The effect of organizational culture, personality, job satisfaction, and trust on school supervisor performance

Virgana Virgana¹, Soeparlan Kasyadi²
Postgraduate Program, Universitas Indraprasta PGRI, Indonesia

ABSTRACT

This research was about school supervisors who play a strategic role in the management of human resources in the school environment. The study aims to determine the direct and indirect influences of organizational culture, personality, job satisfaction, and trust on the school supervisor's performance. The research samples were 180 supervisors of the school Education Office Special capital Jakarta. Data collection using questionnaires with a Likert scale, before analyzing the obtained data will be validated and reliably in respondents outside of the research sample. Data were analyzed through path analysis, as data analysis requirements were tests of normality, homogeneity, and linearity. Research results there was a direct influence of organizational culture, and personality on job satisfaction; Organizational culture, and personality on trust; Organizational culture, and personality on performance; Job satisfaction, and trust on performance, then there was an indirect influence of organizational culture through job satisfaction on the performance of school supervisor. The conclusion that the performance of the school supervisor at the Education Office of Jakarta was influenced by variations level of organizational culture, personality, and Trust, but the personality of school supervisors should have a priority attention to improving their performance.

Keywords:
Job satisfaction
Organizational culture
Personality
Supervisor performance
Trust

This is an open access article under the CC BY-SA license.

Corresponding Author:
Virgana Virgana
MIPA Pascasarjana,
Universitas Indraprasta PGRI,
Jl. Nangka No 58c Tanjung Barat Jakarta Selatan, Indonesia.
Email: virganaunindra@gmail.com

1. INTRODUCTION

The headmaster in running an education unit level organization, through four management functions, Modern management principles include planning, organizing, implementing, and monitoring has been adopted and used in education organizing practices [1]. Education supervision essentially points to the effort and assistance of supervisors to education stakeholders, especially educators, aimed at the improvements and coaching of learning. The assistance provided should be based on careful observation and objective assessment, and the assistance provided should be able to improve and develop the learning situation [2]. On the other hand, there are some disadvantages to school supervisory competence, so performance is less optimal. School supervisor competence is still not maximally evidenced by the results of the competency test supervisory year 2016, the average reached the value of 32.28 is below the national average of 42.25 [3]. In the Regulations of the standards of school supervisors, stated that a school supervisor must have six competencies that are personality, managerial supervision, academic supervision, education evaluation, development research, and social competence [4]. In addition to supervisory competence that determines the performance of supervisors in an organization, performance is also one of the outcomes individuals that are influenced by various factors.
As outlined by [5] that outcomes individual organizations in the form of performance and organizational commitments are influenced by Job satisfaction, Motivation, leadership influences, and cultural values. Based on the theory this research was titled enhancing school supervisor performance (SSP) through organizational culture (OC), personality (P), job satisfaction (JS), and trust (T). With the aim of research to know the direct influence of organizational culture, personality, satisfaction, and confidence in school supervisors the performance, as well as the indirect influence of organizational culture through job satisfaction on performance, organizational culture through confidence in performance, personality through job satisfaction on performance, and personality through trust on performance of school supervisors.

Performance Is the result of work achieved in quality and quantity by an employee in carrying out its duties [6]. Employee’s performance is depending on the willingness and also the openness of the employees themselves on doing their job [7]. Work performance is an achievement stage as a work accomplishment by an individual from the organization [8]. Performance is the result of the work of a person or group in an organization at a particular time which reflects how well the person or group reaches the qualification of a job in a mission of an organization’s goal achievement [9]. The formation of employee behavior, as well as its impact on performance achievement, is based on a fact that employee behavior is a very important problem [10]. Job performance is a work-related activity expected of an employee and how well those activities are well-executed Job performance is a work-related activity expected of an employee and how well those activities are well-executed [11]. Organizational culture is a common perception embraced by all members of the organization [12]. Organizational culture could also be referred to as the working condition among superordinate (school heads) and subordinates (teachers) in a bid to achieve the aims and objectives of the school system [13]. Organizational culture is informal or unwritten but has an important role as a way of thinking, accepting the situation and felt something in that company [14].

