
Journal of Sustainable Economic and Business (JOSEB)

Vol. 3 No. 3 July 2026: 400-415

ISSN (Online): 3063-0207

<https://journal.arepublisher.com/index.php/joseb>

The Effect of Organizational Culture and Managing Workload on Teacher Performance Mediated by Intrinsic Motivation

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ABSTRACT

Objectives: This study aims to analyze the causal relationship between organizational culture and managing workload on teacher performance, with intrinsic motivation as a mediating variable. The urgency of this study arises from the need to improve the performance of civil servant teachers in public junior high schools, in line with the demands of Sustainable Development Goals (SDGs) 4 (Quality Education) and 8 (Decent Work and Economic Growth) within the higher education sector.

Methodology: This study employed a quantitative approach with a causal-associative research design. Data were collected through a survey using a questionnaire. The study population and sample consisted of 91 civil servant teachers with at least one year of work experience. Data analysis was conducted using Partial Least Squares–Structural Equation Modeling (PLS-SEM).

Finding: The findings demonstrate that organizational culture and managing workload positively influence both intrinsic motivation and teacher performance. Moreover, intrinsic motivation is proven to act as a partial mediator, further amplifying the effect of organizational culture and managing workload on teacher performance.

Conclusion: These findings not only contribute theoretically by enriching the model intervariable relationships in the education sector context but also offer practical implications. This study recommends organizational culture and managing workload as essential strategies for enhancing teacher intrinsic motivation, which is ultimately serves as a crucial factor in improving teacher performance in the public junior high school X,Y and Z west Jakarta.

Keywords: Organizational Culture; Managing Workload; Intrinsic Motivation; Teacher Performance; Education Sector.

Article Doi: <https://doi.org/10.70550/joseb.v3i3.668>

How to Cite: Ghiffari, F., & Lo, S. J. (2026). The Effect of Organizational Culture and Managing Workload on Teacher Performance Mediated by Intrinsic Motivation. *Journal of Sustainable Economic and Business*, 3(3), 400-415. <https://doi.org/10.70550/joseb.v3i3.668>

Submitted: 25-05-2026

Revised: 18-06-2026

Accepted: 29-06-2026

INTRODUCTION

The quality of education has become one of the primary indicators of sustainable development because it determines a country's ability to develop competitive human resources. In line with the Sustainable Development Goals (SDGs), Goal 4 emphasizes inclusive and quality education through improving teacher competence, while Goal 8 promotes decent work

and productive employment. Consequently, improving teacher performance has become a strategic priority, as teachers are the primary actors responsible for delivering quality learning and achieving educational outcomes. Indonesia has introduced the Merdeka Curriculum to strengthen student-centered learning, encourage innovation, and improve educational quality. The implementation of this curriculum requires teachers to design adaptive learning strategies, integrate digital technology, and continuously improve their professional competence. These changes increase teachers' responsibilities and require schools to establish organizational environments that support professional development while maintaining manageable workloads.

Based on the performance evaluation report over the past three years from 2022 to 2025. At SMPN X, SMPN Y, and SMPN Z in West Jakarta, teacher performance evaluation (PKG) data show an unstable trend. After discussions with three key person and supported by a preliminary survey involving at least 30 civil servant teachers, three variables were identified: organizational culture, managing workload, and intrinsic motivation, which are believed to influence performance issues at Junior High Schools X, Y, and Z. The results of the preliminary survey of 30 civil servant teachers showed that some teachers do indeed experience these issues, aligning with the Key Person discussions where not all responses showed 100% agreement.. This suggests that the targets have not yet been fully met. In addition, previous research by (Layek & Koodamara, 2024) shows that teacher performance is influenced by intrinsic and extrinsic motivation, with intrinsic motivation being the most dominant factor because it enhances commitment and consistency in teaching. Meanwhile, (Admiraal & Røberg, 2023) state that teacher performance is also influenced by organizational support, such as the availability of work resources, a safe environment, a collaborative culture, and low workloads and stress levels. Research by (Rahmawaty & Lo, 2021). shows A collaborative organizational culture strengthens trust, knowledge sharing, and employee engagement, thereby improving work performance. These findings suggest that teacher performance is influenced not only by individual competence but also by organizational and psychological factors.

