



The Effect of Self-Efficacy and Organizational Culture on The Public Elementary School Teachers' Achievement Motivation

Irah Sumirah^{1✉}, Ajat Sudrajat² & Amalia Sapriati³

^{1✉}Univeritas Terbuka, irandriselma14@gmail.com, Orcid ID: [0000-0002-6898-0063](https://orcid.org/0000-0002-6898-0063)

²Univeritas Terbuka, ajats@ecampus.ut.ac.id, Orcid ID: [0000-0002-7112-6423](https://orcid.org/0000-0002-7112-6423)

³Univeritas Terbuka, lia@ecampus.ut.ac.id, Orcid ID: [0000-0001-8241-1409](https://orcid.org/0000-0001-8241-1409)

Article Info

History Articles

Received:

26 January 2021

Revised:

14 February 2021

Published:

15 April 2021

Abstract

Achievement motivation is an essential aspect that can encourage teachers to do things related to educational progress as best as possible. Teacher achievement motivation can be influenced by self-efficacy and organizational culture. High self-efficacy can increase teachers' confidence in their abilities to be ready to face various things on their assignments. Besides, organizational culture is crucial for teachers to create a conducive work environment to feel comfortable doing their duties. This study aimed to determine to analyze the influence of self-efficacy and organizational culture on teacher achievement motivation. This study was conducted on public elementary school teachers in Kramatwatu Subdistrict, Serang Regency, with a population of 193 and a sample of 130 respondents using a simple random sampling method. The influence was measured by the correlation and regression formula. The multiple regression results showed the equation $Y = 35.014 + 0.311X_1 + 0.378X_2 + \epsilon$. It indicated that self-efficacy increased teacher achievement motivation by 0.311 units. It signified that simultaneously, self-efficacy and organizational culture influenced teacher achievement motivation, with a contribution of 11.3%. Based on these results, the education office, school, and other related parties need to make efforts to increase self-efficacy and organizational culture so that teacher achievement motivation can also increase.

Keywords:

Classroom Self-Efficacy, Organizational Culture, Achievement Motivation

How to cite:

Sumirah, I., Sudrajat, A., & Sapriati, A. (2021). The effect of self-efficacy and organizational culture on the public elementary school teachers' achievement motivation. *EduBasic Journal: Jurnal Pendidikan Dasar*, 3(1), 37-46.

Info Artikel*Riwayat Artikel*

Diterima:

26 Januari 2021

Direvisi:

14 Februari 2021

Diterbitkan:

15 April 2021

Abstrak

Motivasi berprestasi merupakan aspek esensial yang dapat mendorong guru untuk melakukan hal-hal yang berkaitan dengan kemajuan pendidikan dengan sebaik mungkin. Motivasi berprestasi guru dapat dipengaruhi oleh efikasi diri dan budaya organisasi. Efikasi diri yang tinggi dapat meningkatkan rasa percaya diri guru terhadap kemampuannya untuk siap menghadapi berbagai hal dalam tugasnya. Selain itu budaya organisasi sangat penting bagi guru untuk menciptakan lingkungan kerja yang kondusif agar merasa nyaman dalam melaksanakan tugasnya. Penelitian ini bertujuan untuk menganalisis pengaruh efikasi diri dan budaya organisasi terhadap motivasi berprestasi guru. Penelitian ini dilakukan pada guru sekolah dasar negeri di Kecamatan Kramatwatu Kabupaten Serang dengan jumlah populasi 193 dan sampel sebanyak 130 responden dengan menggunakan metode simple random sampling. Pengaruh tersebut diukur dengan rumus korelasi dan regresi. Hasil regresi berganda menunjukkan persamaan $Y = 35.014 + 0.311X_1 + 0.378X_2 + \epsilon$. Ini menunjukkan bahwa self-efficacy meningkatkan motivasi berprestasi guru sebesar 0,311 unit. Hal ini menunjukkan bahwa secara simultan self-efficacy dan budaya organisasi berpengaruh terhadap motivasi berprestasi guru dengan kontribusi sebesar 11,3%. Berdasarkan hasil tersebut maka dinas pendidikan, sekolah, dan pihak terkait lainnya perlu melakukan upaya peningkatan efikasi diri dan budaya organisasi agar motivasi berprestasi guru juga dapat meningkat.