The Big Five dimensions of personality are agreeableness (e.g. forgiving, trusting, cooperative, friendly, concerned with others’ needs), conscientiousness (e.g. persistent, disciplined, efficient), extraversion (e.g. warm, sociable, active, talkative), neuroticism (e.g. worries a lot, poor impulse control, emotional instability), and intellect/openness (e.g. curious about many different things) [15, 16]. Personality is a very important and vital part of a person's life is also very complex where an individual reacts and interacts with other individuals [17]. Personality competence, namely having a strong personality, stable, mature, wise, and authoritative, be an example for others, and noble[18]. Personality as the stable patterns of behavior and consistent internal states that determine how an individual reacts to and interacts with others [19]. Job satisfaction is essentially an individual thing; each person will have a level of satisfaction that is not the same as the value system that applies to him [20, 21]. Job Satisfaction is an essential component for employee motivation and encouragement towards better performance [22]. Job Satisfaction is an occurrence which should exceed in the border of the organization and its special effects should also see in employee’s personal life and outside the organization. [23]. An individual’s job satisfaction is based on the extent to which the job provides rewards or outcomes that the individual considers important [24]. Job satisfaction emphasizes the cognitive evaluation of the well-being quality of one’s job, such as with pay, coworkers, or supervisors [25, 26].

Trust is a hope given from one party to the other without having to directly monitor [27]. Trust is essentially dual and household social capital beliefs [28]. Trust is a commonly important element in the organization as well to determine the level of performance and automatically is a source of competition regarding advantage [29]. The development of such trust among team members creates distinctive qualities and the commendable organization of employees [30].

The purpose of this research is to know the direct and indirect influence of organizational culture, personality, job satisfaction, and trust on the job performance of the school supervisors. The research questions of the study were guided by the following research questions: (i) Whether there is a direct influence of organizational culture on job satisfaction?; Whether there is a direct influence personality on job satisfaction?; Whether there is direct influence organizational culture on trust?; Whether there is a direct influence of personality on trust?; Whether there is a direct influence of job satisfaction on job performance?; Whether there is a direct influence of personality on job performance?; and (ii) Whether there is an indirect influence of organizational culture through job satisfaction on job performance?; Whether there is an indirect of personality through job satisfaction on job performance; whether there is an indirect of influence organizational culture through trust on job performance, and whether there is indirect influences personality through trust on job performance.
2. RESEARCH METHOD

This study was quantitative with the type of causal research; data processed using path analysis. The study was held in November 2019 to March 2020. The sample of this study was 180 primary school supervisors, junior high school, and high school. To obtain research data using questioners, there were five sets of questioners: organizational culture, work environment, personality, motivation, and job performance. The rating scale used for all variables has five categories of the answer options, namely: (a) always; (b) often; (c) sometimes; (d) infrequently; and (e) never. Alternate answers are weighted by a value of five to one for a positive statement, and a weight value of one to five for negative statements. The respondents were asked to answer questions in the questionnaire of which 30 items of organizational culture, personality, work motivation, trust, and job performance, the valid instruments were used in this research.

Validity and Reliability. After five instruments of research composed, the next test the instrument on 20 respondents out of research samples to find out validity and reliability. Then the validity of instrument items was determined by comparing the value of \( r_{xy} \) obtained with the critical value r-pearson’s product moment at 20 of respondents. If \( r_{count} > r_{table} \), then the instrument item is valid and is used for data collection. Conversely, if \( r_{count} < r_{table} \), then the item becomes invalid and was not used in the study. The reliability of the items of valid instruments then analyzed by the Cronbach alpha technique. The calculation of the instrument reliability coefficient was only done after the invalid items were not used in the study. The calculation is done using the Excel for Windows program. The reliability calculations of OC = .919; P = .917; JS = .912; T = .913; SSP = .916. All data have \( r_{count} > r_{table} \) (.360), then all data were reliable. To obtain the research data by distributing instruments through the coordinator of School supervisor in five municipalities as many as 200 exemplars with 30 working days, then the returned instrument that has been completed with as much as 180 copies.

3. RESULTS AND DISCUSSION

The first requirement to be met in a path analysis is that the sampling error must originate from a population that is normally distributed. Test the normality error data is performed to know that the distribution of the observed sample error comes from a population that is on a normal distribution or not. Test statistics conducted to test the normality of distribution errors in this study is the test of Lilliefors. The hypothesis presented in the normality test is \( H_0 \): Data derived from the normal distribution population, and \( H_1 \): Data derived from a population that does not normally distribute.