The researchers identified a research gap in the form of inconsistencies in previous studies; a study by (Kurroman & Ilhami, 2024) report that organizational culture has a positive and significant effect on teacher performance, whereas a study by (Pangesa et al., 2025) reported different results, stating that organizational culture has no effect on teacher performance. A study by (Eswanto & Jabar, 2025) reported that workload has a positive and significant effect on teacher performance; both teaching hours and administrative tasks were found to significantly affect the quality of teachers' work. However, there is a discrepancy in the findings of a study by (Pinandita & Sri Sudarsi, 2025), which found that workload has a negative effect on teacher performance. Research by (Puspita et al., 2025) found that teacher performance is positively and significantly influenced by intrinsic motivation; however, (Evien & Priowidodo, 2025) reported different results, namely that motivation has a significant negative impact on performance.

Previous studies have produced inconsistent findings on organizational culture and managing workload, while limited research has examined intrinsic motivation as a mediator of teacher performance, particularly among public junior high school teachers in Indonesia. This gap highlights the need to explore how organizational conditions influence teacher performance through psychological mechanisms. This study addresses the research gap by examining the effects of organizational culture and managing workload on teacher performance, with intrinsic motivation as a mediator. It focuses on civil servant teachers in public junior high schools in

West Jakarta and aims to identify key factors for improving teacher performance in support of SDGs 4 and 8.

LITERATURE REVIEW

Grand Theory

This study is grounded in Organizational Behavior Theory, which evolved from the foundational contributions of (Frederick W. Taylor, Elton Mayo, Mary Parker Follett, and Chester Barnard, and has been further developed by Robbins & Judge, 2024). The theory explains that individual behavior is shaped by the interaction between organizational systems, group dynamics, and individual characteristics. It also conceptualizes organizational behavior as comprising three interrelated components: inputs, processes, and outcomes.

Teacher Performance

According to Regulation of the Minister of National Education Mendikdasmen No. 41 of 2007, teacher performance refers to teaching achievements resulting from the activities carried out by teachers in performing their duties, which include planning, implementation, and evaluation in the learning process. The Process Standards for elementary and secondary education establish minimum criteria for the learning process, which must be interactive, inspiring, enjoyable, and motivating for students.

Intrinsic Motivation

(Ryan & Deci, 2020) explain that intrinsic work motivation is a psychological force that drives, directs, and maintains the consistency of individual behavior in achieving goals. The quality of work motivation is greatly influenced by the extent to which an individual's basic needs, such as autonomy, competence, and a sense of connectedness, can be met. From the perspective of Self-Determination Theory, work motivation that is considered healthier and more long-term is work motivation that comes from intrinsic drives or forms of extrinsic motivation that have been internalized independently, not those that arise from pressure or merely external rewards.

Organizational Culture

According to Schein (Hermaningsih, 2025) organizational culture is a set of basic assumptions, values, and beliefs developed and maintained by a group to guide how they understand, think, and act within the organization. Schein explains that this culture is formed from patterns of basic assumptions that emerge through processes of adaptation to the external environment and internal integration, which are then taught to new members as the correct way to perceive, understand, and respond to various situations. Consequently, organizational culture is reflected in work norms, leadership styles, symbols, rituals, language, and deep-seated beliefs that shape behavior, decision-making, collaboration, problem-solving, and the organization's ability to adapt to change.

