

THE EFFECT OF ORGANIZATIONAL CULTURE AND TRAINING-AND-EDUCATION PROGRAM ON WORK MOTIVATION AND PERFORMANCE OF LOCAL SECRETARIAT CIVIL-SERVANTS IN MERANTI ISLAND REGENCY

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Abstract: It is always necessary for new established region and new government to reorganize their human resource to develop their capacity to govern new organization. New region, including Meranti Island Regency, grows with its own problems from inside or outside organization. All of these must be reorganized for better course. Civil-servant is field worker with strong commitment to organization. This commitment is a fundamental principle and culture for the success of organization. This research is explanatory study which involves explaining causal relationship and testing hypotheses. In this kind of study, the author must explain the relationship of variables or the causal effect between them by testing some hypotheses (Singarimbun and Effendi, 1995). This study can also be called as hypothesis testing study because this study is aimed to look for the effect of relationship between organizational culture, work motivation, and training-and-education program, on performance of civil-servants in Meranti Island Regency. The hypothesis that organizational culture is significantly influential to work motivation is rejected. Its path coefficient is 0.059 with P-value of 0.438 which therefore, the relationship is not significant. It means that positive effect from organizational culture on work motivation of Local Secretariat civil-servants in Meranti Island Regency is not obvious. The hypothesis stating that organizational culture has significant effect on performance of civil-servants is accepted. Its path coefficient is 0.173 with P-value of 0.003, which thus the relationship is significant. It can be said that there is significant positive effect from organizational culture on performance of civil-servants. The better is organizational culture, the higher is the performance of Local Secretariat civil-servants in Meranti Island Regency. The hypothesis that training-and-education program is significantly influential to work motivation is accepted. With path coefficient of 0.681 and P-value of 0.000, it is decided that the relationship is significant. It is then said that there is significant positive effect from training-and-education program to work motivation of civil-servants. The better is training-and-education program, the higher is work motivation of Local Secretariat civil-servants in Meranti Island Regency. The hypothesis stating that work motivation has significant effect on performance of civil-servants is accepted. It is because path coefficient is 0.440 with *p*-value of 0.000 which means that the relationship is significant. It is said that there is significant positive effect of work motivation on performance of civil-servants. The higher is civil-servants' work motivation, the higher is also the performance of Local Secretariat civil-servants in Meranti Island Regency.

Keywords: Organizational Culture, Training-and-Education Program, Work Motivation, Performance.

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INTRODUCTION

Meranti Island Regency is a new regency produced by extension. It previously belonged to Bengkalis Regency, but since 19 December 2009, it stood alone becoming Meranti Island Regency. In 2010, this Regency has elected its own Regent to govern Meranti Island Regency.

New region and new government always find necessary to reorganize their human resource to develop their capacity to govern new organization. Meranti Island Regency as new region has grown with its own problems from inside or outside organization, and therefore, all elements must be reorganized for better course. Any legal entities must restructure their management, organization, system, procedure, and empowerment to anticipate environmental change to improve professionalism, efficiency, productivity, entrepreneurship, and innovation.

Logical consequence of local autonomy is the emergence of local fanaticism which alienates from outside environment factor. It impacts on stronger rejection against outsider and the worst, it results in bad teamwork. A team comprises of skills and different ethnics. The key for internal integration for achieving governmental goal is human resource, precisely leaders and civil servants.

The run of governmental wheels has been described by Corvey (1997) who asserts that leadership is required to take actions such as directing and motivating civil-servants, and improving civil-servants to improve their work achievement. Work achievement shown by civil-servants will give direct impact on the achievement of governmental performance.

Organizational culture is a value system held and professed by members of organization which distinguishing it from other organization (Robbins, 2003: 525). Civil-servants are field worker with strong commitment to organization. This commitment is a fundamental principle and culture for the success of organization. But, besides commitment to organization, civil-servants must have high work motivation. This work motivation must be kept properly because it links with work satisfaction.

Work motivation is influenced by factors, internal (self) or external (out of self). Internal motivation may influence mind and drive attitude and behavior. External motivation would mean that internal capacity of individuals is influenced by external factors such as work satisfaction, salary, work condition, organizational wisdom, and work relationship including work recognition, rank, and structural position. Most of these factors are controlled by leader. In this case, other external factor in organizational environment is influenced by civil-servants' behavior and attitude, and it determines whether organization is success or not (Davis and Newstrom, 1995; 92).

Government as community servant must develop its governing capacity either through self-development or with training-and-education program that may support task execution.

Taking account this issue, Meranti Island Regency then manages its governing with excellent, reliable, and accountable human resources. By giving training-and-education program, it is expected that civil-servants have knowledge, skill and insight helping them to work better with higher work achievement.

