of 0.05 (<0.001<0.05), then H_0 can be accepted and H_a rejected, this means that the coefficient value of the double path analysis of Organizational Culture (X_1) and Career Expectations (X_2) on Leadership Trust (X_3) is significant.

The simultaneous influence of the variables Organizational Culture (X_1) and Career Expectations (X_2) together on the Achievement Motivation variable (X_4) is seen from the value R^2_{312} (R_{Square}) equal to = 0.256 or 25.6%. The influence of other variables outside the model on the madarasah effectiveness variable is the formula ($\epsilon1 = 1 - R^2_{312}$) = 1- R^2_{312}= 1- 0.256 = 0.744 (74.4%). Based on the calculation of the multiple correlation coefficient above, it is known that the variables Organizational Culture (X_1) and Career Expectations (X_2) together influence the Leadership Trust variable (X_3) by 25.6% while the remaining 74.4% is influenced by other variables.

Direct influence of Leadership Trust (X_3) on Achievement Motivation (X_4).

The formulation of the seventh hypothesis in this research is that individually Leadership Trust (X_3) has a direct effect on Achievement Motivation (X_4). From the calculation results it can be seen that there is a correlation between X_3 and X_4 with a correlation coefficient of 0.602. This means that there is a strong relationship between Leadership Trust (X_3) and direct influence on Achievement Motivation (X_4). So we have obtained a tcount value of 8.042. Next, the ttable value found in the ttable distribution is 1.981. Because t_{count} (8.042 > t_{table} (1.981), Ho is rejected, which means that there is an influence between the Leadership Trust variable (X_3) which has a direct effect on Achievement Motivation (X_4). The results of calculations using SPSS version 29.00 are as follows:

Table 13. Calculation of correlation coefficient with SPSS

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	62.374	8.552		7.293	<,001
X$_3$ Kepercayaan Kepemimpinan	.522	.065	.602	8.042	<,001

a. Dependent Variable: X$_4$ Motivasi Berprestasi

Based on the table above, it is known that in the Sig (Significant) column in the calculation table, the sig value is obtained. <0.001. Sig value. <0.001 is smaller than the probability value of 0.05 or <0.001 < 0.05. So H$_0$ is rejected and H$_1$ is accepted, this means that the path analysis coefficient is significant. Thus, Leadership Trust (X$_3$) has a direct effect on Achievement Motivation (X$_4$).

Furthermore, it can be seen that the determination (r$_{43}$) shows that the influence value of X$_3$ on X$_4$ is 0.602 this means to find out the amount of contribution or contributions from the Leadership Trust variable (X$_3$) to the Achievement Motivation variable (X$_4$), namely by calculating the total influence, The method is to square the value (r$_{34}$)^2 = 0.602 x 0.602 = 0.362 (36.2%). Meanwhile, the influence of other variables outside of this research on Leadership Trust (X$_3$) is with the formula ($\epsilon1 = 1 - r_{34}^2$) = 1 – 0.602^2 = 1 - 0.362 = 0.638 (63.8%). Thus, it can be concluded that the Leadership Trust variable (X$_3$) can partially influence the Achievement Motivation variable (X$_4$) by 36.2%, while the remaining 63.8% is influenced by other variables outside of this research. The calculation results using SPSS version 29.00 are as follows:

Table 14. Measurement of the Relationship between X$_3$ and X$_4$

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.602^a	.362	.356	12.189

a. Predictors: (Constant), X$_3$ Kepercayaan Kepemimpinan

The influence of Organizational Culture (X$_1$), Career Expectations (X$_2$) and Leadership Trust (X$_3$) on Achievement Motivation (X$_4$).