Managing Workload

Article 3, No. 11 of the Regulation of the Minister of Primary and Secondary Education of the Republic of Indonesia (2025) states that teachers' work load is set at 37 hours and 30 minutes per week and includes a series of core activities that form the essence of the teaching profession. Teachers are responsible for planning instruction or guidance by preparing lesson plans tailored to students' needs. According to Taylor has been further developed by (Koesmowidjojo, 2017), workload refers to the work requirements a company has established for an individual. Based on the views of various experts and the laws and regulations cited

above, it can be concluded that managing workload is the ability to handle the number of tasks or job demands that must be completed by an individual or a position within a specific time frame, based on the standards, volume, and work capacity established by the organization.

Hypotheses Development

H1: Organizational culture has a positive effect on teacher performance.

A positive organizational culture that supports collaboration plays a role in creating a work environment that enables teachers to plan, implement, and evaluate instruction optimally, thereby improving teacher performance. This finding is supported by previous research, namely by (Kanya et al., 2021). who reported that organizational culture has a positive and significant effect on teacher performance.

H2: Organizational culture has a positive effect on Intrinsic Motivation.

Organizational culture can shape teachers' psychological state; a culture that supports collaboration can boost intrinsic motivation. Previous findings by (Gautam & Basnet, 2021) indicate that organizational culture is positively associated with intrinsic motivation, and (Yang & Thien, 2024) also report that a supportive school organizational culture has a positive effect on intrinsic motivation.

H3: Managing Workload has a positive effect on teacher performance.

Workload is an input in the organizational behavior framework, such as tasks assigned to teachers, and performance (outcome) within the organizational behavior framework. (Yongtao, 2025) Research by reports that workload has a positive impact on teacher performance (task and contextual performance), consistent with several other studies by (Nyoto et al., 2023) and (Solania et al., 2023) which also report that workload has a positive effect on performance. These three studies confirm that a well-managed workload significantly improves teacher performance.

H4: Managing Workload has a positive effect on Intrinsic Motivation.

Workload or job demands are inputs that influence the process (e.g., the perception of pressure), so a high workload can reduce motivation.(Aslam et al., 2022) found that a poorly managed workload has a negative effect on intrinsic motivation, while research by (Namunyak & Obere, 2025) suggests that a well-managed workload increases intrinsic motivation previous studies have emphasized the importance of the ability to manage workload.

H5: Intrinsic Motivation has a positive effect on Teacher Performance.

Intrinsic motivation causes teachers to continue striving even without strong external incentives. When intrinsic motivation is high, teachers tend to demonstrate stronger (kumari & Kumar, 2023) professional commitment because they perceive their teaching duties as meaningful, challenging, and personally fulfilling. Previous research reported by found that intrinsic motivation has a significant effect on teachers' job performance, and research by (Zulaizah, 2024) showed that intrinsic motivation has a significant positive effect on teaching performance.

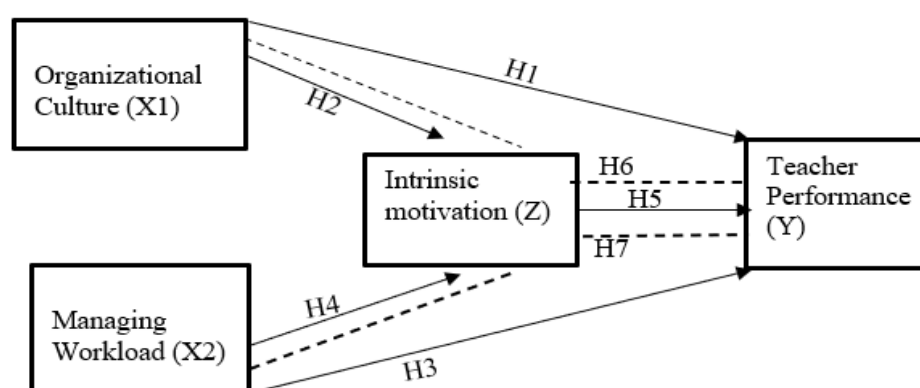
H6: Organizational culture has a positive effect on Teacher Performance with Intrinsic Motivation as a mediator.

