

**Performance Improvement through Strengthening Organizational Culture, Task Interdependence, Interpersonal Communication, and Job Satisfaction at the Widyaiswara Kemdikbudristek West Java Province Using the SITOREM Method**

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**Abstract**

This study aims to determine and analyze 1) the direct effect of organizational culture on performance; 2) the direct effect of task interdependence on performance; 3) the direct effect of interpersonal communication on performance; 4) the direct effect of job satisfaction on performance; 5) the direct influence of organizational culture on job satisfaction; 6) the direct effect of work interdependence on job satisfaction; 7) the direct effect of interpersonal communication on job satisfaction; 8) indirect influence of organizational culture on performance through job satisfaction; 9) the indirect effect of work interdependence on performance through job satisfaction; 10) the indirect effect of interpersonal communication on performance through job satisfaction. The research was conducted on widyaiswara employees within the Ministry of Education and Culture with a sample of 171 widyaiswara. Data analysis using path analysis and SITOREM analysis. The results of the study show that 1) there is a direct influence of organizational culture on performance; 2) there is a direct effect of task interdependence on performance; 3) there is a direct effect of interpersonal communication on performance; 4) there is a direct effect of job satisfaction on performance; 5) there is a direct influence of organizational culture on job satisfaction; 6) there is a direct effect of work interdependence on job satisfaction; 7) there is a direct effect of interpersonal communication on job satisfaction; 8) there is an indirect effect of organizational culture on performance through job satisfaction; 9) there is an indirect effect of work interdependence on performance through job satisfaction; 10) there is an indirect effect of interpersonal communication on performance through job satisfaction. Based on the research results, performance can be continuously improved through strengthening organizational culture, task interdependence, interpersonal communication, and job satisfaction, both individually and collectively.

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## Introduction

As mandated in the Preamble to the 1945 Constitution concerning the purpose of the state, among others, is to promote public welfare and educate the nation's life. To realize the ideals of the nation, it requires various supporting elements in the administration of the state. The State Civil Apparatus as one of the elements of state administration in running the wheels of government to realize the ideals of the nation, has a very important role in creating a civil society that is law-abiding, modern, democratic, prosperous, just, and has high morals in administering services to the community fairly and equitably, maintaining the unity and integrity of the nation with full loyalty to Pancasila and the 1945 Constitution.

To realize high-performing state civil servants in facing these obstacles and challenges, the government of the Republic of Indonesia has issued Law of the Republic of Indonesia Number 5 of 2014 concerning State Civil Apparatus, this law is the basic foundation for building high-performing state civil servants who can actualize starting from, has integrity, is professional, neutral and free from political intervention, clean from practices of corruption, collusion, and nepotism, and can provide public services for the community and can play a role as an adhesive element for the unity and integrity of the nation based on Pancasila and the Law The 1945 Constitution of the Republic of Indonesia.

Various obstacles and challenges faced by a state apparatus are required by high-performance state apparatus which must be shown with a professional attitude, integrity, and clean and free from corruption, collusion, and nepotism in carrying out their duties and functions. However, in reality, the implementation of performance in the bureaucracy is still an obstacle to achieving the development goals and directions set by the government, which is characterized by low competitiveness, government effectiveness, and the still high rate of corruption in Indonesia, the development of digital-based governance, which will certainly lead to low government performance.

To improve the performance of the state civil apparatus, competency development for the state civil apparatus is a must to improve individual and organizational performance. The mandate for ASN Competency Development in Law Number 5 of 2014 concerning ASN in Article 21 ASN has the right to obtain competency development, article 70 paragraph (1) every ASN employee has the right and opportunity to develop competence. There are two paths in ASN development: (a) formal education, carried out through the pathway of giving study assignments or study permits at certain levels of formal education by statutory provisions, (b) classical training, namely the process of face-to-face learning in class with refers to curricula such as leadership, functional, technical training, seminars, workshops, courses, technical guidance, socialization, and non-classical training, namely work practice processes and/or learning outside the classroom such as internships, benchmarks, employee exchanges, coaching, mentoring, e-learning, self-study.

To improve good government performance, in this case, the Ministry of Education, Culture, Research, and Technology, as one of the ministries in charge of education, culture, research, and technology based on the Minister of Education and Culture Regulation No. 22 of 2020 concerning the 2020-2024 Ministry of Education and Culture Strategic Plan, regarding The development of Human Resources is carried out in two development agendas, namely: (a) increasing qualified and competitive human resources, and (b) mentally revolution and cultural development. The development agenda is to increase quality and competitive human resources, with a policy direction to increase equity in quality education services. The strategies implemented are (a) improving the quality of teaching and learning, (b) increasing equity in access to education services at all levels and accelerating the implementation of the 12-Year Compulsory Education, and (c) Increasing the professionalism, quality, management, and placement of educators and staff equitable education.

The targets for increasing the competence of virtual human resources, both those within the Ministry of Education and Culture itself as well as education and education staff in regencies, cities, and provinces such as teachers at the PAUD, SD, SMP, SMA, and SMK levels, and school principals and supervisors schools, and the implementation of HR improvement activities is carried out by the work unit responsible for organizing education and training.

There are around 234,320 people whose competence will be increased through the classical route through the education and training (training) pathway conducted by the work unit of the education and training institution. As for the implementation, it requires teaching staff, facilitators, or resource persons, the role of a widyaiswara as a teacher or facilitator for ASN plays an important role in the success of education and training so that the demands of a Widyaiswara to perform well in the process of organizing training and education are important.

Based on the Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform Number 42 of 2021 regarding the functional position of widyaiswara in article 2 (1) Widyaiswara has the position as functional technical implementer in the field of Training, Training Development, and Training Quality Assurance at Training Organizing Institutions. Furthermore, in the duties and activities of the Widyaiswara, Article 7 (2) The sub-elements of the Widyaiswara Functional Task Activities whose Credit Points can be assessed consist of (a) Training, including: 1). training planning; 2) implementation of Training; and 3) evaluation of training implementation; (b) Development of Training, including: 1) development of learning models; and 2) Evaluation of Training Development; (c) Training Quality Assurance, including 1) Training Quality Assurance planning; 2) implementation of Training Quality Assurance; and 3) Evaluation of Training Quality Assurance.

Based on data from the 2021 Ministry of Education, Culture, Research, and Technology Performance Report, in the achievement of strategic target performance 2, on Increasing the Quality of Learning and Educational Relevance at All Levels, on strategic target performance indicators 1) percentage of Teachers and professional education personnel and 2) Percentage Vocational Vocational School Teachers who have work experience in the Industry or Competency Certification recognized by Industry, in the implementation of the program activities are carried out by increasing the competence of teachers through education and training.

From the Ministry of Education and Culture's 2021 performance report data, the results related to an increase in the percentage of teachers and professional education staff were 48.21% or 1,451,556 people out of a total of 3,010,856 teachers and school principals. As for the target of 48.30%, 48.21% was realized, so 0.9% of the performance realization was not achieved, this shows that the performance achievement did not reach 100%. Obstacles and obstacles with data are the Covid 19 Pandemic, of course also experienced by widyaiswara as teachers or resource persons who also have many obstacles related to the implementation of training that changes from face-to-face conventional training to offline (on the network), which of course will affect the implementation of improvements competence of human resources within the Ministry of Education and Culture. The widyaiswara has an important role in developing HR capabilities, including, 1) Widyaiswara as a center of excellent, strengthening ASN talents, developing ASN competencies, forming character, 2) the capabilities of widyaiswara in the new normal era include innovation, acceleration, target achievement, priority setting, time and cost efficiency, collaboration, inclusiveness, accountability, thinking in making decisions, communicate and work toward goals.