Kata Kunci:

Efikasi Diri Kelas, Budaya Organisasi, Motivasi Berprestasi

Cara Mensitasi:

Sumirah, I., Sudrajat, A., & Sapriati, A. (2021). The effect of self-efficacy and organizational culture on the public elementary school teachers' achievement motivation. *EduBasic Journal: Jurnal Pendidikan Dasar*, 3(1), 37-46.

INTRODUCTION

Education is a vital aspect in determining a nation's progress because, through education, the nation's future generations are formed to become qualified and competitive individuals. However, in fact, there are many problems related to education found in everyday life, including those related to the teachers' role and function. A study's results related to Sustainable Development Goals (SDGs) carried out in West Nusa Tenggara (NTB) Province in 2016 showed four main learning problems in all districts related to teachers: 1) low-quality teachers, 2) the insufficient number of Civil Servant (PNS) teachers and uneven placement, 3) lack of training provided to teachers, and 4) low teacher commitment (Hadiz, 2017).

Based on this explanation, it can be concluded that the teacher is a crucial component of education. Therefore, a teacher must have various competencies: pedagogical, social, personality, and professional competence, which must continually be improved and optimized. Thus, it can be said that it is critical for teachers to have high achievement motivation to support all matters related to their duties and responsibilities as an educator (Mulyasa in Kartomo & Slameto, 2016).

Mangkunegara (in Kusumawardani, 2018)) describes achievement motivation as an impulse that exists within a person to do or work on an activity or task and possible to achieve commendable achievement. For teachers, the existence of this achievement motivation will make them always try to do the best for the sake of education, have confidence in their abilities, have an unyielding attitude, and are not quick to feel satisfied with the achievements obtained so that they will feel that self-improvement has always been a necessity in carrying out tasks.

Regarding the importance of achievement motivation for teachers, in fact, there are still many teachers with low motivation. It can be seen from the lack of encouragement or enthusiasm in exploring and developing their potential to support their work related to their duties and responsibilities. Several things indicate low achievement motivation, including disinterest

in competitive activities, not maximal participation in teacher competency improvement programs, unpreparedness in carrying out additional tasks outside of the main task, and so on.

Based on research conducted by Amir (2016), Wahyuning et al. (2016), and Yunita et al. (2018), several factors can affect achievement motivation, including self-efficacy and organizational culture. Yusuf & Nurihsan (in Zamroni, 2018) explain that self-efficacy is self-confidence in one's ability to display behavior that leads to the expected results. As a teacher, self-efficacy is needed so that the teacher has confidence and strength in the ability to be motivated to act in a directed manner, be ready to face obstacles and strive to master various situations in carrying out tasks.

Furthermore, Mangkunegara (in Kusumawardani, 2018) elucidates that organizational culture is a set of assumptions or belief systems, values, and norms developed within the organization, which serve as behavioral guidelines for its members to overcome external adaptation and internal integration problems. Organizational culture plays a vital role in determining an organization's growth and development, where an organization can grow and develop if this culture can stimulate the components of human resources to have high morale so that the resulting performance is better.

There have been many studies conducted to analyze the effect of self-efficacy and organizational culture on achievement motivation. The research that examines the effect of self-efficacy on achievement motivation includes research conducted by Amir (2016), Yunita et al. (2018), and Dewi & Ansyah (2019), whose results showed that self-efficacy had a positive and significant effect on achievement motivation that a person has. Meanwhile, studies that investigate the influence of organizational culture on achievement motivation are carried out by Wahyuning et al. (2016), Yunita et al. (2018), and Hardianto (2018), whose findings revealed that organizational culture had a positive and significant effect on achievement motivation. One of the studies that showed the influence of self-efficacy and organizational culture simultaneously on achievement motivation is a

study conducted by Yunita et al. (2018), where their research results found that self-efficacy and organizational culture together had a positive and significant effect on achievement motivation.

The difference between this research and previous studies lies in the research subject, research location, and the development of the research instruments. In this study, the researchers developed a research instrument by synthesizing several experts' opinions, which were then developed based on the research subject's actual conditions. Besides, in several previous studies, both self-efficacy and organizational culture are still very much focused on a leader's role. Therefore, it is necessary to develop a study that can examine self-efficacy and organizational culture more broadly, providing insights for individuals to develop their competencies to achieve achievements.