The formulation of the eighth hypothesis in this research is Organizational Culture (X$_1$), Career Expectations (X$_2$) and Leadership Trust (X$_3$) on Achievement Motivation (X$_4$) with the results of multiple correlation coefficient values X$_1$, X$_2$, X$_3$ and on X$_4$ of 0.665 and R$_{square}$ of 0.442 and coefficient of determination (R$_{square}$) = (R$_{X4X1X2X3}$)^2 = 0.665^2 = 0.442. The calculation results using SPSS version 29.00 are:

Table 15. Measurement of the Relationship between X$_1$, X$_2$, X$_3$ and X$_4$

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.665^a	.442	.427	11.499

a. Predictors: (Constant), X$_3$KepercayaanKepemimpinan, X$_1$BudayaOrganisasi, X$_2$HarapanKarir

Meanwhile, the F$_{count}$ value is 29.583. Next, we obtain the F$_{table}$ value contained in the F$_{table}$ distribution with a significance level (α = 0,05) and degrees of freedom (dk= n-k-1 = 116 – 3 - 1 = 112) of 3.077. Because F$_{count}$ (29.583) > F$_{table}$ (3.077) then the Organizational Culture (X$_1$), Career Expectations (X$_2$) and Leadership Trust (X$_3$) have a significant effect on the Achievement Motivation (X$_4$) . The calculation results using SPSS version 29.00 are:

Tabel 16. SPSS Anova Test Results on the Effect of X_1, X_2 and X_3 on X_4

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11734.288	3	3911.429	29.583	<,001[b]
	Residual	14808.496	112	132.219		
	Total	26542.784	115			

a. Dependent Variable: X_4 Motivasi Berprestasi

b. Predictors: (Constant), X_3 Kepercayaan Kepemimpinan, X_1 Budaya Organisasi, X_2 Harapan Karir

Based on the table above, it can be seen that the Fcount value is 29.583 with a significance probability value in the column (sig.) of <0.001, this means that the sig. is smaller than the probability value of 0.05 (<0.001<0.05), then H_0 can be accepted and H_a is rejected, meaning that the coefficient value of the double path analysis of Organizational Culture (X_1) and Career Expectations (X_2) on Leadership Trust (X_3) is significant.

The simultaneous influence of the variables Organizational Culture (X_1), Career Expectations (X_2) and Leadership Trust (X_3) together on the Achievement Motivation variable (X_4) is seen from the value $R_{(X4X1X2X3)}$ (R_{Square}) qual to = 0.442 or 44.2%. The influence of other variables outside the model on the madarasah effectiveness variable is 1-$R_{(X4X1X2X3)}$ = 1- 0.442 = 0.558 (55.8%).

Based on the calculation of the multiple correlation coefficient above, it is known that the variables Organizational Culture (X_1), Career Expectations (X_2) and Leadership Trust (X_3) together influence the Achievement Motivation variable (X_4) by 44.2% while the remaining 55.8% is influenced by other variables.

Complete calculations for the beta coefficient can be seen in the IBM SPSS 29.00 results as depicted in the following table:

Table 17. Calculation of correlation coefficient with SPSS

Coefficients[a]

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1 (Constant)	35.810	11.225		3.190	.002
X_1 BudayaOrganisasi	.080	.071	.085	1.122	.264
X_2 HarapanKarir	.244	.064	.293	3.786	<,001
X_3 KepercayaanKepemimpinan	.390	.071	.450	5.499	<,001

a. Dependent Variable: X_4 Motivasi Berprestasi
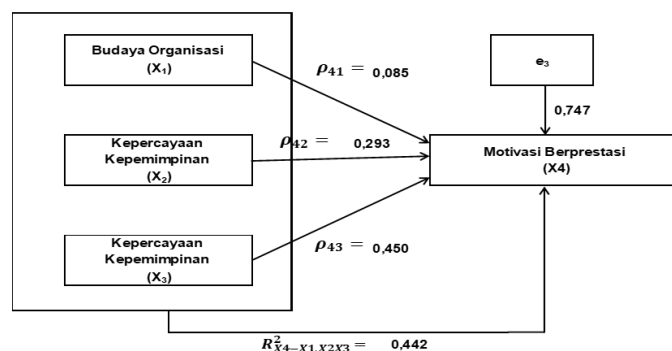
Figure 1. Empirical Causal Path Diagram Structural Equation of the Third Model X_1, X_2 and X_3 towards X_4

Direct influence of Organizational Culture (X_1) on Achievement Motivation (X_4) through Leadership Trust (X_3).