Performance must be measured properly with proper methods and measures. In general, performance is measured in term of financial and operational aspects. The performance of civil-servants can also be measured and judged from its sociocultural environment (Rivao, 2005;17).

Professional human resource in certain organization is a *conditio sine qua non*. It is something not for bargain, or it is taken-for-granted. Basic consideration for this necessity is that we enter local autonomy era, and globalization should require capacity building in terms of quantity and quality at least to help dealing with global challenges.

Many studies had been conducted on the issues of organizational culture, training-and-education program, and work motivation. However, it was mostly done partially, but comprehensive study with empirical review is not yet performed, such as with new autonomous region, like Meranti Island Regency.

Therefore, Meranti Island Regency has found as necessary and determining to attend organizational culture recalling a fact that Riau Province consists of communal heterogeneity with obvious effect of reformation euphoria.

Civil-servants' quality can be improved with proper work motivation. The increase of work motivation is expected to increase performance of civil-servants in Meranti Island Regency.

Based on the phenomenon above, the author examines the effect of the relationship between organizational culture, work motivation and training-and-education program on performance of civil-servants in Meranti Island Regency. Therefore, some questions and hypotheses are formulated as following:

1. Is there an effect from the relationship between organizational culture and training-and-education program on work motivation of civil-servants?
 - a) Is organizational culture positively influencing work motivation of civil-servants?
 - b) Is training-and-education program positively influencing work motivation of civil-servants?
2. Is there an effect from the relationship between organizational culture, work motivation and training-and-education program on performance of Local Secretariat civil-servants in Meranti Island Regency?

- a) Is organizational culture positively influencing performance of civil-servants?
- b) Is training-and-education program positively influencing performance of civil-servants?
- c) Is work motivation positively influencing performance of civil-servants?

REVIEW OF LITERATURES

Performance is a measurable action. Some methods are used to measure performance. These methods are several terms such as: (1) work quantity, (2) work quality, (3) knowledge about work, (4) opinion or question, (5) decision that must be taken, (6) work planning, and (7) work organization region. Performance is related with work output of someone at certain time, and measured on certain quantity and quality (Swasto, 1996; Dharma, 1985).

Employee performance is a result of synergy from several factors. These factors may include internal and external environment factor of organization, and also internal factor of employee. Hasibuan (2009) in Hartati Alam (2010) asserted that employee performance is a work output produced by employee after accomplishing tasks given to them based on their skill, experience and sincerity, and time allocation.

Performance can also be defined as “*degree of accomplishment*”. In other words, performance is the extent to which when organizational goal is achieved (Rue and Byars, 1981). Performance assessment is very important activity because it can be used as a measure of organizational success in achieving the mission. Performance rate of an employee is then considered as good when employee is skillful, willing to work with salary or wage as agreed, and has an expectation for better future.

An organization, either government agency or company, must have a goal to achieve. Achieving the goal involves a structure driven by group of human being with active engagement as actors to ensure that the goal is achieved. This achievement is only possible when actors do have commitment to organization where they work.

In governmental agency, performance assessment is very useful to measure quantity, quality, and efficiency of service provided by agency. This assessment is also meaningful for motivating bureaucrats toward better work, monitoring government for giving greater attention to public interest, and improving the quality of service delivered to the public.

However, this assessment is not always effective due to limited information about public bureaucracy performance and also because of a fact that performance is not considered as important by government. Performance indicators used to measure public bureaucracy performance are usually complex. Indeed, public

bureaucracy has diversity of stakeholders with different interests. Other difficulty in assessing public bureaucracy performance is that both objective and mission of public bureaucracy are not only blurred but also multi-dimensional due to the collision of various interests.

Organizational culture is a concept of three layers. These layers are basic assumption, value, and artifact. Basic assumption represents the relationship between human and environment. The element of environment can include plants, animals, humans and relationship itself. In this case, basic assumption is defined as philosophy or belief. It is something that is not seen by eyes, but it surely exists. Next layer is value. It concerns with deed or behavior. Value is measured or tested with changes or social consensus. Artifact is a something observable but hardly imitated. It may take a form as technology, art, or something audible (Schein, 2004; 14).

Organizational culture is also functional to resolve internal integration issue by increasing understanding and capacity of organizational members about how to speak and communicate, how to make a deal or internal consensus on power and rule of games, how to regulate relationship of organizational members, and how to settle on reward and punishment (Schein, 1991; 52-66). Culture is created by leaders but leaders are created by culture. There are three theoretical perspectives about organizational culture, respectively (1) Socio Dynamic Theory, (2) Leadership Theory, and (3) Organizational Learning (Schein, 1991; 148-183).