The target for the evaluation of the Widyaiswara performance assessment launched by the Ministry of Education and Culture's Employee Training Center is a score of 95, based on the data above it can be seen that the performance achievements have not been achieved. The success of education and training as an effort to increase the competence of the state civil apparatus is also very much determined in the learning process of training so demands for good and high performance from a widyaiswara start with planning, implementation, and evaluation. The widyaiswara position itself according to the provisions must be occupied by a Civil Servant, of course in carrying out its duties and functions it cannot be separated from the objectives set by the agency or organization, so that a widyaiswara must carry out organizational provisions that must be implemented, obeyed, and cannot be violated by a widyaiswara.

Data from the 2020 Ministry of Education and Culture Staff Education and Training Center, 15 work units carry out tasks to improve ASN competencies that are under the responsibility of the Ministry of Education and Culture, while the number of widyaiswara staff within the Ministry of Education, Culture, Research, and Technology is 629 people spread over 15 work units.

The success of training is not only the success of a widyaiswara, of course, there are many supporting factors starting from leaders, employees, infrastructure, and other stakeholders. The involvement of various parties is important so that a widyaiswara also depends on various parties in the organization to facilitate, expedite, and succeed in planning, implementing, and evaluating a training. Implementation of a training process, a widyaiswara is required to have competence in good communication, because the training learning process is classical or non-classical (online) the widyaiswara interacts directly with the trainees in delivering a material. Many factors cause an employee or lecturer to work well or not, of course, one of them is influenced by satisfaction at work, someone who works with high job satisfaction will always exert all their potential, thoughts, and ideas in completing their work.

The performance of a widyaiswara as an individual can be the key to the success of a work unit or institution providing education and training, so it needs to be supported by the cultural conditions of the training organizer's organization, as well as the job satisfaction of a widyaiswara. Arifin (2015) conducted a study of 117 teachers who concluded that job satisfaction has a positive and significant effect on performance, where the higher a teacher's job satisfaction, the higher his performance. Other studies also state that there is a significant positive relationship between job satisfaction and performance (Smayling, 2012; Bin, 2015); Yang, 2014). Another factor that can affect widyaiswara performance is widyaiswara's ability in interpersonal communication, Darmawati's research (2020) concluded that interpersonal communication has a direct positive effect on job satisfaction and also on teacher performance. This means that better interpersonal communication will increase job satisfaction and teacher performance.

## Literature Review

### 1. Performance

Performance is a result of individual work which cumulatively will affect the level of organizational performance, so that the performance achievements of an organization will be a barometer of the success rate of evaluating the performance of a government organization. Improving individual performance will be very important in an organization through improving work behavior attitude competencies, technical competencies, and social competencies.

Performance is the performance of an individual that can be interpreted as a record of work that can be completed within a certain time, according to Bernardin, H. J., & Russell, J. E. (2006: 736) with the factors being: (a) Quality, is the extent to which the process or result of implementation activities close to perfection or close to the expected goals; (b) Quantity, is the amount produced. for example, the amount of rupiah, units, and activity cycles carried out; (c) Timeliness, which is the extent to which an activity is completed at the desired time, taking into account the coordination of other outputs and the time available for other people's activities; (d) Cost-effectiveness, is the extent to which the use of organizational resources (human, financial, technological and material) is maximized to achieve the highest results or reduce losses from each unit of resource use; (e) Need for supervision, is the degree to which an employee can carry out a job function without requiring the supervision of a supervisor to prevent unwanted actions. (f) Interpersonal impact is the degree to which employees maintain self-esteem, reputation, and cooperation among colleagues and subordinates.

Mathis, Robert L, et al (2016), Performance is a description of the level of achievement of the implementation of an activity/program/policy in realizing the goals, objectives, mission, and vision of the organization contained in the strategic planning of an organization. The performance indicators are as follows: (a) Quantity of work, namely the volume of work produced under normal conditions, (b) Quality of work, which can be in the form of neatness, accuracy, and linkage of results without neglecting the volume of work, (c) Utilization of time, namely the use of length of service adjusted to the policies of the organization or government agency, and (d) Cooperation, namely the ability to handle relationships with other people at work.

Referring to the various concepts, theories, and research results that have been disclosed, the authors conclude that performance is the result of an employee's work within a certain period following the

workload that has been set by the organization, work results are measured from the aspects of quality of work, the quantity of work, accuracy working time and work attitude. The widyaiswara performance indicators are as follows: a. Dimensions of work quality, with indicators: (1) the results of the work are following the objectives of the program of activities, (2) the results of the work use the resources owned by the organization, b. Dimensions of the quantity of work, with an indicator (3) the number of work products and services produced according to predetermined standards, c. Dimensions of timeliness of work, with indicators, (4) a result of work that can be completed on time, d. The dimensions of work attitude, with indicators, (5) independent attitude to develop competence to support work results, (6) work attitude that maintains self-esteem and the organization/agency, and (7) work attitude that upholds morals, ethics, and law.

## 2. Organizational Culture

Every organization has defined goals, vision, and mission, this achievement is through an activity or work program that involves leaders, employees, and the organization. This organizational culture plays a role in providing directions that must be carried out by members or leaders, or to behave and act at work.

Robbins, S. P., & Judge, T. (2018), define organizational culture as referring to the system adopted by its members that differentiates it from other organizations. The indicators are (a) Innovation and risk-taking. The degree to which workers are encouraged to be innovative and take risks; (b) Attention to detail. This level of workers is expected to demonstrate precision, analysis, and attention to detail; (c) Result orientation. The management level focuses on gains or results and not on the techniques and processes used to achieve them; (d) Individual orientation. The level of decision-making by management considering the effect of results on people within the organization; (e) Team orientation. The degree to which work activities are organized in teams rather than individuals; (f) Aggressiveness. The level of people will be aggressive and competitive instead of relaxed; (g) Stability. The level of organizational activity emphasizes maintaining the status quo in contrast to growth.

Organizational culture according to Schein, E. H. (2017), is defined as the accumulation of shared learning from an organization in solving problems that originate from external adaptation and internal integration; which has been validated to be taught to new members as the correct way to understand, think, feel, and behave about the problem. The dimensions are (a) Artifacts: Visible and tangible structures and processes, observable behavior, difficult to decipher; (b) Adhered Beliefs and Values: Ideals, goals, values, aspirations, ideologies, rationalizations, may or may not conform to the behavior and other artifacts; (c) Underlying Basic Assumptions: Beliefs and values that are not realized and taken for granted, determine behavior, perceptions, thoughts, and feelings.

According to Denison (1995), said organizational culture is defined as the values, beliefs, and principles that serve as the basis of the organization's management system, as well as a set of management practices and behaviors that help and reinforce these basic principles. Organizational culture consists of four aspects: (a) Involvement namely the members of the organization is where organizations empower their members, build teams within the organization, and develop human resource capabilities at all levels. Engagement can take place informally or in a formal and structured manner; (b) Consistency, namely where the organization has consistent, well-coordinated, and well-integrated rules of the game. Shared belief systems, values, and symbols are an effective basis for equalizing consensus and achieving coordinated action; (c) Adaptability is where the organization has a customer orientation, takes risks, and learns from mistakes, as well as has the ability and experience to create changes; (d) Mission is where the functions and goals of the organization together contained in the mission of the organization causes employees for non-economic reasons to be willing to invest their efforts for the good of the organization.

Referring to the various concepts, theories, and research results that have been disclosed, the authors conclude that organizational culture is a set of values and norms that are formed and applied by organizations that must be obeyed by employees and leaders within the organization to shape the character of employees in attitudes and daily behavior. -days in carrying out their respective tasks and functions to



achieve organizational goals. The indicators of organizational culture are as follows: (a) encouraging innovation at work, (b) orientation towards work results, (c) team-oriented work, (d) empowering human resources in the organization, (e) being consistent with established rules has been determined, and (f) adapts to any changes.

### 3. Task Interdependence

The condition of the created universe which is interdependent with one another, teaches us that this also applies to human beings who are on earth and cannot be separated from the dependence of individuals on other individuals, or one group on another group, as social beings who will get along, or relate to other people, so that the ability or attitude towards dependence on other people becomes an important part in an organization or a job.