Achievement motivation is the encouragement needed by a person to achieve success. Heckausen (in Pawitri & Widiyasavitri, 2019) argues that achievement motivation can be defined as an effort to improve or defend one's abilities as optimally as possible in all activities carried out, taking into account and considering the standards of excellence. McClelland as stated by Mangkunegara in *Human Resource Performance Evaluation* states that there are several characteristics of people with achievement motivation: 1) have a high level of personal responsibility, 2) dare to take and take risks, 3) have realistic goals, 4) have a comprehensive work plan and aim to realize the goals, 5) take advantage of concrete feedback in all activities carried out, and 6) look for opportunities to realize the plans that have been programmed.

Moreover, self-efficacy is one of the social cognitive aspects that can support the implementation of one's work. Bandura (in Narotama & Rustika, 2019) argues that self-efficacy refers to the belief in one's ability to organize and carry out the actions required to manage prospective situations. Meanwhile, according to Robbins and Judge in *Organizational Behavior*, self-efficacy is an individual's belief that he can carry out tasks. Alwisol (in Wistarini & Marheni, 2019) mentions four self-efficacy sources: performance experience (past achievements),

vicar experience (experiences obtained from social models), social persuasion, and emotional states. According to Bandura in *Self-Efficacy: The Exercise of Control*, individual self-efficacy is very diverse, which can be seen based on three self-efficacy aspects (dimensions): level, strength, and generality.

On the other hand, Robbins and Judge (in Hanafi et al., 2019) describe organizational culture as a system of various meanings carried out by members, which distinguishes an organization from other organizations. Schein (in Victoria, 2021) affirms that organizational culture is the basic assumptions and beliefs made by members of a group or organization. According to Robbins and Judge in *Organizational Behavior*, there are seven primary characteristics of organizational culture: 1) innovation and risk-taking, 2) paying attention to detail, 3) results-oriented, 4) people-oriented, 5) team-oriented, 6) aggressiveness, and 7) stability. These various characteristics can provide an overview of an applicable organizational culture development level so that it can be seen whether the culture created is as expected or still requires changes for the better. Based on these explanations, this research is considered crucial. Thus, this study aimed to focus on analyzing the effect of self-efficacy and organizational culture on the achievement motivation of public elementary school teachers in the Kramatwatu Subdistrict, Serang Regency.

METHODS

This quantitative study applied an associative correlational research design with a cross-sectional survey method. Sugiyono, in *Quantitative, Qualitative, and R&D Research Methods [Metode Penelitian Kuantitatif Kualitatif dan R&D]* mentioned that correlational study belongs to quantitative approach. This research was conducted in 15 public elementary schools in Kramatwatu Subdistrict, Serang Regency, Banten. This research was carried out from December 2019 to January 2020. The population was 193 people, with a sample of 130 people, employing probability sampling through simple random sampling.

The research data were collected by distributing questionnaires covering the variables of self-efficacy, organizational culture, and achievement motivation. Each variable was developed into several indicators. Self-efficacy variables consisted of level, strength, and generality indicators. Gujarati in *Essentials of Econometrics*, mentioned that organizational culture variables comprised indicators of innovation and risk-taking, attention to detail, results-oriented, people-oriented, team-oriented, aggressiveness, and stability). Meanwhile, the variable of achievement motivation included indicators of high responsibility, courage to take risks, realistic goals, comprehensive work plans and realization of goals, utilization of feedback, and looking for opportunities to realize plans. Before being used, experts first validated the questionnaire and then it was tested on 50 respondents and tested for its validity and reliability to obtain instrument items that could be used in research. After the testing results were obtained, the instrument was distributed to the research samples determined, either directly or through other parties' assistance. Furthermore, an analysis of the research results was carried out by following Ghozali in *Multivariate Analysis Application with IBM SPSS 23 Program [Aplikasi Analisis Multivariate dengan Program IBM SPSS 23]*, including the classic assumption test or prerequisite test (autocorrelation test, normality, heteroscedasticity, and multicollinearity), multiple regression analysis, and hypothesis testing, consisting of the partial test (t-test), simultaneous test (f-test), the correlation coefficient, and the coefficient of determination.