One role played by leader is to determine a program based on basic assumption or managerial concept. One example of this concept is Six Sigma (Erwin and Douglas, 1996). If employee behavior has aligned with what leader expects, the value of employee becomes higher. Conversely, when the behavior of individual in organization is conflicted with leader's work program, thus, the value will be lower. Therefore, culture is created by leader (Schein, 1991).

One room in a certain office may differ from its counterpart in other office with different leader. This phenomenon is quite apparent in organization (called as organizational culture phenomenon). This phenomenon includes many attributes such as: coolness, calmness, work ethos, attitude, hospitality, integrity, and cooperation. All of these would describe leadership level of leader. In this case, Schein (1991) declared that leadership and organizational culture are two sides of a similar coin.

Training-and-education program is an activity of processing human resource by injecting capacity to the participants in hoping that they can cope with company challenges either in recent or future days.

Saydam (1996;371) admits that education level of individuals can influence work motivation. Employees with high education background and often attending training-and-education program may have higher work motivation because they have higher level of knowledge, skill, and insight compared to those with lower education and less participation in training-and-education program.

Training is an action to improve knowledge and skill of individuals that would facilitate them in executing tasks. In accordance with Association Psychology Theory suggested by J. Herbert (Sumarsono, 2003), the meaning of “to learn” is to obtain knowledge through using human senses to exploit the incoming outside stimulants.

Training, therefore, is the improvement of human performance. As said by Indrawan (2002), the improved performance of human resource is the essence of internal process dimension. This dimension is the most important part to develop organization goal dimension. Sustainable improvement is aimed to improve organization performance in evolutionary way through smaller but continuous efficiency improvement (Glad and Becker, 1996).

Motivation is a concept of need and incentive (Zainun, 1982; 92). Both need and incentive are inseparable because these two items are connected. Need emerges when incentive exists, and incentive shows up after individual has a need. Need itself is related with a shortage experienced by individual at certain time. This shortage may be psychological, such as need for self-esteem, or sociological, such as need for social interaction. It means that shortage of need keeps individual to be more sensitive to managerial act of motivating (Gibson, 1994; 88).

Armstrong (1990;70) has mentioned that motivation is a something that drives individual to make certain act or behavior at certain times. Motivating individuals is like showing them direction and making action to ensure that they will go to the expected direction. Armstrong adds that a process of motivating starts when someone identifies – intentionally or accidentally – a need that is never met. This process is influenced by two things, such as experience and expectation.

Other definition of motivation is considering it as a set of encouragement to individual for making action to achieve the expected goal (Scout, 1962; 82).

METHODOLOGY

The target of research is civil-servants at the Regent Office of Meranti Island Regency. Research attempts to see whether there is effect of organizational culture, work motivation and training-and-education program on performance of civil-servants at Regent Office of Meranti Island Regency.

This research is explanatory study which involves explaining causal relationship and testing hypotheses. Such study requires the author to explain the relationship of variables or the causal effect between them by testing some hypotheses (Singarimbun and Effendi, 1995).

Therefore, explanatory study can also be called as hypothesis testing study because this study is designed to look for the effect of relationship between organizational culture, work motivation, and training-and-education program, on performance of civil-servants in Meranti Island Regency.

The object of research where data are collected is Panjang Strait in Meranti Island Regency.

Analyzing relationship between variables is using Path Analysis with latent variable known as Structural Equation Modeling.

The analysis method used in this study is Partial Least Square (PLS) which is used to solve Variance-based Structural Equation Model (VSEM). Relevant theories are adjusted. VSEM is designed using Software SmartPLS. PLS method differs from Covariance-based Structural Equation Model (CSEM). CSEM is designed using softwares of Lisrel, AMOS or EQS.

RESULT AND DISCUSSION

Analysis on Variables

Tests on Validity and Reliability of Research Instrument

Before processing, questionnaire must be tested for its validity and reliability. Being valid means that data collected with tools (or instruments) can then be used to achieve research goal. Being reliable means that data are consistent or stable.

Partial Least Square (PLS) is one method of *Structural Equation Modeling* (SEM) used to analyze research data. Sample size is relatively smaller (=75) and that is why PLS method is used. Ghazali (2006) recommends PLS to be used if sample size ranges from 30 to 100. PLS approach was variance-based SEM involving predictor specification assumption (non-parametric). It does not need multivariate normal distribution and independent observation (parametric). It differs from covariance-based SEM which needs multivariate normal distribution assumption. The recommended sample size is ranging from 200 to 800. Software used for analysis is Smart PLS 1.0.