The provisions in this test are if the statistics \( L_0 < L_{table} (\alpha = 0.05) \) then the error data is normally distributed. Conversely, if \( L_0 > L_{table} (\alpha = 0.05) \) then the data is not distributed normally. Summary result of test counting normality error, that all variables have \( L_0 = 0 \) \(< L_{table} (\alpha = 0.05) \). So it is said that all data are normal distribution. The second requirement to be filled with data in the path analysis is that the sample data comes from a population that has a homogeneous variant. A homogenization test is conducted to determine that the sample data is derived from a population that has a variant or diversity that is homogeneous. Test the statistics conducted to know the data homogeneity with Levene Statistics. The Data comes from a population that has a homogeneous variant when the sig. >. 05. All the data in this study has the sig. >. 05, then data comes from a population that has a homogeneous variant.

Test the significance and linearity of the regression model. The next requirement in using a path analysis is that the exogenous and endogenous variables formulated in the structural models have significant and linear relationships. Therefore, it is carried out the significance test and linearity of the simple linear regression model following the inter-variable relationship model formulated in the research model. If value deviation from Sig. >. 05 the relationship between the two variables is linear if value deviation from Sig. <. 05 the relationship between the two variables is not linear. And also if \( F_e < F_{\alpha} \) the relationship between the two variables is linear if \( F_e > F_{\alpha} \) the relationship between the two variables is not linear. The summary of an analysis of linearity results all data, it can be concluded that all variable pairs have linear and significant relationships.

3.1 Hypothesis testing requirements

There are several steps in the determination and testing of the path coefficient in the analysis path, including: 1) determination of the correlation coefficient between variables in the structural model, 2) determination and testing significance of the line coefficient on each substructure contained in the structural model, 3) and the great determination of direct and indirect influences of the exogenous variables against endogenous variables in structural models, as seen in Figure 1.

Determination of the correlation coefficient between variables in structural models in Table 1 the entire correlation coefficient interrelated variables are positively marked. This indicates that there is a positive
The result of a path coefficient of counting is used to test the proposed hypothesis and measure the impact of both direct and indirect exogenous variables against endogenous variables in structural models. Withdrawal of the hypothesis conclusion is done through the calculation of the statistical value of each path coefficient, provided if $t_{\text{count}} > t_{\text{table}}$. Then all of the path coefficients in this study are significant.

3.2. Research question 1: Whether there is a direct influence of organizational culture on job satisfaction? 
Calculation results obtained that the line coefficient $X_1$ by $X_2$ ($p_{23}$) gets .558 with $t_{\text{count}} = 7.385$. At $\alpha = .05$ retrieved $t_{\text{table}} = 1.973$, because the value $t_{\text{count}} (7.385) > t_{\text{table}} (1.973)$. Then the path coefficient is very significant. It is thus evident that there is a direct positive influence on organizational culture ($X_1$) to job satisfaction ($X_3$).

3.3. Research question 2: Whether there is a direct influence of personality on job satisfaction? 
Calculation results obtained that the line coefficient $X_2$ by $X_1$ ($p_{31}$) gets .174 with $t_{\text{count}} = 2.296$. At $\alpha = .05$ retrieved $t_{\text{table}} = 1.973$, because the value $t_{\text{count}} (2.296) > t_{\text{table}} (1.973)$. Then the path coefficient is very significant. It is thus evident that there is a direct positive influence on organizational culture ($X_1$) to job satisfaction ($X_3$).

3.4. Research question 3: Whether there is a direct influence of organizational culture on trust? 
Calculation results obtained that the line coefficient $X_1$ by $X_4$ ($p_{41}$) gets .390 with $t_{\text{count}} = 4.432$. At $\alpha = .05$ retrieved $t_{\text{table}} = 1.973$. Because the value $t_{\text{count}} (4.432) > t_{\text{table}} (1.973)$, then the path coefficient is very significant. It is thus evident that there is a direct positive influence on organizational culture ($X_1$) on trust ($X_4$).

3.5. Research question 4: Whether there is a direct influence of personality on trust? 
Calculation results obtained that the line coefficient $X_2$ by $X_4$ ($p_{34}$) gets .189 with $t_{\text{count}} = 2.151$. At $\alpha = .05$ retrieved $t_{\text{table}} = 1.967$, because the value $t_{\text{count}} (2.151) > t_{\text{table}} (1.967)$. Then the path coefficient is very significant. Thus it is evident that there is direct influence: Personality ($X_2$) on trust ($X_4$).