RESULTS AND DISCUSSION

Multiple Regression Analysis

Table 1. Multiple Regression Equation Test

Model	Coefficients ^a		T	Sig.	
	Unstandardized Coefficients	Standardized Coefficients			
	B	Beta			
(Constant)	35,014	14,498	2,415	,017	
1 LAG_X1	,311	,145	,181	2,143	,034
LAG_X2	,378	,123	,260	3,078	,003

a. Dependent Variable: LAG_Y

Based on Table 1, the regression equation formed is as follows.

- Constants (absolute value Y); If self-efficacy and organizational culture are equal to zero, public elementary school teachers' achievement motivation in Kramatwatu Subdistrict, Serang Regency, will still be positive, namely 35.014.
- The regression coefficient X1 (self-efficacy) of 0.311 with a positive coefficient means that if self-efficacy increases by one unit, it will increase the achievement motivation of public elementary school teachers in Kramatwatu Subdistrict, Serang Regency, by 0.311 units.
- The regression coefficient X2 (organizational culture) of 0.378 with a positive coefficient indicates that if the organizational culture increases by one unit, it will increase public elementary school teachers' achievement motivation in Kramatwatu Subdistrict Serang Regency by 0.378 units.

Hypothesis Testing

Partial Test

Table 2. Partial Test (t-test)

Model	Coefficients ^a		T	Sig.	
	Unstandardized Coefficients	Standardized Coefficients			
	B	Beta			
(Constant)	35,014	14,498	2,415	,017	
1 LAG_X1	,311	,145	,181	2,143	,034
LAG_X2	,378	,123	,260	3,078	,003

a. Dependent Variable: LAG_Y

Based on Table 2, it can be seen that the t-value for the self-efficacy variable was higher than the t-table value ($2.143 > 1.97897$), with a significance value less than 0.05 ($0.034 < 0.05$). Thus, H0 was rejected, and H1 was accepted. As for the organizational culture variable, the t-count value was higher than the t-table ($3.078 > 1.97897$), with a significance value of less than 0.05 ($0.003 < 0.05$). Hence, H0 was rejected, and H1 was accepted. Based on this explanation, it could be concluded that partially, the variables of self-efficacy and organizational culture had a significant effect

on the achievement motivation of public elementary school teachers in Kramatwatu Subdistrict, Serang Regency.

Simultaneous Test

Table 3. Simultaneous Test

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1004,371	2	502,185	8,021	,001 ^b
Residual	7888,518	126	62,607		
Total	8892,889	128			

a. Dependent Variable: LAG_Y
b. Predictors: (Constant), LAG_X2, LAG_X1

Table 3 shows that the F-count value was higher than the F-table value (8,021 > 3.07), with a significance value less than 0.05 (0.001 < 0.05); thus, H0 was rejected, and H1 was accepted. Based on these results, it could be denoted that together, the variables of self-efficacy and organizational culture significantly affected public elementary school teachers' achievement motivation in Kramatwatu Subdistrict, Serang Regency.

Correlation Coefficient

Table 4. Correlation Coefficient

Correlations				
		LAG_Y	LAG_X1	LAG_X2
LAG_Y	Pearson Correlation	1	,215*	,284**
	Sig. (2-tailed)		,014	,001
	N	129	129	129
LAG_X1	Pearson Correlation	,215*	1	,129
	Sig. (2-tailed)	,014		,144
	N	129	129	129
LAG_X2	Pearson Correlation	,284**	,129	1
	Sig. (2-tailed)	,001	,144	
	N	129	129	129

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

Table 4 reveals that the correlation coefficient value between the self-efficacy

variable and the teacher achievement motivation variable was 0.215. The correlation coefficient value obtained was positive so that the relationship that occurred was unidirectional, meaning that the higher a teacher's self-efficacy, would increase the teacher's achievement motivation. The correlation coefficient value of 0.215 in the interval of 0.20 - 0.399 signified that the level of the relationship between self-efficacy and achievement motivation of public elementary school teachers in Kramatwatu Subdistrict, Serang Regency, was in a low category.

For the correlation coefficient value between the variables organizational culture and teacher achievement motivation, it was 0.284. The correlation coefficient value obtained was positive, so it could be said that the relationship was unidirectional. It suggested that the higher the organizational culture, the higher the motivation to perform teachers' achievement. The correlation coefficient value was 0.284 in the interval of 0.20 - 0.399, meaning that the level of the relationship between organizational culture and achievement motivation of public elementary school teachers in Kramatwatu Subdistrict, Serang Regency, was in a low category.