Instrument of research comprises of indicators that stand for data of observation. The data show only perception of respondents arranged on Likert Scale with anchor 1-5. These indicators are dimensional measurer and it stands for construct variable. Because the analytical method was first-order PLS, then, each dimension is measured based on the means of each indicator. Therefore, each dimension can be observed based on indicator means. In the analysis, such dimensions are indicators in relation with latent variables such as Organizational Culture, Training-and-Education Program, Work Motivation, and Performance of Civil-Servants. In this research, the latent variable is that with reflexive indicator.

The validity of latent variable with reflexive indicator is evaluated based on “*Outer loadings (measurement model)*” and “*Results for outer loadings*”. Latent variable with reflexive indicator is considered as meeting the requirement of *convergent validity* if the correlation between each reflexive indicator score and each latent variable score has outer loadings ≥ 0.500 and p -value < 0.05 (significant).

Reliability of latent variable with reflexive indicator is evaluated based on result of output “*Composite Reliability*”. Latent variable is considered as reliable if it has *Composite Reliability*³ 0.7 (high reliability). If latent variable is considered as reliable, and it would mean that the indicator is becoming the measurer of each latent variable.

Result of validity test indicates that Dimension X1.4 and Dimension Y1.3 have *outer loadings* < 0.500. Dimension X1.4 representing means score of indicators X1.4.1, X1.4.2, X1.4.3, and X1.4.4, has *outer loadings* of 0.373. Meanwhile, Dimension Y1.3 that represents the means score of indicators Y1.3.1, Y1.3.2, Y1.3.3, Y1.3.4 and Y1.3.5 has *outer loadings* of 0.487. All these dimensions are expelled from analytical model because it has low convergent validity. The dimensions X1.1, X1.2, X1.3, X1.5, X2.1, X2.2, X2.3, Y1.1, Y1.2, Y2.1, Y2.2 and Y2.3 have *outer loadings* ≥ 0.500 and significant. Result of analysis is also seen in Enclosure 3 Part A.

Result of validity and reliability tests on research instrument would be seen in the result of PLS analysis at Enclosure 3. Result of validity and reliability tests on the instrument after invalid dimension is dismissed out of model is indicated as following:

TABLE 1: RESULT OF VALIDITY AND RELIABILITY TESTS FOR RESEARCH INSTRUMENT

<i>Variable</i>	<i>Indicator</i>	<i>Outer Loading</i>	<i>p-value</i>	<i>Remark</i>	<i>Composite Reliability</i>	<i>Remark</i>
Organizational Culture (X1)	X1.1	0.721	0.000	Valid	0.794	Reliable
	X1.2	0.525	0.000	Valid		
	X1.3	0.780	0.000	Valid		
	X1.5	0.764	0.000	Valid		
Training-and-Education Program (X2)	X2.1	0.803	0.000	Valid	0.832	Reliable
	X2.2	0.816	0.000	Valid		
	X2.3	0.746	0.000	Valid		
Work Motivation (Y1)	Y1.1	0.884	0.000	Valid	0.856	Reliable
	Y1.2	0.845	0.000	Valid		
Performance of Civil-Servants (Y2)	Y2.1	0.694	0.000	Valid	0.817	Reliable
	Y2.2	0.805	0.000	Valid		
	Y2.3	0.817	0.000	Valid		

Table1 showed that research instrument for all variables was valid and reliable.

The Description of Indicator for Each Research Variable Based on Perception of Respondents

The perception of respondents on variable indicator can be seen in the result of descriptive analysis that takes a form of frequency table and descriptive statistic as shown in Enclosure 1. The summary of descriptive analysis in each research variable is shown as following:

TABLE 2: PERCENTAGE AND MEANS OF RESPONDENTS' ANSWER SCORE FOR INDICATORS OF ORGANIZATIONAL CULTURE VARIABLE (X1)

<i>Indicator</i>	<i>Score</i>				
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
X1.1	0.0	0.0	16.0	82.7	1.3
X1.2	0.0	0.0	36.0	62.7	1.3
X1.3	0.0	1.3	12.0	45.3	41.3
X1.5	0.0	0.0	16.0	65.3	18.7

Score of Indicator X1.1 is the means of respondents' answer score for sub-indicators X1.1.1 and X1.1.2. The score of Indicator X1.2 is the score for respondents' answer in X1.2.1, whereas that of Indicator X1.3 is derived from the score of respondents' answer in X1.3.1. The score of Indicator X1.5 is the score for respondents' answer for X1.5.1 and X1.5.2. As noted by the table above, it can be said that basically, respondents (civil-servants) give high perception on Organizational Culture, and it is shown by more than 63% respondents who give Score 4 and 5.