It has become human nature According to Naway, F. A. (2018), Task interdependence is the implementation of tasks where the behavior of one affects the performance of other team members where they work together in carrying out their duties. The dimensions, are as follows, (a) Dependence on others, are individuals who depend on other people including: 1) Task independence, 2) Work planning through coordination, 3) Obtaining complete information, 4) Work is not influenced by the performance of employees others, (b) Other's dependence is another member who has a dependence on other employees including 1) Requests for information, 2) Provision of information and advice, 3) Performance has an impact on other employees. (c) Reciprocal interdependence is a reciprocal relationship that is interdependent including 1) Team effort, 2) Setting common goals.

Salas, E., Rico, R., & Passmore, J. 2017, task interdependence involves the extent to which individual task completion depends on other people. The dimensions are (a) Pooled, where all individuals complete tasks separately, (b) Sequential, when the task process passes through team members in one direction, such as on an assembly line, (c) Reciprocal, when the task process flows through one person to another, similar to sequential; however, the process can also go back through team members to complete tasks, (d) Interactive, This involves tasks where all members are continuously communicating, collaborating, and working through a common problem simultaneously.

Cho, N., & Cho, N. (2013) task interdependence is the extent to which organizational or departmental employees must depend on members of other organizations to achieve task objectives. The dimensions are (a) Independent, not having dependencies between tasks, (b) Sequential, tasks that are interdependent sequentially requiring results from other tasks before the task is carried out, requiring tight coordination and control among organizational tasks, (c) Interactive, requires a relationship between complex activities from several units to complete a task.

According to Van der Vegt (1998), Task independence is the degree to which an individual requires resources such as information. There are two levels of interdependence in task interdependence, namely (a) high task interdependence requiring resources, materials, and information to complete work requires individuals to increase communication, cooperation, and coordinating behavior (b) low task interdependence completing work does not require individuals to do a lot of interaction with other people and organizations (Chung, Y. W., 2020).

Turner and Lawrence (1965) believe that a job requires interaction. The interaction here is not limited only to the need for cooperative nature and communication among members of the organization (Bachrach et al., 2006; de Dreu, 2007; Rosen et al., 2018) but also reflects dependence on information, resources, and organizational support during work (Crawford and Haaland, 1972; van der Vegt et al., 2003; Bachrach et al., 2006; Courtright et al., 2015).

Referring to the various concepts, theories, and research results that have been disclosed, the authors conclude that task interdependence is a level where members of an organization are interdependent on one

another to complete a task through various resources, information, and certain support. As for the indicators, 1) individual dependence on others in a unit section, 2) individual dependence on others outside a unit, 3) dependence of other employees on other employees, and 4) interdependent relationships.

#### 4. Interpersonal Communication

The essence of work carried out by an employee in an organization is a delegation of organizational tasks to individuals or groups within an organization so that the ability to interact with each individual is important to be able to communicate a job either by leaders to subordinates, or employees to other employees, good interpersonal communication skills both can avoid misunderstandings in the organization when completing a job or task.

DeVito, Joseph A. (2016) defines interpersonal communication as a communication that takes place between two or more people who have a steady and clear relationship. Several aspects must be considered by interpersonal communication actors, namely: (a) Openness, namely the ability to eliminate closed attitudes towards inputs that come from others and open oneself to others, and acknowledge feelings and thoughts what is disclosed is one's own and responsible for it; (b) Empathy, namely the ability to put oneself in the position or role of another person. The ability to be able to understand what is felt and thought from another person's point of view emotionally and intellectually, namely; (c) An attitude of support (supportiveness) is an attitude that is the opposite of a defensive attitude. Defensive people tend to protect themselves more from threats in communication situations. Creating a supportive atmosphere can be done by using non-verbal cues. In a supportive attitude, a person is open-minded, willing to listen to opposing views, and willing to change opinions and beliefs when circumstances require; (d) Positive attitude (positiveness), namely interpersonal communication can respect themselves and others positively as well as those who have negative feelings towards themselves and others, therefore, a positive attitude arises by starting with respect for oneself and others; (e) Equality, namely interpersonal communication will take place effectively if the atmosphere is equal, namely there is a tacit acknowledgment that both parties value, are useful, and have something important to contribute. So equality is the similarity of thoughts, ideas, views, and ideas. In inequality, someone accepts other people as they are without having to have certain conditions.

According to Cangara (2006), interpersonal communication has important communication components that cannot be separated from one element to another, if not one then interpersonal communication will not be able to take place. These elements according to Cangara (2006) are: (a) source (communicator), all communication events will involve a source as a maker or sender of information. The source is often called the sender, communicator or called the source, sender, or encoder, (b) the message, is something that the sender conveys to the recipient of the message can be delivered face to face or through communication media, (c) media, is a tool used to transfer messages from source to recipient, (d) Recipient, is the party that is the target of the message sent by the source. The recipient is an important element in the communication process because he is the target of the communication process, (e) influence or effect, is the difference between what the recipient thinks, feels, and does before and after receiving the message. This influence can occur in a person's knowledge, attitudes, and behavior, (f) feedback, and (g) the environment.

Referring to the various concepts, theories, and research results that have been disclosed, it can be concluded that interpersonal communication is the interaction of sending and receiving messages between humans, both verbal and non-verbal, which have a reciprocal influence on behavior, both positive and negative, between two or more people. As for interpersonal communication indicators, (a) openness to receive input from others, (b) the ability to understand others, (c) providing support to others, (d) being positive towards oneself and others, (e ) providing views, ideas, and ideas for the progress of the organization, (f) the ability to interpret every word, sentence, information and behavior of other people.

## 5. Job Satisfaction

To achieve the goals of government organizations in the form of programs and activities that are following the duties and functions of the organization whose implementation requires people or employees, on the other hand, employees as human nature need a job to be able to generate money as an income that supports their life. If high job satisfaction is owned by each employee, of course, it can improve the performance that has been given to each employee.

Kreitner and Kinicki. (2008), that job satisfaction is an affective or emotional response to various aspects of work. Job satisfaction is not a unit, but people can be relatively satisfied with one aspect of work and dissatisfied with other aspects. The determinants of job satisfaction are (a) the job itself; (b) Salary; (c) Promotion; (d) Colleagues; (e) Supervision from superiors; (f) Fulfillment of expectations; (g) Achievement of values; (h) Equality or fairness; (i) Genetic component.

Job satisfaction is a person's general attitude towards his work, the difference between the amount of income an employee receives and the amount they believe they should receive. The factors are (a) Salary; (b) Job security; (c) Opportunities for advancement, and (d) Management and company (Adler, R. B., et al., 2020). Job satisfaction is an individual's emotional state resulting from an assessment of his job or work experience. Job satisfaction is influenced by several factors, including (a) the amount of salary earned; (b) a Sense of fairness to get a promotion; (c) Good supervision of a job; (d) Pleasant coworker relationships; (e) Work through the utilization of one's abilities; (f) Having creativity and a spirit of achievement; (g) Caring and like to help others; (h) The presence of status, power, and fame in his work. (Colquitt, J.A., and Wesson, M.J, 2009).

Spector, P. E. (2011), argues that Job satisfaction is a variable that reflects how the attitude of the individual feels as a whole towards various aspects of his work. In simple terms, job satisfaction is the extent to which individual attitudes and feelings like their job, while job dissatisfaction is the extent to which individual attitudes and feelings dislike their work. With indicators: (a) Wages; (b) Working conditions; (c) Promotional opportunities; (d) The nature of the work itself; (e) Benefits; (f) Communications; (g) Supervision; (h) Security; (i) Colleagues. Job satisfaction is an emotional attitude that pleases and loves his job. This attitude is reflected in work morale, discipline, and work performance. Job satisfaction is influenced by the following factors: (a) Fair and proper remuneration; (b) The right placement according to expertise; (c) lightweight work; (d) Atmosphere and work environment; (e) Equipment that supports the implementation of work; (f) The attitude of the leader in his leadership; (g) The nature of work is monotonous or not. (Hasibuan, 2009).