Table 5. Correlation Coefficient

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,336^a	,113	,099	7,91248	2,078

a. Predictors: (Constant), LAG_X2, LAG_X1
b. Dependent Variable: LAG_Y

Based on Table 5, the correlation coefficient value was 0.336, where the value lay in the interval between 0.20 - 0.399. It denoted that the level of the relationship between self-efficacy and organizational culture with achievement motivation of public elementary school teachers in Kramatwatu Subdistrict, Serang Regency, was in a low category.

Coefficient of Determination

Table 6. Coefficient of Determination

<i>Model Summary^b</i>					
<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>	<i>Durbin-Watson</i>
1	,336 ^a	,113	,099	7,91248	2,078

a. Predictors: (Constant), LAG_X2, LAG_X1
b. Dependent Variable: LAG_Y

Table 6 displays that the coefficient of determination was 0.113. It indicated that the variables self-efficacy and organizational culture could explain their effects on the achievement motivation variable for public elementary school teachers in Kramatwatu Subdistrict, Serang Regency, amounting to 11.3%. Meanwhile, the remaining 88.7% was explained by other variables.

Discussion

The Effect of Self-Efficacy on Achievement Motivation

The results showed that partially, self-efficacy had a positive and significant effect on public elementary school teachers' achievement motivation in Kramatwatu Subdistrict, with a regression coefficient value of 0.311 and a significance level of 0.034. The positive regression coefficient value indicated that the teachers' high self-efficacy would increase public elementary school teachers' achievement motivation in Kramatwatu Subdistrict, Serang Regency. This study's results are in accordance with several studies conducted previously by Amir (2016), Yunita et al. (2018), and Dewi & Ansyah (2019), where even though the research subjects used were different, it turned out that the study's results still showed that self-efficacy had a positive and significant effect on achievement motivation owned by a person. It signified that the higher the self-efficacy level owned by a person, the higher the motivation for achievement, and vice versa.

Regarding the effect of self-efficacy on achievement motivation, a study carried out by Yunita et al. (2018) found that the achievement of self-efficacy is closely related to the principal's role. Meanwhile, in this study, self-efficacy is more focused on one's belief in

one's ability to carry out various tasks given at various difficulty levels.

According to Bandura (Narotama & Rustika, 2019), self-efficacy refers to the belief in one's ability to organize and carry out the necessary actions to manage prospective situations. Meanwhile, Alwisol (in Oktariani, 2018) defines self-efficacy as one's perception of how good the self can function in certain situations. Another definition is also presented by Robbins and Judge (in Hanafi et al., 2019), stating that self-efficacy is an individual's belief that he can carry out a task. Bandura in *Self-Efficacy: The Exercise of Control*, argues that individuals' self-efficacy is very diverse, where it can be seen based on aspects of level (task difficulty level), strength (degree of individual stability towards their abilities), and generality (variations in situations where the assessment of efficacy someone can apply). Based on this explanation, it can be concluded that the higher a person's self-efficacy, the greater the self-confidence level in his abilities as a bridge to achieve success. In other words, in difficult situations, people with low self-efficacy tend to have a pessimistic nature to become individuals who give up easily. Meanwhile, people with high self-efficacy will always try harder to master the various challenges and obstacles they face until they can achieve the expected success.

Furthermore, research conducted by Tukilah et al. (2018) also emphasized that teachers with high self-efficacy will always be positive about the tasks assigned to them, and they will always be optimal so that these tasks can be completed properly. Therefore, belief in his ability to complete tasks will encourage him to show certain behaviors that can influence decision-making and consideration of actions, which can support success in completing the task at hand.

Based on this explanation, it can be seen that a person's self-efficacy will affect the motivation level for achievement because basically, people with high self-efficacy must have confidence in their abilities so that they never worry about the difficulty level of the task or the variety of work to be done. With this belief, of course, he will be more ready and confident to face various challenges and competition, both related to his job and things

that lead to optimizing his potential and improving his competence and quality.

The Effect of Organizational Culture on Achievement Motivation

The study found that partially, organizational culture had a positive and significant effect on public elementary school teachers' achievement motivation in the Kramatwatu Subdistrict, with a regression coefficient value of 0.378 and a significance level of 0.003. By looking at the positive regression coefficient value, it showed that the high organizational culture would increase the achievement motivation of public elementary school teachers in Kramatwatu Subdistrict, Serang Regency. The influence of organizational culture on achievement motivation is in accordance with several previous studies, including research by Wahyuning et al. (2016), Yunita et al. (2018), and Hardianto (2018), in which with the use of different research subjects, it turned out that the study results revealed that organizational culture had a positive and significant effect on achievement motivation. It signified that the higher the organizational culture, the higher the achievement motivation, and vice versa.