3.6. Research question 5: Whether there is a direct influence of organizational culture on job performance? 
Calculation results obtained that the line coefficient $X_1$ by $X_5$ ($p_{51}$) gets .173 with $t_{\text{count}} = 1.984$. At $\alpha = .05$ gets $t_{\text{table}} = 1.974$ because the value $t_{\text{count}} (1.984) > t_{\text{table}} (1.974)$. Then the path coefficient is very significant. It is thus evident that there is a direct positive influence on organizational culture ($X_1$) on performance ($X_5$).

3.7. Research question 6: Whether there is a direct influence of personality on job performance?
Calculation results obtained that the line coefficient $X_2$ by $X_5$ ($p_{35}$) gets .224 with $t_{\text{count}} = 2.946$. At $\alpha = .05$ retrieved $t_{\text{table}} = 1.974$, because the value $t_{\text{count}} (2.946) > t_{\text{table}} (1.974)$, then the path coefficient is very significant. It is thus evident that there is a direct positive influence personality ($X_2$) style on job performance ($X_5$).

| Hypotheses | Correlation Coefficient | Sig.<.05 | Path Coefficient | $t_{\text{count}}$ | $t_{\text{table}}$ | Result |
|------------|-------------------------|----------|------------------|-------------------|-------------------|--------|
| 1. organizational culture has a significant direct influence on job satisfaction | $r_{13}=.751$ | .000 | $p_{23}=.558$ | 7.385 | 1.973 | Accepted |
| 2. organizational culture has a significant direct influence on trust | $r_{14}=.360$ | .000 | $p_{34}=.390$ | 4.432 | 1.973 | Accepted |
| 3. organizational culture has a significant direct influence on school supervisors performance | $r_{15}=.247$ | .001 | $p_{35}=.173$ | 1.984 | 1.974 | Accepted |
| 4. personality has a significant direct influence on job satisfaction | $r_{23}=.330$ | .000 | $p_{32}=.174$ | 2.296 | 1.973 | Accepted |
| 5. personality has a significant direct influence on trust | $r_{34}=.456$ | .048 | $p_{43}=.189$ | 2.151 | 1.974 | Accepted |
| 6. personality has a significant direct influence on job satisfaction | $r_{25}=.148$ | .000 | $p_{45}=.224$ | 2.946 | 1.974 | Accepted |
| 7. job satisfaction has a significant direct influence on school supervisors performance | $r_{43}=.291$ | .000 | $p_{43}=.305$ | 4.128 | 1.973 | Accepted |
| 8. trust has a significant direct influence on school supervisors performance | $r_{45}=.225$ | .002 | $p_{45}=.159$ | 2.511 | 1.973 | Accepted |

Table 1. Findings of research hypotheses
3.8. Research question 7: Whether there is a direct influence of job satisfaction on job performance?

Calculation results obtained that the line coefficient $X_3$ by $X_5 (p_{53})$ gets $0.35$ with $t_{count} = 4.128$. At $\alpha = .05$ retrieved $t_{table} = 1.973$, because the value $t_{count} (4.128) > t_{table} (1.973)$, then the path coefficient is very significant. It is thus evident that there is a direct positive influence on job satisfaction ($X_5$) on job performance ($X_3$).

3.9. Research question 8: Whether there is a direct influence of trust on job performance?

Calculation results obtained that the line coefficient $X_4$ by $X_5 (p_{54})$ gets $0.159$ with $t_{count} = 2.511$. At $\alpha = .05$ retrieved $t_{table} = 1.973$, because the value $t_{count} (2.511) > t_{table} (1.973)$, then the path coefficient is very significant. It is thus evident that there is a direct positive influence on trust ($X_4$) on performance ($X_3$).

3.10. Research question 9: Whether there is an indirect of organizational culture through job satisfaction on job performance?

To determine the indirect influence of organizational culture through job satisfaction on performance, by doing the following calculations as follows:

$$p_{531} = p_{31} \times p_{53} = .558 \times .305 = .17019$$

$$s_{31} = .076 \text{ (std. error), } s_{53} = .079 \text{ and } Sc = \text{Combined std. error}$$

$$Sc = \frac{n_1-1)(s_{31}^2+n_3-1)(s_{53}^2)}{(n_1+n_3-2)} = \frac{179(.076)^2+179(.079)^2}{358}$$

$$Sc = \frac{1.033904+1.117139}{358} = \frac{2.151043}{358} = .0775, \text{ then } t_{count} = \frac{p_{531}}{Sc} = \frac{.17019}{.0775} = 2.196. \text{ For } \alpha = .05,$$

and df = n-k-1= 174.