The formulation of the ninth hypothesis in this research is Organizational Culture (X_1) on Achievement Motivation (X_4) through Leadership Trust (X_3) with statistical hypothesis requirements:

Ho : $\rho x413 \leq 0$ Organizational Culture (X_1) does not contribute to Motivation
          Achievement (X_4) through Leadership Trust (X_3)

Ha : $\rho x413 > 0$ Organizational Culture (X_1) does not contribute to Motivation
          Achievement (X_4) through Leadership Trust (X_3)

In this case, it will be seen whether the Leadership Trust variable (X_3) can be an intervening (mediating variable) between Organizational Culture (X_1) and Achievement Motivation (X_4). By looking at the table of beta values in the sixth hypothesis and eighth hypothesis in SPSS Version 29.00 as follows:

Tabel 18. Nilai Beta pengaruh X1 dan X2 terhadap X3

Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
1 (Constant)	42.161	14.342	
X_1 Budaya Organisasi	.326	.089	.303
X_2 Harapan Karir	.334	.079	.349

Tabel 19. Nilai Beta pengaruh X1, X2 dan X3 terhadap X4

Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
1 (Constant)	35.810	11.225	
X_1BudayaOrganisasi	.080	.071	.085
X_2HarapanKarir	.244	.064	.293
X_3KepercayaanKepemimpinan	.390	.071	.450

The picture above shows that the influence of Organizational Culture (X_1) on Achievement Motivation (X_4) is 0.805 (80.5%) depicted on the path p1 ($\rho X_4,X_1$). The influence of organizational culture (X_1) on leadership trust (X_3) is 0.303 (30.3%) depicted on the path p2 ($\rho X3,X_1$) and the influence of Leadership Trust (X_3) on Achievement Motivation (X_4) is 0.450 (45.0%) The path p3 ($\rho X_4,X_3$) is depicted. Thus the indirect influence of X_1 on X_4 through X_3 ($\rho X_4,X_3.X_1$) is the multiplication of paths p2 x p3 = ($\rho X_4,X_3$)($\rho X_4,X_3$) = 0,303 x 0,450 = 0,136 this means $\rho X_4,X_3.X_1$ (0.136) > 0, thus H_0 is rejected and H_1 accepted means there is an influence of Organizational Culture (X_1) on Achievement Motivation (X_4) through Leadership Trust (X_3). Meanwhile, the direct influence of X_1 on X_4 is $\rho x4x1$ = 0.198 and the indirect influence of X_1 on X_4 is $\rho x3x1$ ($\rho2$) x $\rho x4x3$ ($\rho3$) = 0,373 x 0,873 = 0,212. The total direct influence of X_1 on X_4 is $\rho1 + (\rho2 x \rho3)$ that is = 0,198 + 0,212 = 0,410.

The results of path analysis show that Organizational Culture (X_1) can have a direct effect on Achievement Motivation (X_4) and can also have an indirect effect on Achievement Motivation (X_4) which is mediated by the Leadership Trust variable (X_3). The direct influence value is 0.198. Meanwhile, the indirect value is 0.212 and the total value of the influence of Organizational Culture (X_1) on Achievement Motivation (X_4) is 0.494.

So the amount of contribution or contribution obtained from the Organizational Culture variable (X_1) to the Achievement Motivation variable (X_4) through Leadership Trust (X3) is by calculating the total influence, namely $\rho1 + (\rho2 x \rho3)$ = 0,198 + 0,212 = 0,41 (41%). Meanwhile, the influence of other variables outside of this research on Achievement Motivation (X_4) is 1 - -0.410 = 0.59 (59%). Thus it can be concluded that the Organizational Culture variable (X_1) can influence the Achievement Motivation variable (X_4) by 41%, while the remaining 59% is influenced by other factors outside those studied.

To determine the effect of mediation, it can be determined by multiplying the coefficients, namely (ρ2 x ρ3) whose value is 0.212 which means significant, or can be tested with a sobel test as follows:

$p2 = 0,570$	$Sp2 = 0,061$
$p3 = 0,873$	$Sp3 = 0,065$

The mediating effect is the multiplication coefficient (ρ2 x ρ3) of 0.212 which means significant, or tested by calculating the standard error of the indirect effect coefficient (Sp2p3) as follows:

$$Sp2p3 = \sqrt{p3^2 Sp2^2 + p2^2 Sp3^2 + Sp2^2 Sp3^2}$$
$$Sp2p3 = \sqrt{(0,762 \times 0,004) + (0,325 \times 0,004) + (0,004 \times 0,004)}$$
$$Sp2p3 = \sqrt{0,002836 + 0,001373 + 0,000016}$$
$$Sp2p3 = \sqrt{0,004224}$$
$$Sp2p3 = 0,065$$