A positive organizational culture can strengthen individuals internal drive to work. This fosters intrinsic motivation the tendency to work out of a desire to grow, to enjoy the process, and to feel that one's work is meaningful. Empirical support for this mediating mechanism is clearly evident in the findings of (Huda et al., 2025), which show that intrinsic work motivation serves as a significant mediator between organizational culture and teacher performance. Similar findings were also reported by (Miranti et al., 2024) who each noted that intrinsic motivation serves as a psychological pathway explaining how organizational culture can lead to improved performance.

H7: Managing Workload has a positive effect on Teacher Performance with Intrinsic Motivation as a mediator.

Workload as the demands that individuals must meet in their jobs can be understood as an input component that shapes the initial conditions of psychological and behavioral processes. When the workload is at a challenging level but still within one's capabilities, motivation may increase due to the drive to complete tasks. Previous research (Indrastuti, 2025) reported that intrinsic motivation can mediate the effect of workload on teacher performance, a finding supported by (Idrovo et al., 2025), who found that intrinsic motivation can significantly reduce the negative impact of workload on employee performance.

Figure 1. Conceptual Framework



METHOD

This study employed a quantitative research design using a causal approach to examine the relationships among organizational culture, managing workload, intrinsic motivation, and teacher performance. The study was conducted at junior high school X,Y,Z in west Jakarta, Indonesia. The population consisted of 91 civil servant teachers,Specifically, it employs saturation sampling, which is a total sampling method where the entire population is included as the sample all of whom were included as research respondents using the saturated sampling (Machali, 2021).

The data was processed with Structural Equation Modeling -Partial Least Squares (SEM-PLS) using SmartPLS software. The analysis includes the evaluation of the measurement model (outer model) to test the validity and reliability, as well as the evaluation of the structural model (inner model) to test the relationship between variables (Hair et al, 2022).

RESULTS AND DISCUSSION

Results

The presentation of respondent characteristics in this study aims to provide comprehensive information regarding the profiles of the teachers who participated as respondents. Consequently, this serves to clarify the research context and strengthen the analysis of the relationships between the variables under study.

Table 1. Result Characteristics

Characteristics	Frequency	Percentage
Gender		
Male	33	36.3%
Female	58	63.7%
Age		
20-35 years	13	14.3%
>35-45 years	19	20.9%
>45 years	59	64.8%
Years of Service		
1-2 years	0	0%
>2-4 years	6	6.6%
>4years	85	93.4%
Highest Education		
D3	0	0%
S1	79	86.8%
S2	12	13.2%

According to the table, women accounted for 58 respondents, or 63.7%; the majority of respondents were in the age group over 45 years old, totaling 59 people, or 64.8%. This indicates that most respondents are of working age. Most respondents had been employed for more than 4 years 85 people, or 93.4%. This data indicates that the majority of respondents have sufficient work experience. Based on this data, respondents with a bachelor's degree (S1) as their highest level of education constituted the largest group, totaling 79 people or 86.8% of all respondents. Next, respondents with a master's degree (S2) as their highest level of education numbered 12 people or 13.2%. Meanwhile, there were no respondents with an associate's degree (D3) in this study.

Outer Model

Measurement evaluation is conducted using Reliability Test and Convergent Validity Test with Loading Factor values and Average Variance Extracted (AVE) values. The AVE value should be 0.5 or higher, indicating at least 50%, and the criterion for loading factor values is that they should be greater than 0.7. Next, carry out a discriminant validity test using the results of the HTMT value. The measurement must have a value smaller than 0.85 to a maximum of 0.90 to be said to have validity(Hair et al, 2022).