In previous research conducted by Yunita et al. (2018), the developed organizational culture was focused on school management as part of efforts to increase school productivity, especially in terms of graduate quality. Meanwhile, in this study, the developed organizational culture is not only related to school productivity but also efforts to form qualified individuals who are ready to face challenges that come from within and outside the organization so that the good and bad of the organizational culture that applies does not only rely on the school principal's role.

A strong organizational culture will be rooted in each of its members, where the culture will always be used as a guide in realizing various goals, including efforts to increase the drive to achieve (achievement motivation). Furthermore, Robbins & Judge in *Organizational Behavior* explain that there are seven primary characteristics of organizational culture: 1) innovation and risk-taking, 2) paying attention to detail, 3) results-oriented, 4) people-oriented, 5) team-oriented, 6) aggressiveness, and 7) stability. If examined

more deeply, indirectly, these characteristics also become part of a person's achievement motivation. Therefore, it can also be said that a conducive organizational culture will undoubtedly provide excellent opportunities for teachers to develop their potential so that the drive for achievement is getting stronger.

The Effect of Self-Efficacy and Organizational Culture on Achievement Motivation

The results uncovered that together, self-efficacy and organizational culture positively and significantly influenced public elementary school teachers' achievement motivation in the Kramatwatu Subdistrict, which was 11.3% with a significance level of 0.001. It suggested that the high self-efficacy and organizational culture would increase public elementary school teachers' achievement motivation in Kramatwatu Subdistrict, Serang Regency. This study's results corroborate with research carried out previously by Yunita et al. (2018). However, there is a slight difference between Yunita et al.'s (2018) studies with this study, in which in previous studies, the independent variables that jointly affected achievement motivation were not only self-efficacy and organizational culture but also were accompanied by the principal leadership variable. Meanwhile, in this study, the principal's leadership was part of the development of organizational culture variables.

As previously described, self-efficacy is considered an internal factor that can affect a person's self-motivation level, while organizational culture is deemed an external factor that can influence a person's achievement motivation level. Based on this, it can be said that these two factors can support one's achievement motivation, where when individuals have confidence in their abilities, and organizational culture is also in a conducive condition, of course, the opportunities for these teachers to excel are more open (Putri & Rustika, 2018). In other words, it can be stated that self-efficacy is a factor that describes the confidence level in self-quality, while organizational culture is an aspect that supports the formation of self-quality; thus, these two factors can affect teacher achievement motivation.

CONCLUSION

Partially, self-efficacy had a significant effect on public elementary school teachers' achievement motivation in Kramatwatu Subdistrict, Serang Regency. It means that the higher the self-efficacy, the higher the achievement motivation. Vice versa, the lower the self-efficacy, the lower the achievement motivation.

Partially, organizational culture had a significant effect on public elementary school teachers' achievement motivation in Kramatwatu Subdistrict, Serang Regency. It indicates that the higher the organizational culture, the higher the achievement motivation. Conversely, the lower the organizational culture, the lower the achievement motivation.

Self-efficacy and organizational culture simultaneously had a significant effect on public elementary school teachers' achievement motivation in Kramatwatu Subdistrict, Serang Regency. It signifies that the higher the self-efficacy and organizational culture, the higher the achievement motivation. Otherwise, the lower the self-efficacy and organizational culture, the lower the achievement motivation.

Based on these conclusions, it is hoped that the public elementary school principals in Kramatwatu Subdistrict, Serang Regency, can create situations and conditions that indicate a positive organizational culture, stimulating an increase in teacher achievement motivation. Teachers in public elementary schools in Kramatwatu Subdistrict, Serang Regency, need to increase their achievement motivation, among others, by increasing their self-efficacy. Besides, teachers must also take advantage of the effectiveness of the organizational culture formed in the work environment so that they are expected to see opportunities that exist to improve their competence and quality. Moreover, future researchers can develop similar research by adding other research variables indicated to affect teacher achievement motivation.