On the test, two parties obtained the value $t_{table}= 1.974$. Because the value $t_{count} > t_{table} \text{ (2.196 > 1.974)}$. Then it can be concluded that there is a significant indirect influence of organizational culture through job satisfaction on performance.

3.11. Research question 10: Whether there is an indirect of personality through job satisfaction on job performance?

To determine the indirect influence of personality through job satisfaction on performance, by doing the same way obtain $p_{532} = p_{32} \times p_{53} = .189 \times .305 = .057645$, $s_{32} = .097 \text{ (std. error)}$ and $s_{53} = .079$, then $t_{count} = \frac{p_{532}}{Sc} = \frac{0.57645}{0.0886} = .6506. \text{ For } \alpha = .05, \text{ and df = n-k-1}= 344. \text{ On the test two parties obtained the value } t_{table}= 1.974. \text{ Because the value } t_{count} < t_{table} \text{ (.6506 < 1.974)}. \text{ Then it can be concluded that there is not a significant indirect influence of organizational culture through trust on performance.}$

3.12. Research question 11: Whether there is an indirect influence of organizational culture through trust on job performance?

To determine the indirect influence of organizational culture through trust on performance, by doing the same way obtain $p_{541} = p_{41} \times p_{54} = .390 \times .159 = .06201$, $s_{41} = .088 \text{ (std. error)}$ and $s_{54} = .068$, then $t_{count} = \frac{p_{541}}{Sc} = \frac{0.6201}{0.7864} = .7885. \text{ For } \alpha = .05, \text{ and df = n-k-1}= 174. \text{ On the test two parties obtained the value } t_{table}= 1.974. \text{ Because the value } t_{count} < t_{table} \text{ (.7885 < 1.974)}. \text{ Then it can be concluded that there is not a significant indirect influence of leadership style through job satisfaction on organization performance.}$

3.13. Research question 12: whether there is an indirect influences of personality through trust on job performance?

To determine the indirect influence of personality through trust on performance, by doing the same way obtain $p_{542} = p_{42} \times p_{54} = .189 \times .159 = .030051$, $s_{42} = .097 \text{ (std. error)}$ and $s_{54} = .068$, then $t_{count} = \frac{p_{542}}{Sc} = \frac{0.030051}{0.0838} = .359. \text{ For } \alpha = .05, \text{ and df = n-k-1}= 344. \text{ On the test two parties obtained the value } t_{table}= 1.974. \text{ Because the value } t_{count} < t_{table} \text{ (.359 < 1.967)}. \text{ Then it can be concluded that there is not a significant indirect influence of leadership style through job satisfaction on organization performance.}$

Structural Model final influence variable exogenous on variable endogenous as seen Figure 1.
The effect of organizational culture, personality, job satisfaction, and trust on school... (Virgana Virgana)
the performance of school supervisors in DKI Jakarta, in other words, that organizational culture is associated with the variable job satisfaction will have more influence on job performance. The novelty in our research has been found that in the management of human resources in education Office in Jakarta that organizational culture, and job satisfaction is important in improving the job performance of school supervisor, and the studies generally use less than five variables while in our study using five variables by using the intervening variables that can determine the presence or absence of human resources management in an organization.

4. CONCLUSION
Organizational culture, personality, job satisfaction, and trust have a significant direct influence on the school supervisors’ performance in DKI Jakarta. And also organizational culture has significant indirect influence through job satisfaction on the performance of the school supervisor. Personality and trust of the variables have to be improved, to improve the performance of school supervisors gradually it will improve the quality of education in Indonesia.

School supervisors need to improve personality and trust through capacity building and character-building programs. Education officer should pay attention to the job satisfaction of school supervisors besides financial such as verbal praise. The education service should have a periodic school supervisor rotation program. Future research should continue to examine the different variables exogenous to variable endogenous with deferent variables intervening. To obtain more accurate results, needed a larger sample with wider nationwide coverage.