Robbin and Judge, (2017: 249) explain that job satisfaction and job dissatisfaction are two different concepts. Job satisfaction is related to intrinsic factors, namely factors related to the work itself such as development, recognition, responsibility, and achievement or also known as motivators the quality of supervision, and relationships with others on the job.

Referring to the various concepts, theories, and research results that have been disclosed, the authors conclude that job satisfaction is a psychological response that reflects the attitude of a person's feelings in the form of an attitude of feeling satisfactory or unsatisfactory or pleasant or unpleasant towards the work he is doing. The indicators are as follows: (a) income earned, (b) career advancement opportunities at work, (c) work relationships with friends and leaders, (d) quality control of work by leaders, (e) security in carrying out tasks, and ( f) have the opportunity to be creative in work.

### Research Methods

The research was conducted at the Kemdikbudristek Widyaaiswara in West Java Province, totaling 298 people, spread across 5 work units, namely 1) Depok City Employee Education and Training Center with 21 people, 2) BBPPMVP Business and Tourism in Depok City with 53 people, 3) West Java Teacher Mobilization Center in Bandung City as many as 108 people, 4) BBPPMVP for Machinery and Industrial Engineering in Cimahi City as many as 54 people, and 5) BBPPMVP Agriculture in Cianjur Regency as many as 62 people.



The population in this study were all widyaiswara of the Ministry of Education, Culture, Research, and Data Technology Education Centers based on the 2020 Ministry of Education and Culture Staff Training Center data, there were 629 widyaiswara spread across 7 provinces throughout Indonesia in 15 work units spread including, DKI Jakarta Province 1 work unit, West Java Province 7 work units, Central Java Province 1 work unit, DIY Yogyakarta Province 2 work units, East Java Province 2 work units, North Sumatra Province 1 work unit, and South Sulawesi Province 1 work unit. Given the wide distribution of widyaiswara in various provinces in Indonesia, the unit of analysis in this study was widyaiswara in West Java Province, consisting of 298 widyaiswara in 5 (five) Kemdikbudristek work units.

The sample is part of the number and characteristics possessed by the population. Sampling in this study used a random proportion sampling technique or multistage random sampling. The sample size was calculated using the Taro Yamane Formula (Hamidi, 2010). The total population is 298 Kemendikbudristek widyaiswara in West Java Province with a precision value taken of 5%, so the number 170.52 is rounded to 171.

This research used a combination research method between Quantitative Research and SITOREM Analysis. The flow of this combined research methodology uses a quantitative research flow which is analyzed using SITOREM analysis. As revealed by Hardhienata (2017), for operations research in education management, we need to add the scientific identification theory mentioned above with a statistical model and steps to obtain an optimal solution. Identification theory mentioned above with statistical models and steps to get the optimal solution.

**Result**

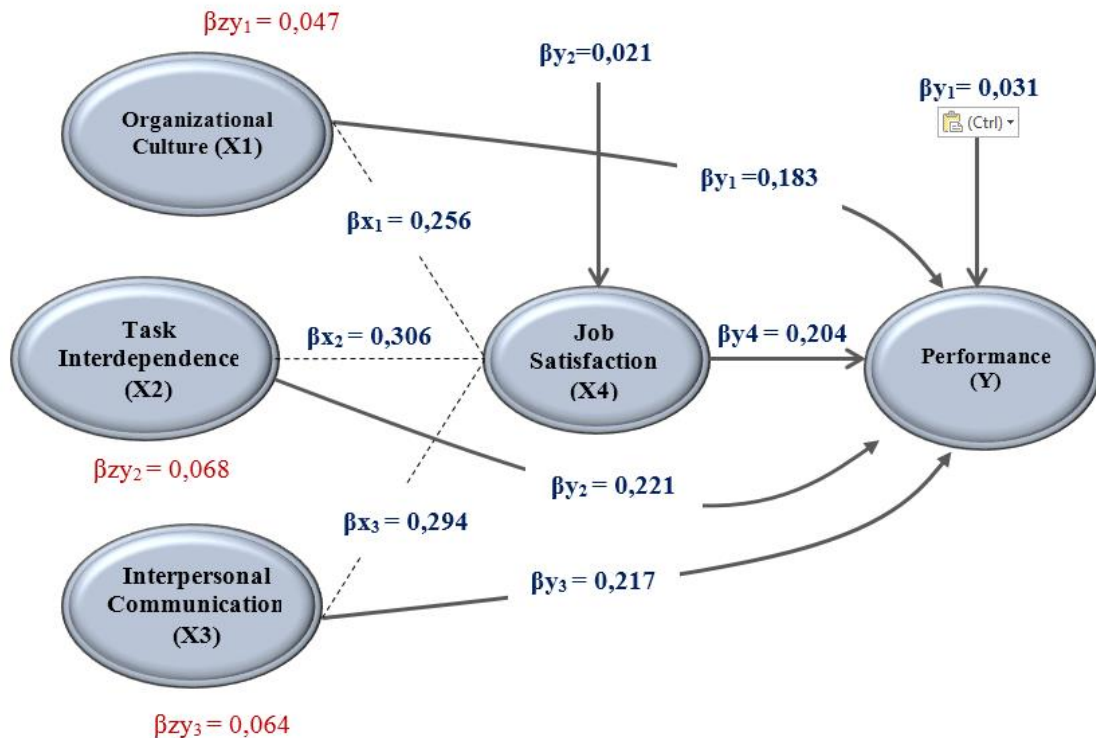


Fig 1. Result Path Analysis

### **Model of Influence of Pathway between Variables on Substructure**

The influence model between variables on substructure-1 consists of one variable, namely performance (Y), and four variables, namely organizational culture (X<sub>1</sub>), task interdependence (X<sub>2</sub>), interpersonal communication (X<sub>3</sub>), and job satisfaction (X<sub>4</sub>), and one residual variable, namely  $\epsilon_{y1}$ . Based on this influence, the path model on substructure-1 is as follows  $Y = \beta y_1 + \beta y_2 + \beta y_3 + \beta y_4 + \epsilon_{y1}$ . The test results show that the path coefficient on substructure-1 is as follows:

Table 1: The value of the path coefficient on the substructure 1

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.373	11.586		0.205	.838
	Organizational Culture_X <sub>1</sub>	.214	.095	.183	2.257	.025
	Task Interdependence_X <sub>2</sub>	.301	.126	.221	2.383	.018
	Interpersonal Communication_X <sub>3</sub>	.254	.104	.217	2.436	.016
	Job Satisfaction_X <sub>4</sub>	.277	.114	.204	2.438	.016

The calculation results in Table 1 can be shown that the path coefficient on substructure-1 is obtained by the path coefficient X<sub>1</sub> to Y  $\beta y_1 = 0,183$ , X<sub>2</sub> on Y is  $\beta y_2 = 0,221$ , X<sub>3</sub> on Y is  $\beta y_3 = 0,217$ , and X<sub>4</sub> on Y is  $\beta y_4 = 0,204$ . Each value  $\text{sig} < 0,05$ , then H<sub>0</sub> is rejected means significant.

Table 2: Results of significance test on substructure-1  
ANOVA<sup>a</sup>

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	28821.361	4	7205.340	46.566	.000 <sup>b</sup>
	Residual	25685.797	166	154.734		
	Total	54507.158	170			

a. Dependent Variable: Performance\_Y

b. Predictors: (Constant), Organizational Culture\_X<sub>1</sub>, Task Interdependence\_X<sub>2</sub>, Interpersonal Communication\_X<sub>3</sub>, Job Satisfaction\_X<sub>4</sub>

Probability value (sig.)  $0.000 < \text{value } 0.05$  thus the regression equation  $\hat{y} = 0,183x_1 + 0,221x_2 + 0,217x_3 + 0,204x_4 + \epsilon_{y1}$  is significant. The results of this test confirm that the equation can be used to predict performance (Y) based on organizational culture scores (X<sub>1</sub>), task interdependence (X<sub>2</sub>), interpersonal communication (X<sub>3</sub>), and job satisfaction (X<sub>4</sub>), as well as one residual variable namely  $\epsilon_{y1}$ .