TABLE 3: PERCENTAGE AND MEANS OF RESPONDENTS' ANSWER SCORE FOR INDICATORS OF TRAINING-AND-EDUCATION PROGRAM VARIABLE (X2)

<i>Indicator</i>	<i>Score</i>				
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
X2.1	0.0	0.0	20	80	0.0
X2.2	0.0	0.0	13.3	69.3	17.3
X2.3	0.0	0.0	41.3	58.7	0.0

Score of Indicator X2.1 is the means of respondents' answer score for X2.1.1, X2.1.2, X2.1.3, X2.1.4, X2.1.5, X2.1.6 and X2.1.7. Score of Indicator X2.2 is derived from the means of respondents' answer score for X2.2.1, X2.2.2, X2.2.3 and X2.2.4. Score of Indicator X2.3 emanates from the means of respondents' answer score for X2.3.1, X2.3.2 dan X2.3.3. As shown by this table, basically, respondents (civil-servants) have good perception on Training-and-Education Program. It seems that more than 80% respondents answer with Score 4 and 5 for Dimension "Material" and Dimension "Training-and-Education", whereas 100% respondents give answer Score 3 and 4 for Dimension "Evaluation and Assessment of Training-and-Education".

TABLE 4: PERCENTAGE AND MEANS OF RESPONDENTS' ANSWER SCORE FOR INDICATORS OF WORK MOTIVATION VARIABLE (Y1)

<i>Indicator</i>	<i>Score</i>				
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
Y1.1	0.0	0.0	17.3	81.3	1.3
Y1.2	0.0	0.0	32	66.7	1.3

The score of Indicator Y1.1 is the means of respondents' answer score for Y1.1.1, Y1.1.2, Y1.1.3 and Y1.1.4. Score of Indicator Y1.2 is the means of respondents' answer score for Y1.2.1, Y1.2.2 and Y1.2.3. Table above shows that basically, respondents perceive high on Work Motivation, and it is shown by more than 68% respondents who answer with Score 4 and 5.

TABLE 5: PERCENTAGE AND MEANS OF RESPONDENTS' ANSWER SCORE FOR INDICATORS OF PERFORMANCE OF CIVIL-SERVANTS VARIABLE (Y2)

<i>Indicator</i>	<i>Score</i>				
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
Y2.1	0.0	0.0	17.3	82.7	0.0
Y2.2	0.0	0.0	26.7	72	1.3
Y2.3	0.0	0.0	17.3	68	14.7

Score of Indicator Y2.1 represents the means of respondents' answer score for Y2.1.1, Y2.1.2 and Y2.1.3. Score of Indicator Y2.2 is the means of respondents' answer score for Y2.2.1 dan Y2.2.2. Score of Indicator Y2.3 is derived from the means of respondents' answer score for Y2.3.1 and Y2.3.2. Table above indicates that basically, respondents have good perception on performance of civil-servants. More than 73% respondents give answer with Score 4 and 5.

Result of Testing on Assumption in PLS Analysis

Important assumption in PLS Analysis is that variables in structural model (inner model) are linearly related. Therefore, this assumption is called as *linearity assumption*. Testing this assumption was done with *Curve Fit* method and the counting was operated with Software SPSS. Result of linearity test is shown in Enclosure 2. The point of reference is the principle of *parsimony*, precisely that if linear model is significant, or all models used as testing base are not significant, thus, the model is linear. Model specification that can be used for testing base is varying such as: linear model, logarithm, inverse, quadratic, cubic power, compound, S, logistic, growth and exponential.

TABLE 6: RESULT OF LINEARITY ASSUMPTION TESTING

<i>Independent Variables</i>	<i>Dependent Variables</i>	<i>Result of Testing (a = 0.05)</i>	<i>Remark</i>
Organizational Culture (X1)	Work Motivation (Y1)	Significant Linear Model	Linear
Organizational Cculture (X1)	Performance of Civil-Servants (Y2)	Significant Linear Model	Linear
Training-and-Education Program (X2)	Work Motivation (Y1)	Significant Linear Model	Linear
Training-and-Education Program (X2)	Performance of Civil-Servants (Y2)	Significant Linear Model	Linear
Work Motivation (Y1)	Performance of Civil-Servants (Y2)	Significant Linear Model	Linear

Table 6. shows that all relationships are linear, and thus, linearity assumption is met.

Result of *Goodness of Fit* Test against the Model

Result of *Goodness of Fit* test can be seen completely in result of PLS analysis in Enclosure 3. *Goodness of Fit* of structural model in PLS analysis is signified with *predictive-relevance* (Q^2). Based on R^2 -value of each endogenous variable, R^2 -value of Work Motivation (Y1) is 0.515 and that of Performance of Civil-Servants (Y2) is 0.777.

$$\begin{aligned} Q^2 &= 1 - (1-0.515)(1-0.777) \\ &= 0.8918. \end{aligned}$$

The value of *predictive-relevance*, Q^2 , is 89.18% and therefore, model is has a good and reliable predictive value to be used as hypothesis testing.