Table 2. Loading Factor Value

Variable	Dimension	Indicator	Loading Factor
Organizational Culture	Innovation and Risk Taking	X1.1	0.912
		X1.2	0.920
	Attention to Detail	X1.3	0.909
		X1.4	0.922
	Outcome Orientation	X1.5	0.904
		X1.6	0.882
	People Orientation	X1.7	0.885
		X1.8	0.891
	Team Orientation	X1.9	0.891
		X1.10	0.875
	Aggressiveness	X1.11	0.882
		X1.12	0.881
	Stability	X1.13	0.909
		X1.14	0.890
Managing Workload	Working Conditions	X2.1	0.835
		X2.2	0.841
		X2.3	0.841
	Working Time Utilization	X2.4	0.907
		X2.5	0.926
	Work Targets	X2.6	0.881
		X2.7	0.898
Intrinsic Motivation	Autonomy	Z1	0.847
		Z2	0.846
		Z3	0.844
	Competence	Z4	0.891
		Z5	0.848
		Z6	0.823
	Relatedness	Z7	0.887
		Z8	0.864
Teacher Performance	Planning	Y1	0.834
		Y2	0.859
		Y3	0.885
		Y4	0.893
	Implementation	Y5	0.804
		Y6	0.858
		Y7	0.863
		Y8	0.733
		Y9	0.848
		Y10	0.829
	Assessment	Y11	0.835
		Y12	0.823
		Y13	0.884
		Y14	0.919

Source:Processed by the author using SmartPLs(2026)

The output of the loading factor value at this testing stage shows that all statements of the Organizational Culture,managing workload, intrinsic motivation and teacher performance variables have a loading factor value of > 0.70, so it can be said that all indicators/statements

used are valid or successful in measuring the correlation between the indicator/statement scores and their constructs/variables, thus supporting the construct validity of the measurement model.

Table 3. Average Variance Extracted (AVE) Value

Variable	Average Variance Extracted	Explanation
Managing workload	0.656	Valid
Organizational Culture	0.644	Valid
Teacher Performance	0.666	Valid
Intrinsic Motivation	0.613	Valid

Source:Processed by the author using SmartPls(2026)

The Average Variance Extracted (AVE) value of each variable, namely Managing Workload, is 0.656, Organizational Culture is 0.644, Teacher performance is 0.666, and Intrinsic Motivation is 0.613. These four variables have an AVE value above 0.50, meaning that all variables in this study show good and valid convergent validity(Hair et al, 2022).

Table 4. Discriminant Validity Test (Heterotrait-Monotrait Criterion)

	Managing Workload	Culture Organization	Teacher Performance	Intrinsic Motivation
Managing workload				
Organizational Culture	0.277			
Teacher Performance	0.494	0.802		
Intrinsic Motivation	0.399	0.742	0.770	

Source:Processed by the author using SmartPls(2026)

Based on Table 3 above, all values are below 0.85, indicating good discriminant validity. Reliability testing aims to ensure that research instruments can produce consistent results when reused under relatively similar conditions. Reliability evaluation in this study was conducted by examining Cronbach's alpha and composite reliability values. The results of data processing using the Smart PLS program for these two indicators are shown in the following table:

Table 5. Cronbach's Alpha and Composite Reliability Value

Construct	Cronbach's alpha	Composite reliability	Result
Managing workload	0.912	0.930	Reliable
Organizational Culture	0.957	0.962	Reliable
Teacher Performance	0.961	0.965	Reliable
Intrinsic Motivation	0.909	0.927	Reliable

Source:Processed by the author using SmartPls(2026)

Table 4 shows that the Cronbach's alpha and composite reliability values for each variable were above 0.7, making them suitable for use in further analysis (Hair et al, 2022). This indicates that all variables in the study have a good level of reliability, meaning the instruments used are consistent and reliable in measuring the variables and their indicators.

Inner Model

In the structural testing phase, the evaluation is based on the R-Square value, SRMR, and the values of path coefficients and p-values.