Based on the results of Sp2p3, you can then calculate the t-value of the mediation effect using the following formula:

$$t - hitung = = \frac{p2p3}{Sp2p3} = \frac{0,212}{0,065} = 3,261$$

Based on the calculation results above, a tcount value of 3.261 has been obtained. This means that the value $t_{count} > t_{table}$ (3,261 > 1,981), So it can be concluded that the mediation coefficient is significant, meaning that there is a mediating influence between the Organizational Culture variable (X_1) on Achievement Motivation (X_4) through Leadership Trust (X_3). And the ninth hypothesis is acceptable.
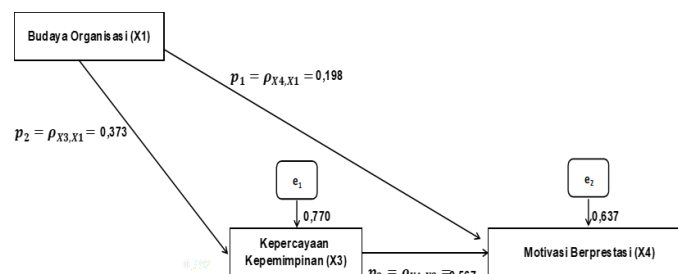

Figure 2. Path analysis of Organizational Culture towards Leadership Trust through Achievement Motivation

The influence of Career Expectations (X_2) has an indirect effect on Achievement Motivation (X4) through Leadership Trust (X_3).

In this research, the tenth hypothesis states that Career Hope (X_2) has an indirect effect on Achievement Motivation (X_4) through Leadership Trust ($_{X3}$). So statistical hypothesis testing can be carried out with the following requirements:

Ho : ρx413 ≤ 0 Career Expectations (X_2) does not contribute to Achievement Motivation (X_4) motivation Leadership Trust ($_X$3)

Ha : ρx413 > 0 Career Hope (X_2) contributes to Achievement Motivation (X_4) through Leadership Trust (X_3)

The hypothesis testing criteria H_0 is rejected if the calculated $t_{value} > t_{table}$, and H_0 is accepted if the calculated $t_{value} \leq t_{table}$. In sub-structure model 5, the tenth hypothesis will test the Career Hope variable (X_2) against Achievement Motivation (X_4) through Leadership

Trust (X_3), where the Leadership Trust variable (X_3) in fact acts as an intervening variable (mediator) to mediate between Career Hope variable on Achievement Motivation variable.
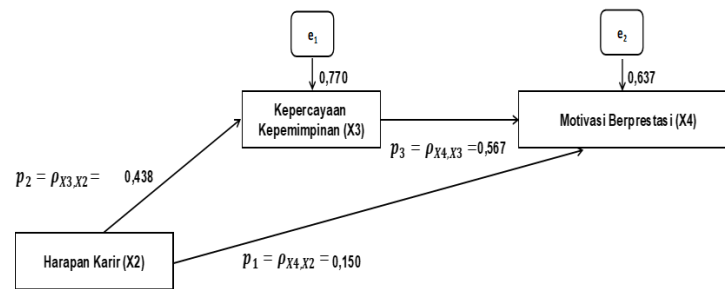

Figure 3. Path analysis of Career Hope towards Leadership Trust through Achievement Motivation

The picture above shows that the Career Hope path to Achievement Motivation is 0.051, which is the path value or path p1 ($\rho X_4 X_2$) and the Career Hope path value to Leadership Confidence is 0.359 is the p2 path value ($\rho X_3 X_2$) and the Leadership Trust path value towards Achievement Motivation is 0.873 which is the p3 path value ($\rho X_4 X_3$). Thus the path coefficient $\rho X_4 X_3 X_2$ = p2 x p3 = ($\rho X_3 X_2$) x ($\rho X_4 X_3$) = 0.359 x 0.873 = 0.313, This means that $\rho X_4 X_3 X_2$ is 0.313 > 0, thus H_0 is rejected and H_1 is accepted, meaning that there is an influence of career expectations on achievement motivation through leadership beliefs