Factor Loading (Outer Loading) and Descriptive Analysis

Factor Loading value represents a load of each dimension as the measurer of each variable. Dimension with bigger *factor loading* would mean that such dimension is the strongest (dominant) measurer of variable. The values of *factor loading* are indicated on result of PLS analysis in Enclosure 3. In other hands, result of descriptive analysis has shown empirical condition when research was conducted. It is elaborated in Enclosure 1.

TABLE 7: FACTOR LOADING AND MEANS OF EACH INDICATOR FROM EACH VARIABLE

<i>Variables</i>	<i>Indicator</i>	<i>Outer Loading</i>	<i>Means Score of Indicator</i>	<i>Means Score of Variable</i>
Organizational Culture (X1)	X1.1	0.721	3.85	3.95
	X1.2	0.525	3.65	
	X1.3	0.780	4.27	
	X1.5	0.764	4.03	
Training-and-Education Program (X2)	X2.1	0.803	3.80	3.81
	X2.2	0.816	4.04	
	X2.3	0.746	3.59	
Work Motivation (Y1)	Y1.1	0.884	3.84	3.77
	Y1.2	0.845	3.69	
Performance of Civil-Servants (Y2)	Y2.1	0.694	3.83	3.85
	Y2.2	0.805	3.75	
	Y2.3	0.817	3.97	

Table 7 shows various results of *factor loading* estimation. The biggest *factor loading* in Organizational Culture (X1) is shown by Indicator X1.3(= 0.780), and thus, Indicator X1.3 is the dominant measurer for Organizational Culture (X1). Organizational Culture is highly perceived by respondents (civil-servants) with perception score 3.95. The means of indicators in Organizational Culture (X1) has been estimated. The biggest means score is given by Indicator X1.3(= 4.27).

Factor loading of indicators in Training-and-Education Program (X2) is also estimated. The biggest *factor loading* comes from Indicator X2.2(= 0.816), and therefore, Indicator X2.2 is the dominant measurer against Training-and-Education Program (X2). Respondents (civil-servants) give good perception on indicators of Training-and-Education Program with perception score 3.81. The biggest estimated means among indicators in Training-and-Education Program (X2) is Indicator X2.2(= 4.04).

The biggest *factor loading* of Work Motivation (Y1) is shown by Indicator Y1.1(= 0.884). By this reason, it is the dominant indicator that measures Work Motivation (Y1). Respondents (civil-servants) bestow Work Motivation with high perception as shown by perception score 3.77. The biggest estimation of means score of indicators in Work Motivation (Y1) is emanated from Indicator Y1.1(= 3.84).

Factor loading of Performance of Civil-Servants (Y2) has been estimated. The biggest load is indicated by Indicator Y2.3(= 0.817), and it places this Indicator as dominant measurer against Performance of Civil-Servants (Y2). As reported by respondents (civil-servants), Performance of Civil-Servants is perceived as high with means score 3.85. The biggest estimated means score of Performance of Civil-Servants (Y2) is shown by Indicator Y2.3(= 3.97).

Result of Hypothesis Testing

Hypothesis is attested with t-test. This testing is done partially against direct effect path. Complete analysis result is shown by Enclosure 3. Table 4 presents the result of hypothesis testing.

TABEL 8: HASIL PENGUJIAN HIPOTESIS

<i>Independent Variable</i>	<i>Dependent Variable</i>	<i>Path Coefficient</i>	<i>p-value</i>	<i>Remark</i>
Organizational Culture (X1)	Work Motivation (Y1)	0.059	0.438	Non-Significant
Organizational Culture (X1)	Performance of Civil-Servants (Y2)	0.173	0.003	Significant
Training-and-Education Program (X2)	Work Motivation (Y1)	0.681	0.000	Significant
Training-and-Education Program (X2)	Performance of Civil-Servants (Y2)	0.392	0.000	Significant
Work Motivation (Y1)	Performance of Civil-Servants (Y2)	0.440	0.000	Significant

Result of this hypothesis testing has been illustrated in the path diagram.