Table 6. R-Square Measurement

Variabel	R-square
Teacher Performance	0.706
Intrinsic Motivation	0.515

Source:Processed by the author using SmartPls (2026)

The R-squared value indicates that Intrinsic Motivation (Z) is explained 51.5% by Organizational Culture (X1) and Workload Management (X2), while 48.5% is influenced by other factors. Meanwhile, Teacher Performance (Y) is explained by 70.5% by Organizational Culture (X1), Workload Management (X2), and Intrinsic Motivation (Z), while 29.5% is influenced by other variables outside the scope of this study. Next, the accuracy of the model can be assessed by using SRMR (Standardized Root Mean Square Residual).

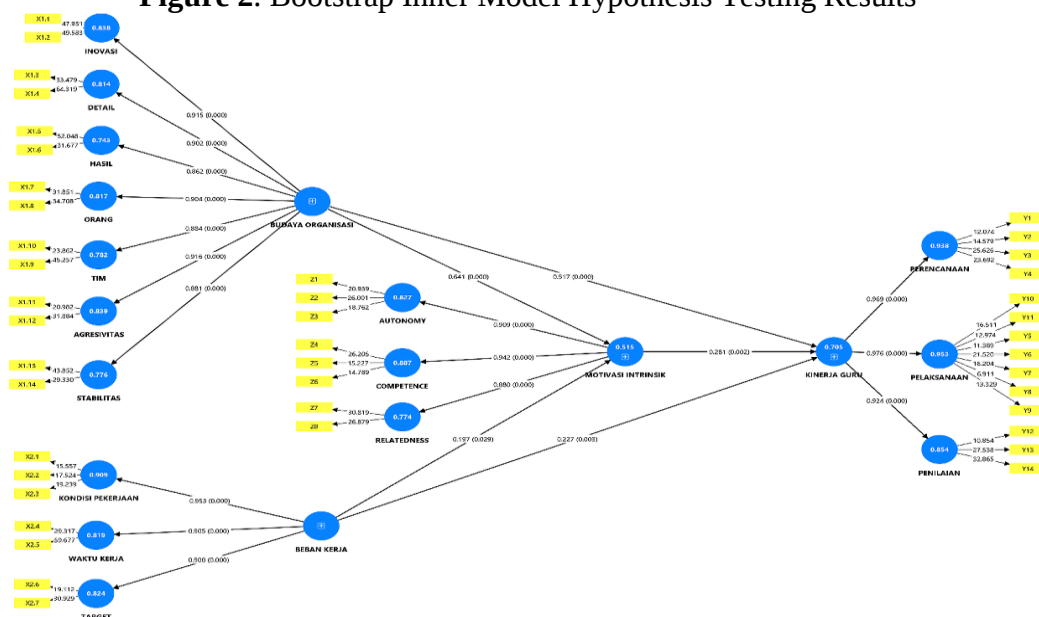
Table 7. Standardized Root Mean Square Residual (SRMR)

Variabel	Result
SRMR	0.073

Source:Processed by the author using SmartPls (2026)

An SRMR value below 0.08 is recommended, but values between 0.08 and 0.10 are still acceptable (Hair et al, 2022). The results show that an SRMR value below 0.08 indicates that the research model has a good level of fit. Next Hypothesis testing can be assessed through the results of the path coefficient and p-value tests. The results of the bootstrapping test can be seen in Figure 2 below:

Figure 2. Bootstrap Inner Model Hypothesis Testing Results



In this research, hypothesis testing within the PLS-SEM framework was conducted to assess whether the proposed relationships among variables were empirically supported. The evaluation was based on t-statistic values generated through the bootstrapping procedure in SmartPLS 4.0.9.9 At a significance level of 0.05 with a one-tailed test (critical t-value = 1.650), a hypothesis was considered supported when the p-value was below 0.05 or the t-statistic exceeded 1.650, and rejected otherwise. The findings, as summarized in Figure 2 and Table 7, provide empirical evidence to determine the extent to which the structural model is consistent with the observed data.