Table 3: Summary of the regression model on substructure-1  
Model Summary

Model	R	R Square	Adjusted R Square	Std. An error in the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.770 <sup>a</sup>	.594	.586	.24228	.586	71.047	4	167	.000

- a. Predictors: (Constant), Organizational Culture\_X1, Task Interdependence\_X2, Interpersonal Communication\_X3, Job Satisfaction\_X4
- b. Dependent Variable: Performance\_Y

The magnitude of the error coefficient  $\rho_{y_1 \varepsilon_1}$  is  $h \sqrt{1 - R^2} = 0.031$ . Based on the results of this calculation, the causal empirical relationship framework is variable  $X_1, X_2, X_3, Y$  on  $Z$ , on substructure 1, as follows:  $\hat{y} = 0,183x_1 + 0,221x_2 + 0,217x_3 + 0,204x_4 + \varepsilon_{y1}$ .  $R^2_{yX_{123}} = 82,5\%$ . The magnitude of the influence of other variables outside of  $X_1, X_2, X_3$ , and  $Y$  on  $Z$  is  $\varepsilon_1 = 0.031$ .

**Model of the influence of paths between variables on substructure-2**

The influence model between variables on substructure-2 consists of one variable, namely job satisfaction ( $X_4$ ), and three independent variables, namely organizational culture ( $X_1$ ), task interdependence ( $X_2$ ), and interpersonal communication ( $X_3$ ), and one residual variable, namely  $\varepsilon_{y2}$ . Based on this influence, the path model on substructure-2 is as follows  $\hat{y} = \beta_{y1} + \beta_{y2} + \beta_{y3} + \varepsilon_{y2}$ . The test results obtained for the path coefficient on substructure-2 are as follows:

Table 4: Path coefficient values on substructure-2  
Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	22.050	7.711		2.859	.005
	Organizational Culture_X1	.219	.062	.256	3.526	.001
	Task Interdependence_X2	.307	.083	.306	3.709	.000
	Interpersonal Communication_X3	.254	.068	.294	3.724	.000

- a. Dependent Variable: Job Satisfaction\_X4

The calculation results from Table 4 can be shown that the path coefficient on substructure-2 is obtained by the path coefficient  $X_1$  on  $Y$  is  $\beta_{y1} = 0,256$ ,  $X_2$  on  $Y$  is  $\beta_{y2} = 0,306$ , and  $X_3$  on  $Y$  is  $\beta_{y3} = 0,294$ . Each value  $\text{sig} < 0,05$ , then  $H_0$  is rejected means significant.

Table 5: Results of significance test on substructure-2  
ANOVA<sup>a</sup>

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	17532.992	3	5844.331	81.278	.000 <sup>b</sup>
	Residual	12008.166	167	71.905		
	Total	29541.158	170			

a. Dependent Variable: Job Satisfaction\_X4

b. Predictors: (Constant), Organizational Culture\_X1, Task Interdependence\_X2, Interpersonal Communication\_X3

Probability value (sig.) 0.000 < value 0.05 thus the regression equation  $\hat{y} = 0,256y_1 + 0,306y_2 + 0,294y_3 + \varepsilon_{y2}$  is significant. The results of this test confirm that this equation can be used to predict job satisfaction (X4) based on the organizational culture score (X1), task interdependence (X2), and interpersonal communication (X3) as well as one residual variable namely  $\varepsilon_{y2}$ .

Table 6: Summary of the regression model on substructure-2  
Model Summary

Model	R	R Square	Adjusted R Square	Std. An error in the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.770 <sup>a</sup>	.594	.586	8.480	.594	8.193	3	168	.000

a. Predictors: (Constant), Organizational Culture\_X1, Task Interdependence\_X2, Interpersonal Communication\_X3

b. Dependent Variable: Job Satisfaction\_X4

The large coefficient of error  $\rho_{y12} \varepsilon_4$  is  $\sqrt{1 - R^2} = 0,021$ . Based on the results of this calculation, the causal empirical relationship framework is variable X1, X2 on X3, on substructure 2, as follows:  $\hat{y} = 0,256y_1 + 0,306y_2 + 0,294y_3 + \varepsilon_{y2}$ .  $R^2_{y123} = 85,6\%$ . The magnitude of the influence of other variables outside X1, X2, on X3 is  $\varepsilon_{y2} = 0,021$

**Substructure-1**

a) Direct and Indirect Effects of X1 on Y

- The direct effect of X1 on Y is  $\beta X_1 = 0.183$
- The indirect effect of X1 on Y does not exist = 0
- Total direct and indirect effects Y on Z:  $0.183 + 0 = 0.183$

b) Direct and Indirect Effects of X2 on Y

- The direct effect of X2 on Y is  $\beta X_2 = 0.221$
- The indirect effect of X2 on Y does not exist = 0
- Total direct and indirect effects Y on Z:  $0.306 + 0 = 0.221$

c) Direct and Indirect Effects of X3 on Y

- The direct effect of X3 on Y is  $\beta X_3 = 0.217$
- There is no direct effect of X3 on Y = 0
- Total direct and indirect effects Y on Z:  $0.294 + 0 = 0.217$

d) Direct and Indirect Effects of  $X_4$  on Y

- The direct effect of  $X_4$  on Y is  $\beta_{y4} = 0.204$
- The indirect effect of  $X_4$  on Y does not exist = 0
- Total direct and indirect effects of  $X_4$  on Y:  $0.204 + 0 = 0.204$

**Substructure-2**a) Direct and Indirect Effects of  $X_1$  on Y Through  $X_4$ 

- The direct effect of  $X_1$  on  $X_4$  is  $\beta_{y1} = 0.256$
- Indirect effect of  $X_1$  on Y through  $X_4$ :  $(\beta_{y1})(\beta_{x4}) = (0.183)(0.256) = 0.047$
- Total direct and indirect effects of  $X_1$  on Y:  $0.183 + 0.047 = 0.230$

b) Direct and Indirect Effects of  $X_2$  on Y through  $X_4$ 

- The direct effect of  $X_2$  on  $X_4$  is  $\beta_{y2} = 0.306$
- Indirect effect of  $X_2$  on Y through  $X_4$ :  $(\beta_{y2})(\beta_{x4}) = (0.221)(0.306) = 0.068$
- Total direct and indirect effects of  $X_2$  on Y:  $0.221 + 0.068 = 0.289$

c) Direct and Indirect Effects of  $X_3$  on Y through  $X_4$ 

- The direct effect of  $X_3$  on  $X_4$  is  $\beta_{y3} = 0.294$
- Indirect effect of  $X_3$  on Y through  $X_4$ :  $(\beta_{y3})(\beta_{x4}) = (0.217)(0.294) = 0.064$
- Total direct and indirect effects of  $X_3$  on Y:  $0.217 + 0.064 = 0.281$

d) Direct and Indirect Effects of  $X_4$  on Y

- The direct effect of  $X_4$  on  $X_4$  is that there is no  $\beta_{y4} = 0.00$
- Indirect effect of  $X_4$  on Y = 0.204
- Total direct and indirect effects of  $X_4$  on Y:  $0.204 + 0 = 0.204$

**Statistical Mathematical Model**

Substructural Equation 1

$$\hat{y} = \beta_{y1} + \beta_{y2} + \beta_{y3} + \beta_{y4} + \varepsilon_{y1}$$

$$\hat{y} = 0,183x_1 + 0,221x_2 + 0,217x_3 + 0,204x_4 + \varepsilon_{y1}$$

Substructural Equation 2

$$\hat{y} = \beta_{y1} + \beta_{y2} + \beta_{y3} + \varepsilon_{y2}$$

$$\hat{y} = 0,256y_1 + 0,306y_2 + 0,294y_3 + \varepsilon_{y2}$$

**Test the significance of the indirect effect**

The indirect effect test is used to test the effectiveness of the intervening variable which mediates the independent variable and the dependent variable. The magnitude of the influence of the intervening variable is determined by the following analysis:

**a) Test the indirect effect of the Organizational Culture variable ( $X_1$ ) on the Performance variable (Y) through the job satisfaction variable ( $X_4$ )**

Calculation of the mediating effect can be done using the Sobel test by using the coefficients of the regression equation contained in the table below:



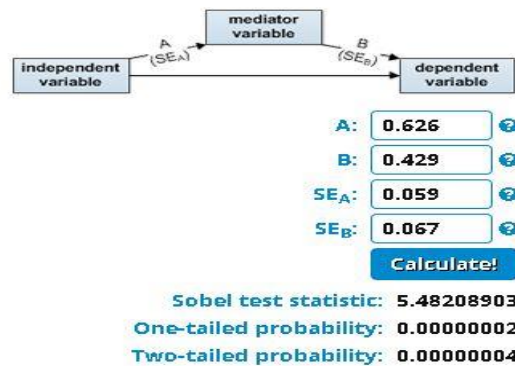
Table 7: Regression of organizational culture variable (X<sub>1</sub>) on performance variable (Y)

Dependent Variable	Independent Variable	Regression Coefficient (Unstandardized Coefficients)		t	Sig.
		B	Std.Error		
Job Satisfaction_X <sub>4</sub>	Organizational Culture_X <sub>1</sub>	0,626	0,059	10.547	0.000

Table 8: Regression of organizational culture variable (X<sub>1</sub>) on performance variable (Y) through job satisfaction variable (X<sub>4</sub>)

Dependent Variable	Independent Variable	Regression Coefficient (Unstandardized Coefficients)		t	Sig.
		B	Std.Error		
Performance (Y)	Organizational Culture_X <sub>1</sub>	0.429	0.067	6.412	0.000
	Job Satisfaction_X <sub>4</sub>	0.306	0.059	5.194	0.000

Based on the calculation of the regression coefficient, obtained a = 0.626 and b = 0.429, with SEa = 0.059 and SEb = 0.067. Picture of the indirect influence of organizational culture (X<sub>1</sub>) on performance (Y) through job satisfaction (X<sub>4</sub>). The magnitude of the mediating effect can be calculated using the Sobel test using the Sobel Test Calculator for the Significance of Mediation tool, based on the coefficient value of the regression equation. The calculations are as shown in the image below:



Z-count value (5.482) > Z-table value (1.96) is obtained, with a significance level of  $\alpha = 5\%$ . And when viewed from the probability value (significance) of the t-statistic test for the organizational culture variable (sig), that is equal to  $0.00 < \alpha = 0.05$ . Then H<sub>0</sub> is rejected and H<sub>1</sub> is accepted, this shows that job satisfaction (X<sub>4</sub>) can mediate organizational culture (X<sub>1</sub>) on performance (Y).

**b) Test the indirect effect of the task interdependence variable (X<sub>2</sub>) on the performance variable (Y) through the job satisfaction variable (X<sub>4</sub>)**

c)

Calculation of the mediating effect can be done using the Sobel test by using the coefficients of the regression equation contained in the table below:

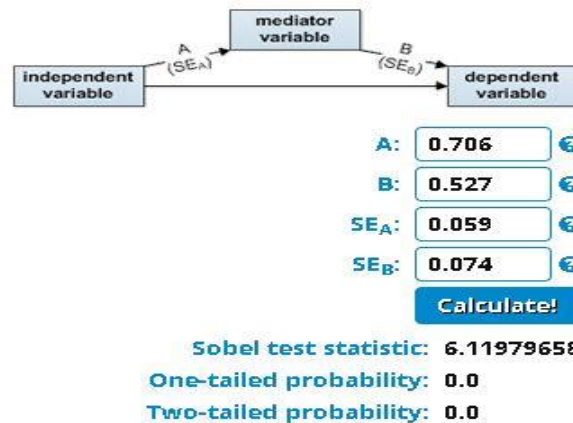
Table 9: Regression of task interdependence variable (X<sub>2</sub>) on performance variable (Y)

Dependent Variable	Independent Variable	Regression Coefficient (Unstandardized Coefficients)		t	Sig.
		B	Std.Error		
Job Satisfaction_X <sub>4</sub>	Task Interdependence_X <sub>2</sub>	0,706	0,059	12.053	0.000

Table 10: Regression of the task interdependence variable (X<sub>2</sub>) on the performance variable (Y) through the job satisfaction variable (X<sub>4</sub>)

Dependent Variable	Independent Variable	Regression Coefficient (Unstandardized Coefficients)		t	Sig.
		B	Std.Error		
Performance (Y)	Task Interdependence_X <sub>2</sub>	0.527	0.074	7.143	0.000
	Job Satisfaction_X <sub>4</sub>	0.233	0.062	3.754	0.000

Based on the calculation of the regression coefficient, obtained a = 0.706 and b = 0.527, with SEa = 0.059 and SEb = 0.074. Picture of the indirect effect of organizational culture (X<sub>1</sub>) on performance (Y) through job satisfaction (X<sub>4</sub>). The magnitude of the effect of mediation can be calculated using the Sobel test Calculator for the Significance of Mediation, based on the coefficient value of the regression equation. The calculations are as shown in the image below:



Z-count value (6.119) > Z-table value (1.96) is obtained, with a significance level of  $\alpha = 5\%$ . And when viewed from the probability value (significance) of the t-statistic test for the organizational culture variable (sig), that is equal to  $0.00 < \alpha = 0.05$ . Then H<sub>0</sub> is rejected and H<sub>1</sub> is accepted, this shows that job satisfaction (X<sub>4</sub>) can mediate task interdependence (X<sub>2</sub>) on performance (Y).

**d) Test the indirect effect of interpersonal communication variables (X<sub>3</sub>) on performance variables (Y) through job satisfaction variables (X<sub>4</sub>)**

Calculation of the mediating effect can be done using the Sobel test by using the coefficients of the regression equation contained in the table below:

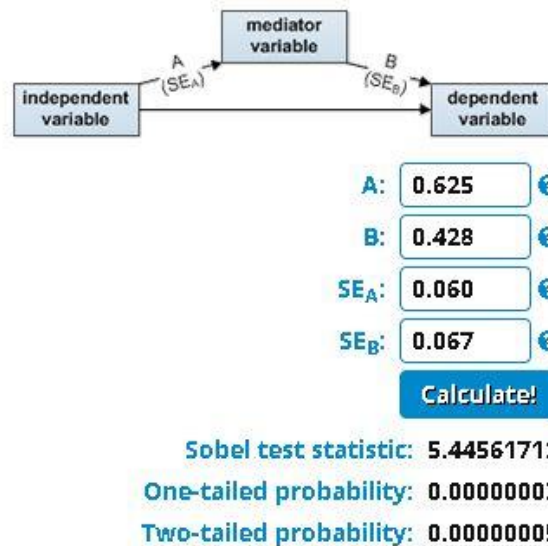
Table 11: Regression of interpersonal communication variable (X<sub>3</sub>) on performance variable (Y)

Dependent Variable	Independent Variable	Regression Coefficient (Unstandardized Coefficients)		t	Sig.
		B	Std.Error		
Job Satisfaction_X <sub>4</sub>	Interpersonal Communication_X <sub>3</sub>	0,625	0,060	10.429	0.000

Table 12: Regression of interpersonal communication variable (X<sub>3</sub>) on performance variable (Y) through job satisfaction variable (X<sub>4</sub>)

Dependent Variable	Independent Variable	Regression Coefficient (Unstandardized Coefficients)		t	Sig.
		B	Std.Error		
Performance (Y)	Interpersonal Communication_X <sub>3</sub>	0.428	0.067	6.426	0.000
	Job Satisfaction_X <sub>4</sub>	0.313	0.058	5.374	0.000

Based on the calculation of the regression coefficient, obtained a = 0.625 and b = 0.428, with SEa = 0.060 and SEb = 0.067. The picture of the indirect effect of interpersonal communication (X<sub>3</sub>) on performance (Y) through job satisfaction (X<sub>4</sub>), is presented as follows: The magnitude of the influence of mediation can be calculated using the Sobel test using the Sobel Test Calculator for the Significance of Mediation.