REFERENCES

- Amir, H. (2016). Korelasi pengaruh faktor efikasi diri dan manajemen diri terhadap motivasi beprestasi pada mahasiswa pendidikan kimia Universitas Bengkulu. *Manajer Pendidikan*, 10(4), 336–342.
- Dewi, A. P. A., & Ansyah, E. H. (2019). Hubungan antara efikasi diri dengan motivasi berprestasi pada mahasiswa yang bekerja. *Proceeding National Conference Psikologi UMG 2018*, 1(1), 103–110.
- Hadiz, L. (2017). Dari MGDs ke SDGs: Memetik pelajaran dan menyiapkan langkah konkret. *Bulletin SMERU*, 2, 3–20.
- Hanafi, A. S., Bahri, S., M., & Majid, S. A. (2019). Effect of organizational structure, job analysis and leadership style on work motivation and its impact on performance of employees. *Journal of Public Administration Studies*, 1(4), 39–45.
- Hardianto, H. (2018). Pengaruh budaya organisasi, penghargaan, dan kepercayaan terhadap motivasi beprestasi pegawai dinas pendidikan dan olahraga Kabupaten Rokan Hulu. *Jurnal Akuntabilitas Manajemen Pendidikan*, 6(2), 193–202.
- Kartomo, A. I., & Slameto, S. (2016). Evaluasi kinerja guru bersertifikasi. *Kelola: Jurnal Manajemen Pendidikan*, 3(2), 219–229.
- Kusumawardani, L. (2018). Budaya organisasi dalam meningkatkan kinerja karyawan. *BISMA (Bisnis Dan Manajemen)*, 2(2), 159–166.
- Narotama, I., & Rustika, I. (2019). Peran harga diri dan efikasi diri terhadap social loafing pada mahasiswa preklinik Program Studi Sarjana Kedokteran dan Profesi Dokter Fakultas Kedokteran Universitas Udayana. *Jurnal Psikologi Udayana*, 6 (Edisi Khusus), 56–67.
- Oktariani, O. (2018). Peranan self efficacy dalam meningkatkan prestasi belajar siswa. *Jurnal Kognisi*, 3(1), 45–54.

- Putri, K. A. R. D. & Rustika, I. M. (2018). Peran kemandirian dan efikasi diri terhadap motivasi berprestasi pada siswa kelas unggulan SMA Dwijendra Denpasar. *Jurnal Psikologi Udayana*, 5(1), 12–22.
- Tukilah, T. Mariah, S., & Pardimin, P. (2018). Kontribusi kompensasi, efikasi diri, dan budaya organisasi terhadap prestasi kerja guru SD. *Media Manajemen Pendidikan*, 1(2), 206–216.
- Wahyuning, T., Ambarita, A. Riswandi R. (2016). Pengaruh budaya organisasi, komitmen, dan motivasi beprestasi terhadap profesionalisme guru. *Jurnal Manajemen Mutu Pendidikan*, 4(3), 1–15.
- Wistarini, N., & Marheni, A. (2019). Peran dukungan sosial keluarga dan efikasi diri terhadap stres akademik mahasiswa baru Fakultas Kedokteran Universitas Udayana angkatan 2018. *Jurnal Psikologi Udayana*, 6 (Edisi Khusus), 164–173.
- Pawitri, N., & Wideasavitri, P. (2019). Peran efikasi diri dan motivasi berprestasi terhadap kecenderungan kreativitas dalam menulis karya ilmiah pada siswa SMA yang menjadi anggota Kelompok Ilmiah Remaja (KIR) di Denpasar. *Jurnal Psikologi Udayana*, 6 (Edisi Khusus), 140–152.
- Victoria, J. R., Matin, M., Rochanah, R., & Kemal, I. (2021). Pengaruh budaya organisasi dan komunikasi terhadap mutu layanan SMP Negeri di Kecamatan Pesanggrahan Jakarta Selatan. *Visipena*, 12(1), 1–16.
- Yunita, R., Ambarita, A., & Karwan, D. H. (2018). Motivasi beprestasi guru SD Negeri Kecamatan Teluk Batung Selatan. *Jurnal Manajemen Mutu Pendidikan*, 6(1), 1–12.
- Zamroni, E. (2018). Bimbingan dan konseling pada lembaga pendidikan anak usia dini. *Indonesian Journal of Educational Counseling*, 2(1), 31–42.