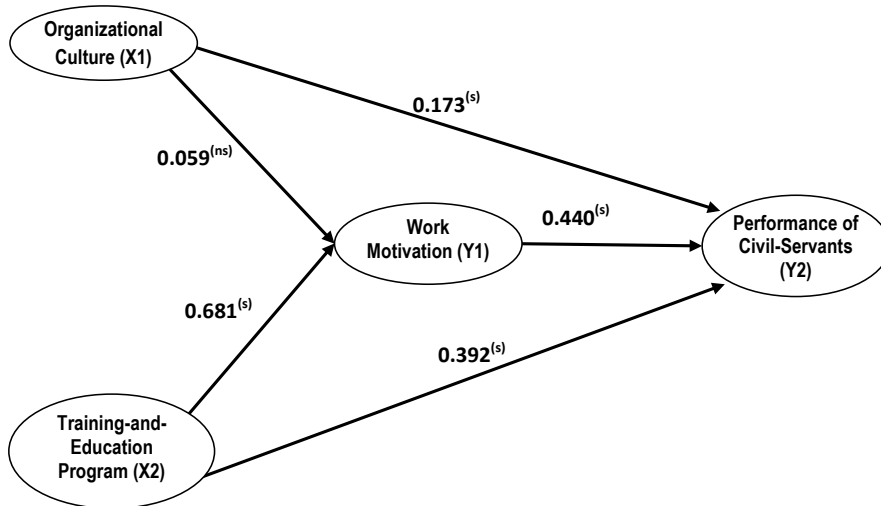


Figure 1: Path Diagram of Hypothesis Testing Results

Note: (s) = significant ;
(ns) = non-significant

DISCUSSION

Based on statistical result of hypothesis testing as shown in Table 8 and Figure 1, the elaboration would be given as following.

The Effect of Organizational Culture on Work Motivation

The partial answer for first problem formulation may be observed in PLS analysis result in Table 8. As shown by table, a hypothesis that Organizational Culture is significantly influential to Work Motivation is rejected. It is proved by path coefficient of 0.059 with P-value of 0.438 which therefore, the relationship is not significant. Positive effect from Organizational Culture on Work Motivation of Local Secretariat civil-servants in Meranti Island Regency is not obvious.

It is proved by t-count (critical ratio) smaller than t-table and with probability value or p-value smaller than 0.05. Research has shown a positive relationship between organizational culture and work motivation as validated with positive path coefficient.

Based on inference above, it is concluded that Organizational Culture does not influence Work Motivation. It contrasts with previous research by Dennis O'Connor (2002). The difference remains in the orientation. Recent study emphasizes on orientation, while previous research gives emphasis on commitment and employee individuality.

The Effect of Organizational Culture on Performance of Civil-Servants

Second problem formulation can be answered from result of PLS analysis in Table 4.8. This table shows that a hypothesis that Organizational Culture is significantly influential to Performance of Civil-Servants is accepted. The proof is path coefficient of 0.173 with P-value of 0.003, which thus the relationship is significant. This condition means that there is significant positive effect from Organizational Culture on Performance of Civil-Servants. The better is Organizational Culture, the higher is the performance of Local Secretariat civil-servants in Meranti Island Regency.

This condition is proved by t-count (critical ratio) smaller than t-table and with probability value or p-value smaller than 0.05. Research observes a positive relationship between organizational culture and performance as shown by positive path coefficient.

Based on this statement above, it is concluded that Organizational Culture has direct effect on Performance but it also has indirect effect on Performance through Work Motivation. Path coefficient that passes through Work Motivation is always significant.

Indeed, field observation has indicated that Organizational Culture is very influential to Performance. It can be said that Organizational Culture is significantly influencing Performance of Civil-Servants. The indicator of Organizational Culture with the strongest effect is the orientation toward the role, and the next includes the orientation toward the achievement and the orientation toward the support. Organizational Culture does not see power as the determinant of Performance of Civil-Servants or Performance of Individual in Secretariat Office of Meranti Island Regency.

The Effect of Training-and-Education Program on Work Motivation

Third problem formulation is answered partially based on the result of PLS analysis as shown in Table 4.8. This table shows that the hypothesis that Training-and-Education Program is significantly influential to Work Motivation is accepted. With path coefficient of 0.681 and P-value of 0.000, it is said that the relationship is significant. It means that there is significant positive effect from Training-and-Education Program to Work Motivation of civil-servants. The better is Training-and-Education Program, the higher Work Motivation of Local Secretariat civil-servants in Meranti Island Regency.

This condition above is proved by t-count (critical ratio) greater than t-table but with probability value or p-value smaller than 0.05.

There is a positive relationship between Training-and-Education Program and Work Motivation and it is confirmed with the sign of positive path coefficient. It is concluded that Training-and-Education Program has direct effect on Work

Motivation. The more frequent is Training-and-Education Program, the greater is Work Motivation of employees. It supports Irena M. Ali (2002). The difference remains on method of measurement and dissemination.

Field observation has found that Training-and-Education Program is very influential to Work Motivation of civil-servants. The strongest indicator includes material of training-and-education program, method of training-and-education program, and evaluation after training-and-education program.