Z-count value (5.445) > Z-table value (1.96) is obtained, with a significance level of  $\alpha = 5\%$ . And when viewed from the probability value (significance) of the t-statistic test for the organizational culture variable (sig), that is equal to  $0.00 < \alpha = 0.05$ . Then H<sub>0</sub> is rejected and H<sub>1</sub> is accepted, this shows that job satisfaction (X<sub>4</sub>) can mediate interpersonal communication (X<sub>3</sub>) on performance (Y).

**SITOREM Analysis**

The process of carrying out operational research in the field of education management, adding the theory of scientific identification in this case the SITOREM (Scientific Identification Theory to Conduct Operations Research Education Management) analysis, which is a scientific introduction theory for conducting operations research in the field of education management (Hardhienata, 2017) with a statistical model and analysis of indicators of each variable to obtain optimal solutions for variable indicators that need to be repaired, maintained or enhanced. The results of the SITOREM analysis in this study can be explained as follows:

Table 13: Determination of SITOREM Analysis Results

<b>PERFORMANCE</b>				
<b>Indicator in Initial State</b>		<b>Indicator after Weighting by Expert</b>		<b>Indicator Value</b>
1	The results of the work are following the objectives of the activity program	1 <sup>st</sup>	The results of the work are by the objectives of the activity program (15.53%)	4.25
2	The results of the work using the resources owned by the organization	2 <sup>nd</sup>	The results of the work use the resources owned by the organization (14.56%)	4.40
3	The number of work products and services produced according to predetermined standards	3 <sup>rd</sup>	Work attitude that upholds morals, ethics, and law (14.56%)	4.40
4	A result of work that can be completed on time	4 <sup>th</sup>	The number of work products and services produced according to predetermined standards (14.56%)	3.72
5	An independent attitude develops competencies to support work results	5 <sup>th</sup>	Independent attitude develops competence to support work results (13.59%)	4.19
6	A working attitude that maintains self-esteem and the organization/institution	6 <sup>th</sup>	A result of work that can be completed on time	3.88
7	A working attitude that upholds morals, ethics, and law	7 <sup>th</sup>	Work attitude that maintains self-esteem and organization/agency (13.59%)	3.63
<b>ORGANIZATIONAL CULTURE (<math>\beta_1 = 0,183</math>) (IV)</b>				
<b>Indicator in Initial State</b>		<b>Indicator after Weighting by Expert</b>		<b>Indicator Value</b>
1	Encouraging innovation in work	1 <sup>st</sup>	Encouraging innovation at work (17.05%)	4.29
2	Result oriented	2 <sup>nd</sup>	Team-oriented work (17.05%)	4.39
3	Team oriented work	3 <sup>rd</sup>	Empowerment of human resources within the organization (17.05%)	4.38
4	Empowerment of human resources in the organization	4 <sup>th</sup>	Consistent with the rules that have been set (17.05%)	3.86
5	Consistent with the rules that have been set	5 <sup>th</sup>	Results-oriented (15.91%)	3.98
6	Adapt to changes.	6 <sup>th</sup>	Adapting to changes. (15.91%)	3.86
<b>TASK INTERDEPENDENCY (<math>\beta_2 = 0,221</math>) (I)</b>				

Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Individual dependence on others in a unit part	1 <sup>st</sup>	Reciprocal interdependence (27.78%)	4.14
2	Individual dependency on others outside one unit unit	2 <sup>nd</sup>	Individual dependency on other people outside one part unit (24.07%)	4.35
3	Dependence of other employees on other employees	3 <sup>rd</sup>	Individual dependency on others in one part unit (24.07%)	3.98
4	Interdependent relationships	4 <sup>th</sup>	Dependence of other employees on other employees (24.07%)	3.97
<b>INTERPERSONAL COMMUNICATION (<math>\beta_{y_3} = 0,217</math>) (II)</b>				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Be open to receiving input from others	1 <sup>st</sup>	The ability to interpret every word, sentence, information, and behavior of others. (18.48%)	4.3
2	Ability to understand others	2 <sup>nd</sup>	Be positive towards yourself and others (17.39%)	3.7
3	Provide support to others	3 <sup>rd</sup>	Provide views, ideas, and ideas for organizational progress (16.30%)	4.48
4	Be positive towards yourself and others	4 <sup>th</sup>	Ability to understand other people (16.30%)	3.77
5	Provide views, ideas, and ideas for the progress of the organization	5 <sup>th</sup>	Openness to receive input from others (16.30%)	3.68
6	The ability to interpret every word, sentence, information, and behavior of others.	6 <sup>th</sup>	Providing support to others (15.22%)	4.22
<b>JOB SATISFACTION (<math>\beta_{y_4} = 0,204</math>) (III)</b>				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Earned income	1 <sup>st</sup>	Opportunity for career advancement at work (18.28%)	4.05
2	Opportunity for career advancement at work	2 <sup>nd</sup>	Quality control of work by leaders (17.20%)	3.98
3	Work relationships with friends and bosses	3 <sup>rd</sup>	Earned income (17.20%)	3.65
4	Quality control of work by the leadership	4 <sup>th</sup>	Security in carrying out tasks (16.13%)	4.08
5	Security in carrying out tasks	5 <sup>th</sup>	Have the opportunity to be creative at work. (16.13%)	3.79
6	Have the opportunity to be creative at work.	6 <sup>th</sup>	Work relationships with friends and bosses (15.05%)	4.29



<b>RESULTS OF CYTOREM ANALYSIS</b>			
<b>Priority Order of Indicators to be strengthened</b>		<b>Indicators to be maintained</b>	
1 <sup>st</sup>	Individual dependency on others in one part unit (24.07%) (3.98)	1 <sup>st</sup>	Reciprocal interdependence (27.78%) (4.14)
2 <sup>nd</sup>	Dependence on other employees	2 <sup>nd</sup>	Individual dependence on other people outside one unit (24.07%) (4.35)
3 <sup>rd</sup>	Towards other employees (24.07%) (3.97)	3 <sup>rd</sup>	Ability to interpret every word, sentence, information, and behavior of others (18.48%) (4.30)
4 <sup>th</sup>	Be positive towards yourself and others (17.39%) (3.70)	4 <sup>th</sup>	Provide views, ideas, and ideas for organizational progress (16.30%) (4.48)
5 <sup>th</sup>	Ability to understand other people (16.30%) (3.77)	5 <sup>th</sup>	Providing support to others (15.22%) (4.22)
6 <sup>th</sup>	Openness to receive input from others (16.30%) (3.68)	6 <sup>th</sup>	Opportunity for career advancement at work (18.28%) (4.05)
7 <sup>th</sup>	Quality control of work by leaders (17.20%) (3.98)	7 <sup>th</sup>	Security in carrying out tasks (16.13%) (4.08)
8 <sup>th</sup>	Income earned (17.20%) (3.65)	8 <sup>th</sup>	Work relationship with friends and boss (15.05%) (4.29)
9 <sup>th</sup>	Have the opportunity to be creative at work. (16.13%) (3.79)	9 <sup>th</sup>	Encouraging innovation at work (17.05%) (4.29)
10 <sup>th</sup>	Consistent with the rules that have been set (17.05%) (3.86)	10 <sup>th</sup>	Team-oriented work (17.05%) (4.39)
11 <sup>th</sup>	Results-oriented (15.91%) (3.98)	11 <sup>th</sup>	Empowerment of human resources in the organization (17.05%) (4.38)
12 <sup>th</sup>	Adapting to changes (15.91%) (3.86)	12 <sup>th</sup>	Measuring the degree of conformity of activity objectives with activity results (15.53%) (4.25)
13 <sup>th</sup>	Number of work products and services produced according to predetermined standards (14.56%) (3.72)	13 <sup>th</sup>	Maximum use of organizational resources to achieve the highest results (14.56%) (4.40)
14 <sup>th</sup>	A result of work that can be completed on time (13.59%) (3.88)	14 <sup>th</sup>	Build a high commitment to law, morals, and ethics (14.56%) (4.40)
		15 <sup>th</sup>	Independence to develop competence (13.59%) (4.19)