Meanwhile, the direct influence of X_2 on X_4 is $\rho x4x2$ = 0.510 and the indirect influence of X_1 on X_4 is $\rho x3x2$ ($\rho 2$) x $\rho x4x3$ ($\rho 3$) = 0,438 x 0,567 = 0,249. The total direct influence of X_2 on X_4 is $\rho 1$ + ($\rho 2$ x $\rho 3$) yaitu = 0,510 + (0,438 x 0,567) = 0,399. The results of path analysis show that Career Hope (X_2) can have a direct effect on Achievement Motivation (X_4) and can also have an indirect effect on Achievement Motivation (X_4) which is mediated by the Leadership Trust variable (X_3). The direct influence value is 0.510. Meanwhile, the indirect value is 0.249 and the total value of the influence of Career Hope (X_2) on Achievement Motivation (X_4) is = 0.364.

So the amount of contribution or contribution obtained from the Career Hope variable (X_2) to the Achievement Motivation variable (X_4) through Leadership Trust (X_3) is by calculating the total influence, namely $\rho 1$ + ($\rho 2$ x $\rho 3$) = 0,051 + 0,364 = 0,415 (41,5%). Meanwhile, the influence of other variables outside of this research on Achievement Motivation (X_4), namely 1 - -0,415 = 0,585 (58,5%). Thus, it can be concluded that the Career Hope variable (X_2) can influence the Achievement Motivation variable (X_4) by 41.5%, while the remaining 58.5% is influenced by other factors outside those studied.

To determine the effect of mediation, it can be determined by multiplying the coefficient, namely ($\rho 2$ x $\rho 3$), whose value is 0.313, which means it is significant, or can be tested using a sobel test as follows:

$p2 = 0{,}359$	$Sp2 = 0{,}053$
$p3 = 0{,}873$	$Sp3 = 0{,}065$

$$Sp2p3 = \sqrt{p3^2 Sp2^2 + p2^2 Sp3^2 + Sp2^2 Sp3^2}$$

$$Sp2p3 = \sqrt{(0{,}762 \times 0{,}003) + (0{,}129 \times 0{,}004) + (0{,}003 \times 0{,}004)}$$

$$Sp2p3 = \sqrt{0{,}002141 + 0{,}000545 + 0{,}000012}$$

$$Sp2p3 = \sqrt{0{,}002697}$$

$$Sp2p3 = 0{,}052$$

Next, calculate the t-value of the mediation effect:

$$\text{t} - hitung = = = \frac{p2p3}{Sp2p3} \quad = \frac{0,3131407}{0,052} = 6,035$$

Based on the calculation results above, a tcount value of 6.035 has been obtained. This means that the value of $t_{count} > t_{table}$ (6.035 > 1.981), it can be concluded that the mediation coefficient is significant, meaning that there is a mediating influence between the Career Hope variable (X_2) on Achievement Motivation (X_4) through Leadership Trust (X_3). So the tenth hypothesis can be accepted.

CONCLUSION

Based on the analysis of research results and the discussion described above, this research produces conclusions namely, First; The research results show that organizational culture, career expectations and leadership beliefs simultaneously influence achievement motivation. This means that improving organizational culture, career expectations and leadership trust can increase achievement motivation. The implication is that achievement motivation can be increased by making improvements to organizational culture, career expectations and leadership trust. Efforts are made to improve the organization's cultural style, career expectations and leadership beliefs including the findings from this research which provide the implication that to increase achievement motivation, positive efforts need to be made by improving the condition of organizational culture.

Second; The research results show that organizational culture has a direct effect on achievement motivation through leadership trust. This means that the opportunity to increase teacher achievement motivation at the Integrated Islamic Primary School (SDIT) of Riau Islands Province can be optimized as much as possible by improving organizational culture, as well as increasing leadership trust as an intervening agent. The findings from this research have the implication that to increase leadership trust, positive efforts need to be made by improving organizational cultural conditions.

Third; The research results show that career expectations have a direct effect on achievement motivation through leadership beliefs. This means that the opportunity to increase teacher achievement motivation at the Integrated Islamic Elementary School (SDIT) of Riau Islands Province can be optimized as much as possible by improving career expectations and increasing leadership confidence as an intervening. The findings of this research have the implication that to increase achievement motivation, positive efforts need to be made by improving career expectations for teachers at Integrated Islamic Elementary Schools (SDIT) in the Riau Islands Province.

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