Table 8 has shown that the effect of Training-and-Education Program on Work Motivation has positive direction at point of 0.681. The indirect effect has positive value of 0.000, while total effect is the sum of direct and indirect effects reaching about 0.681. It is concluded that third hypothesis that Training-and-Education Program has significant effect on Work Motivation is verified or supported by the fact.

The Effect of Training-and-Education Program on Performance of Civil-Servants

Fourth problem formulation is partially answered with the result of PLS analysis in Table 8. The hypothesis that Training-and-Education Program has significant effect on Performance of Civil-Servants is accepted and confirmed with path coefficient of 0.440 and *p*-value of 0.000, meaning that the relationship is significant. There is significant positive effect of Training-and-Education Program on Performance of Civil-Servants. The better is Training-and-Education Program, the more increasing is Performance of Civil-Servants at Local Secretariat of Meranti Island Regency.

The proof for this condition is given by *t*-count (critical ratio) greater than *t*-table but with probability value or *p*-value smaller than 0.05. Research has found a negative relationship between Training-and-Education Program and Performance of Civil-Servants given with positive path coefficient. Training-and-Education Program seemed having direct effect on Performance of Civil-Servants. This finding aligns with previous result from Igales & Roussell who states that Training-and-Education Program has greatly influenced Performance.

Result of field observation indicates that Indicator "Appreciation for Employee's Work" remains in the second position after Indicator "Appreciation for Environment". In other words, there are compensatory elements with great effect on Performance.

Table 8 shows that the direct effect of Training-and-Education Program on Performance of Civil-Servants has positive direction scored 0.440 while the indirect effect is scored at 0.000. It can be concluded that fifth hypothesis that Training-and-Education Program has significant effect on Performance of Civil-Servants is proved or supported by fact.

CONCLUSION AND SUGGESTION

Conclusion

In pursuance of results of analysis and discussion in previous chapters, some conclusions are made.

1. First hypothesis that Organizational Culture has significant effect on Work Motivation is rejected. Its path coefficient is 0.059 with P-value of 0.438 which therefore, the relationship is not significant. It means that there is positive effect of Organizational Culture on Work Motivation of Local Secretariat civil-servants in Meranti Island Regency, but this relationship is not obvious.
2. Second hypothesis that Organizational Culture has significant effect on Performance of Civil-Servants is accepted. Its path coefficient is 0.173 with P-value of 0.003, which thus the relationship is significant. It can be said that there is significant positive effect from Organizational Culture on Performance of Civil-Servants. The better is Organizational Culture, the higher is the Performance of Civil-Servants at Local Secretariat of Meranti Island Regency.
3. Third hypothesis that Training-and-Education Program has significant effect on Work Motivation is accepted. With path coefficient of 0.681 and P-value of 0.000, it is decided that the relationship is significant. It is then said that there is significant positive effect from Training-and-Education Program to Work Motivation of civil-servants. The better is Training-and-Education Program, the higher is Work Motivation of Local Secretariat civil-servants in Meranti Island Regency.
4. Fourth hypothesis that Training-and-Education Program has significant effect on Performance of Civil-Servants is accepted. With path coefficient of 0.392 and P-value of 0.000, the relationship is considered as significant. It can be said that there is significant positive effect from Training-and-Education Program on Performance of Civil-Servants. The better is Training-and-Education Program, the higher is Performance of Civil-Servants at Local Secretariat of Meranti Island Regency.
5. Fifth hypothesis that Work Motivation has significant effect on Performance of Civil-Servants is accepted. Path coefficient is 0.440 with p-value of 0.000 which means that the relationship is significant. It shows that there is significant positive effect of Work Motivation on Performance of Civil-Servants. The higher is civil-servants' Work Motivation, the higher is also Performance of Civil-Servants at Local Secretariat of Meranti Island Regency.

Suggestion

After recognizing that there is positive effect from Organizational Culture and Training-and-Education Program on Work Motivation and Performance of Civil-Servants at Local Secretariat of Meranti Island Regency, either in partial or simultaneous manners, and after acknowledging the variable with great effect on Work Motivation and Performance of Civil-Servants at Local Secretariat of Meranti Island Regency, therefore, some suggestions are provided as following:

1. Some other variables can improve Work Motivation and Performance of Civil-Servants at Local Secretariat of Meranti Island Regency. It must be done because work-related problems are not only influenced by certain variables at limited number.
2. Future research may enhance the scope of research object where there are factors influencing Work Motivation and Performance of Civil-Servants at Local Secretariat of Meranti Island Regency.
3. Meranti Island Regency must design better format of Training-and-Education Program in order to increase Work Motivation and Performance of Civil-Servants at Local Secretariat of Meranti Island Regency.

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