## Conclusion

This research has succeeded in finding ways and strategies to increase commitment to the teaching profession through the identification of the strength of influence between research variables. Furthermore, this research has produced findings about research variable indicators that need to be repaired and maintained. Based on the results of the analysis, discussion of research results, and hypotheses that have been tested, it can be concluded as follows:

1. There is a direct positive effect of Organizational Culture ( $X_1$ ) on Performance (Y), with a path coefficient ( $\epsilon z_1$ ) = 0.183, so strengthening Organizational Culture ( $X_1$ ) can increase Performance (Y).
2. There is a direct positive effect of Task Interdependence ( $X_2$ ) on Performance (Y), with a path coefficient value ( $\epsilon z_3$ ) = 0.221, so strengthening Task Interdependence ( $X_2$ ) can increase Performance (Y).
3. There is a direct positive effect of Interpersonal Communication ( $X_3$ ) on Performance (Y), with a path coefficient ( $\epsilon z_2$ ) = 0.217, so strengthening Interpersonal Communication ( $X_3$ ) can increase Performance (Y).
4. There is a direct positive effect of Job Satisfaction ( $X_4$ ) on Performance (Y), with a path coefficient value ( $\epsilon zy$ ) = 0.204, so strengthening Job Satisfaction ( $X_4$ ) can increase Performance (Y).
5. There is a direct positive effect of Organizational Culture ( $X_1$ ) on Job Satisfaction ( $X_4$ ), with a path coefficient value ( $\beta y_1$ ) = 0.256, so strengthening Organizational Culture ( $X_1$ ) can increase Job Satisfaction ( $X_4$ ).
6. There is a direct positive effect of Task Interdependence ( $X_2$ ) on Job Satisfaction ( $X_4$ ), with a path coefficient value ( $\beta y_3$ ) = 0.417, so strengthening Task Interdependence ( $X_2$ ) can increase Job Satisfaction ( $X_4$ ).
7. There is a direct positive effect of Interpersonal Communication ( $X_3$ ) on Job Satisfaction ( $X_4$ ), with a path coefficient value ( $\beta y_2$ ) = 0.306, so strengthening Interpersonal Communication ( $X_3$ ) can increase Job Satisfaction ( $X_4$ ).
8. There is an indirect positive effect of Organizational Culture ( $X_1$ ) on Performance (Y) through Job Satisfaction ( $X_4$ ), with a path coefficient value ( $\beta zy_1$ ) = 0.047, so strengthening Organizational Culture ( $X_1$ ) can increase Performance (Y) through Satisfaction Work ( $X_4$ ).
9. There is an indirect positive effect of Task Interdependence ( $X_2$ ) on Performance (Y) through Job Satisfaction ( $X_4$ ), with a path coefficient value ( $\beta zy_3$ ) = 0.068, so strengthening Task Interdependence ( $X_2$ ) can increase Performance (Y) through Satisfaction Work ( $X_4$ ).
10. There is an indirect positive effect of Interpersonal Communication ( $X_3$ ) on Performance (Y) through Job Satisfaction ( $X_4$ ), with a path coefficient value ( $\epsilon zy_2$ ) = 0.064, so that strengthening Interpersonal Communication ( $X_3$ ) can increase Performance (Y) through Satisfaction Work ( $X_4$ ).

## Implications

The performance of a widyaiswara will have an impact on the performance of the institution where the widyaiswara works. Through high performance, the widyaiswara will work optimally in carrying out their functional duties as functional technical executors in the field of Training, Training Development, and Training Quality Assurance at Training Organizing Institutions. Based on the research results, performance can be continuously improved through strengthening organizational culture, task interdependence, interpersonal communication, and job satisfaction, both individually and collectively. Based on the research conclusions above, the implications of this study can be drawn as follows:

1. If the widyaiswara's performance is to be improved, it is necessary to strengthen organizational culture, task interdependence, and interpersonal communication as exogenous variables with job satisfaction as intervening variables.
2. If the organizational culture is to be strengthened, it is necessary to improve the indicators that are still weak, namely: 1). Consistent with the rules that have been set (17.05%) (3.86); 2). Oriented to work results (15.91%) (3.98); 3). Adapt to changes. (15.91%) (3.86); and maintain or develop indicators: 1).

- Encouraging innovation at work (17.05%) (4.29); 2). Team-oriented work (17.05%) (4.39); 3). Empowerment of human resources within the organization (17.05%) (4.38).
3. If task interdependence is to be strengthened, it is necessary to improve the indicators that are still weak, namely: 1). Individual dependence on other people in one part unit (24.07%) (3.98); and 2) Dependence of other employees on other employees (24.07%) (3.97); as well as maintaining or developing indicators: 1). Reciprocal interdependence (27.78%) (4.14); and 2). Individual dependency on other people outside one part unit (24.07%) (4.35).
  4. If interpersonal communication is to be strengthened, it is necessary to improve the indicators that are still weak, namely: 1). It's positive towards yourself and others (17.39%) (3.70); 2). Ability to understand other people (16.30%) (3.77); and 3). Openness to receive input from others (16.30%) (3.68), and maintain or develop indicators: 1). Ability to interpret every word, sentence, information, and behavior of others (18.48%) (4.30); 2). Provide views, ideas, and ideas for organizational progress (16.30%) (4.48); and 3). Providing support to others (15.22%) (4.22).
  5. If job satisfaction is to be strengthened, it is necessary to improve the indicators that are still weak, namely, 1). Quality control of work by leaders (17.20%) (3.98); 2). Earned income (17.20%) (3.65); and 3). Have the opportunity to be creative at work. (16.13%) (3.79); as well as maintaining or developing indicators: 1). Opportunities for career advancement at work (18.28%) (4.05); 2) Security in carrying out tasks (16.13%) (4.08); and 3) Work relationships with friends and bosses (15.05%) (4.29).

### Suggestion

Based on the research results, discussion of research results, conclusions, and implications that have been described above, it can be seen that the performance of the Widyaiswara Kemdiburistek in the West Java Region. Based on the results of the SITOREM analysis, it was obtained data on the indicators for each variable, both the indicators that were maintained and the indicators that were prioritized had to be corrected immediately.

The order of priority for indicators that must be improved is 1) Individual dependence on other people in one unit section (24.07%) (3.98), 2). Other employees depend on other employees (24.07%) (3.97), 3) It's positive about yourself themselves and others (17.39%) (3.70), 4) Ability to understand other people (16.30%) (3.77), 5) Openness to receive input from others (16.30%) (3.68), 6) Quality control work by the leadership (17.20%) (3.98), 7) Income earned (17.20%) (3.65), 8) Have the opportunity to be creative at work. (16.13%) (3.79), 9) Consistent with the rules that have been set (17.05%) (3.86), 10) Oriented to work results (15.91%) (3.98), 11) Adapting to changes (15.91%) (3.86), 12). The number of work products and services produced according to predetermined standards (14.56%) (3.72), 13) A work result that can be completed promptly (13.59%) (3.88), and 14) Work attitude that respects morals, ethics, and law (13.59%) (3.63).

Based on the description above, several things can be done as an effort for the Ministry of Education and Culture to improve performance. Widyaiswara at the Ministry of Education and Culture. This improvement effort is to make improvements to several variable indicators that are still low and maintain indicators that are already good. The following are suggestions that can be made by making improvements to several variables and indicators that are still low, especially those that fall into the "priority for immediate improvement" category. As well as maintaining or developing indicators that are already good. The implementation of each of the following suggestions is based on the scale of the results of the SITOREM analysis by taking into account the capabilities of organizational resources in their respective agencies.

## **COMPETING INTERESTS**

The author has no competing interests to declare.

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