Table 7. Hypothesis test

Relationship between constructs	Original sample	T statistics	P values	Effect
Direct Effect				
Organizational Culture -> Teacher Performance	0.517	7.276	0.000	Significant
Organizational Culture -> Intrinsic Motivation	0.641	8.669	0.000	Significant
Managing workload -> Teacher Performance	0.227	2.953	0.003	Significant
Managing Workload -> Intrinsic Motivation	0.197	2.182	0.029	Significant
Intrinsic Motivation -> Teacher Performance	0.281	3.122	0.002	Significant
Indirect Effect				
Organizational Culture -> Intrinsic Motivation -> Teacher Performance	0.180	2.823	0.005	Significant
Managing Workload -> Intrinsic Motivation -> Teacher Performance	0.055	3.778	0.029	Significant

Source : Processed by the author using SmartPLS (2026)

From the results of the seven hypotheses above, the explanation of the results of testing each hypothesis can be seen as follows.

Based on the results of the first hypothesis test (H1), it was found that the effect of organizational culture on teacher performance was positive and significant, with a p-value of 0.000 and a t-statistic of 7.276. Since the p-value is less than 0.05 and the t-statistic is greater than 1.96, H1 is accepted.

Based on the results of the hypothesis test (H2), it was found that the effect of Organizational Culture on Intrinsic Motivation was positive and significant, with a p-value of 0.000 and a t-statistic of 8.669. Since the p-value is less than 0.05 and the t-statistic is greater than 1.96, H2 is accepted.

Based on the results of the hypothesis test (H3), it was found that the effect of Managing Workload on Teacher Performance was positive and significant, with a p-value of 0.003 and a t-statistic of 2.953. Since the p-value is less than 0.05 and the t-statistic is greater than 1.96, H3 is accepted.

Based on the results of the hypothesis test (H4), it was found that the effect of Managing Workload on Intrinsic Motivation was positive and significant, with a p-value of 0.029 and a t-

statistic of 2.182. Since the p-value is less than 0.05 and the t-statistic is greater than 1.96, H4 is accepted.

Based on the results of the hypothesis test (H5), it was found that the effect of intrinsic motivation on teacher performance was positive and significant, with a p-value of 0.002 and a t-statistic of 3.122. Since the p-value is less than 0.05 and the t-statistic is greater than 1.96, H5 is accepted.

Based on the results of the hypothesis test (H6), it was found that the effect of Organizational Culture on Teacher Performance, mediated by Intrinsic Motivation, was positive and significant, with a p-value of 0.005 and a t-statistic of 2.823. Since the p-value is less than 0.05 and the t-statistic is greater than 1.96, H6 is accepted.

Based on the results of the hypothesis test (H7), it was found that the effect of Managing Workload on Teacher Performance, mediated by Intrinsic Motivation, was positive and significant, with a p-value of 0.029 and a t-statistic of 3.778. Since the p-value is less than 0.05 and the t-statistic is greater than 1.96, H7 is accepted.

Discussion

The Influence of Organizational Culture on Teacher Performance

Organizational culture has a positive and significant effect on teacher performance. A supportive culture strengthens shared values, collaboration, and commitment, while the aggressiveness dimension contributes most by encouraging work efficiency and effectiveness.. This finding is consistent with previous studies by (Kanya et al., 2021) which reported that organizational culture significantly improves teacher performance. The results imply that schools should strengthen organizational values that promote efficiency, innovation, and equal career opportunities to sustain teachers' professional performance.

The Influence of Organizational Culture on Intrinsic Motivation

Organizational culture positively influences teachers' intrinsic motivation. A supportive work environment strengthens competence, autonomy, and relatedness, while the aggressiveness dimension contributes most by promoting efficiency, confidence, and internal motivation. This result is in line with (Yang & Thien, 2024), who found that organizational culture significantly increases intrinsic motivation. Therefore, schools should foster a supportive culture that encourages innovation, collaboration, and professional development to maintain teachers' intrinsic motivation.