REFERENCES
[1] S. Kamaruddin, “Application of management principles in leadership at the Muhammadiyah Rappang College of Social and Political Sciences (in Bahasa),” *Akmenn*, vol. 13, no. 3, pp. 469–477, 2017.
[2] S. Rahmah, “School’s supervisor determines the quality of education (in Bahasa),” *J. Tarb.*, vol. 25, no. 2, pp. 174–193, 2018.
[3] A. Mahyudin, “Principal's leadership and supervisor competency can improve the professional competence of sports and physical education educators: Study at the Public Elementary School in Cikoneng District, Ciamis Regency) (in Bahasa),” *Indones. J. Educ. Manag. Adm. Rev.*, vol. 1, no. 1, pp. 79–87, 2017.
[4] R. I. Mendiknas, *School/madrasah supervisory standards* (in Bahasa). Kementrian Diknas RI, 2007.
[5] P. Lankeshwara, “A study on the impact of workplace environment on employee’s performance; with reference to the Brandix Intimate Apparel-Awissawella,” *Int. J. Multidiscip. Stud.*, vol. 3, no. 1, pp.47–57, 2016.
[6] V. Virgana, “High school teacher performance, regional performance allowance, and job satisfaction,” *Pros. Semin. Nas. Pendidik. KALUNI*, vol. 1, no. July, pp. 251–257, 2018.
[7] J. A. Colquitt, J. A. LePine, and M. J. Wesson, *Organizational behavior: Improving performance and commitment in the workplace*, New York, NY McGraw-Hill Education, 2019.
[8] A. Eliyana, S. Ma’arif, and Muzakkii, “Job satisfaction and organizational commitment effect in the transformational leadership towards employee performance,” *Eur. Res. Manag. Bus. Econ.*, vol. 25, no. 3, pp.144–150, 2019.
[9] K. Al-Omari and H. Oksaheh, “The influence of work environment on job performance: A case study of engineering company in Jordan,” *Int. J. Appl. Eng. Res.*, vol. 12, no. 24, pp.15544–15550, 2017.
[10] Z. Notambun, R. L. Ririhena, and J. R. Batlolona, “The effect of organization restructuring on organization performance viewed from employee performance and leadership effectiveness at maluku provincial education office,” *J. Educ. Learn.*, vol. 13, no. 1, pp.118–124, 2019.
[11] R. O. Owenbhugie and R. E. Ekhaise, “Human resource management motivational strategies for enhancing business educators’ job performance in tertiary institutions in Edo and Delta States, Nigeria,” *Journal of education and learning (Edulearn)*, vol. 14, no. 1, pp. 140–147, 2020.
[12] Sunaryo, “The influence of transformational leadership style, organizational culture and work discipline on employee performance at PT. Pegasaian,” *J. Ilm. Manaj.*, vol. 18, no. 1, pp. 101–114, 2017.
[13] J. Fejoh, P. A. Onanuga, and A. Ibrahim, “Organisational Culture as a determinant of workers’ job commitment in public secondary schools in Ogun State,” *J. Humani. Soc. Sci. Creat. Arts*, vol. 13, no. 1, pp. 89–97, 2018.
[14] Y. W. Ariyawan, A. Rivai, and Suharto, “Influence of leadership style and organizational culture on organizational performance through job satisfaction in PT Telekomunikasi Indonesia Tbk,” *Int. J. Eng. Sci.*, vol. 7, no. 10, pp. 23–19, 2018.
[15] T. Ljubin-Golub, E. Petričević, and D. Rovan, “The role of personality in motivational regulation and academic procrastination,” *Educ. Psychol.*, vol. 39, no. 4, pp. 550–568, 2019.
[16] J. F. Salgado, “Moderator effects of job complexity on the validity of forced-choice personality inventories for predicting job performance,” *Rev. Psicol. del Trab. y las Organ.*, vol. 33, no. 3, pp. 229–223, 2017.
[17] T. Sariwulan, “The effect of personality, work stress and decision making to organizational commitment at Limited Company of Bhumiyamca Sekawan in South Jakarta,” *Int. J. Hum. Cap. Manag.*, vol. 2, no. 1, pp. 48–56, 2018.
[18] Y. A. Lestari and M. Purwanti, “Relationship of pedagogical, professional, social, and personality of non-formal school teacher x (in Bahasa),” *J. Kependidikan*, vol. 2, no. 1, pp. 197–208, 2018.

J. Edul. & Learn. Vol. 14, No. 3, August 2020 : 434 – 441
The effect of organizational culture, personality, job satisfaction, and trust on school... (Virgana Virgana)