The Influence of Managing Workload on Teacher Performance

The results show that managing workload has a positive and significant effect on teacher performance. Teachers who perceive their workload as proportional to their responsibilities are able to organize their time and complete instructional duties more effectively. The working conditions dimension was identified as the strongest contributor, indicating that appropriate task allocation supports better teaching performance. This finding is consistent with (Altariusta, 2025) who concluded that well-managed workloads improve teacher performance. These findings highlight the importance of balancing teaching and administrative responsibilities to support sustainable teacher performance.

The Influence of Managing Workload on Intrinsic Motivation

The findings indicate that managing workload positively affects intrinsic motivation. Appropriate workload allocation enables teachers to perform their professional responsibilities without excessive work pressure, thereby strengthening their internal motivation. The working

conditions dimension showed the highest contribution, emphasizing the importance of proportional task distribution. This result supports the findings of (Murakibuddin et al., 2025), while also aligning with (Aslam et al., 2022) who suggested that manageable workloads contribute to stronger intrinsic motivation. Therefore, schools should ensure that teachers' workloads remain balanced to maintain motivation and well-being.

The Influence of Intrinsic Motivation on Teacher Performance

Intrinsic motivation was found to positively and significantly influence teacher performance. According to Self-Determination Theory, intrinsically motivated teachers tend to demonstrate stronger commitment, persistence, and professional engagement. In this study, the competence dimension contributed the most, indicating that teachers' willingness to continuously develop their skills enhances instructional performance. This finding is consistent with (Zulaizah & Danim, 2023), who reported that intrinsic motivation is an important predictor of teacher performance. These findings emphasize the need for schools to create learning environments that support teachers' professional growth.

The Influence of Organizational Culture on Teacher Performance through Intrinsic Motivation

The mediation analysis demonstrates that intrinsic motivation significantly mediates the relationship between organizational culture and teacher performance. This finding indicates that a supportive organizational culture enhances teachers' intrinsic motivation, which subsequently improves their performance. The competence dimension emerged as the strongest contributor, suggesting that opportunities for professional development strengthen teachers' internal motivation. This finding supports previous studies by (Miranti et al., 2024), which identified intrinsic motivation as an important mechanism linking organizational culture to teacher performance.

The Influence of Managing Workload on Teacher Performance through Intrinsic Motivation

The results further indicate that intrinsic motivation significantly mediates the relationship between managing workload and teacher performance. Teachers who experience balanced workloads are more likely to develop stronger intrinsic motivation, leading to better performance. The competence dimension again showed the highest contribution, highlighting the importance of providing teachers with sufficient opportunities to develop their professional capabilities. This finding is consistent with (Firmansyah et al., 2025) who reported that intrinsic motivation strengthens the positive relationship between workload management and employee performance.

CONCLUSION

This study examined the relationships among organizational culture, managing workload, intrinsic motivation, and teacher performance in public junior high schools in West Jakarta. The findings indicate that organizational culture and managing workload have positive and significant effects on both intrinsic motivation and teacher performance. In addition, intrinsic motivation positively influences teacher performance and serves as a significant mediating variable in the relationships between organizational culture and teacher performance as well as between managing workload and teacher performance.

These findings confirm that organizational factors and teachers' psychological conditions play complementary roles in improving teacher performance. The study contributes to the Organizational Behavior Theory by demonstrating that organizational culture and managing workload, as organizational inputs, influence teacher performance both directly and indirectly through intrinsic motivation as a psychological process.

From a practical perspective, school management should strengthen organizational values that encourage collaboration, innovation, and professional development while implementing balanced workload to maintain teachers' intrinsic motivation and performance. This study is limited to public junior high schools in West Jakarta and focuses on four research variables. Future studies are recommended to involve broader educational institutions and incorporate additional variables, such as leadership, job satisfaction, organizational commitment, or work engagement, to provide a more comprehensive understanding of the factors affecting teacher performance.

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