

The Influence of Organizational Culture and Workload on PPPK Teacher Job Satisfaction at XYZ School

Viola Diya Nabiilah^{1*}, Khaerul Rizal Abdurahman²

Faculty of Economics and Business, Jenderal Achmad Yani University

Corresponding Author: Viola Diya Nabiilah,

violadiya_22p272@mn.unjani.ac.id

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ABSTRACT

Teacher Job Satisfaction is one of the important factors in supporting the effectiveness of Teaching and Learning Activities (KBM) and to achieve school goals, as well as at XYZ school which expects its teachers to have job satisfaction, Job satisfaction is influenced by the work itself, work groups, and working conditions but based on the phenomenon that occurs among PPPK teachers at XYZ school, where the implementation of organizational culture is still not optimal and there are differences in workload among teachers so that it is suspected that it will have an impact on teacher job satisfaction. This study aims to determine the effect of organizational culture and workload on the job satisfaction of PPPK teachers at XYZ school. This study uses a quantitative method with a quantitative descriptive and quantitative associative approach. Data analysis uses multiple linear regression analysis through the SPSS version 27 application. Respondents in this study were all PPPK groups at XYZ school, The results of the study show that organizational culture and workload partially have a positive effect on job satisfaction. Simultaneously, organizational culture and workload also affect the job satisfaction of PPPK teachers at XYZ school with high criteria. This shows that the stronger the teacher is in implementing the values of XYZ school and the more appropriate the workload given is according to their abilities, the higher the job satisfaction of PPPK teachers at XYZ school.

INTRODUCTION

Technological developments in the era of globalization require the world of education to continue to adapt in order to be able to produce human resources that are qualified, creative, innovative, and able to compete at the global level (UNISCO, 2020). In realizing these goals, teachers play a crucial role as they are the spearhead of the successful learning process. However, the quality of education in Indonesia still faces various challenges, as reflected in the low literacy achievement of students based on test results *Program for International Student Assessment* PISA. Therefore, professional, competent teachers with high job satisfaction are needed to be able to carry out their duties optimally (OECD, 2023). This situation demonstrates the need for various efforts to improve the quality of education, one of which is through improving the quality of learning. These efforts are carried out not only through competency development, training, and improving the learning system, but also by increasing teacher job satisfaction.

For teachers Job satisfaction tends to be more productive, innovative, and able to face global challenges such as technology integration in learning (Schwab, 2019). Teachers who have high job satisfaction tend to show better performance, while teachers who are less satisfied have the potential to experience decreased motivation, work fatigue, and even increased levels of absenteeism (Adolfina, 2014). Job dissatisfaction is associated with increased absenteeism. Individuals who are dissatisfied with their jobs tend to be absent more frequently, have lower work motivation, and demonstrate lower commitment to the organization (Robbins & Judge, 2017). This condition was seen in PPPK teachers at XYZ school, where the rate of absence from school meetings increased from 14% in June to 23% in August.

This phenomenon shows that the level of teacher absence from meetings has increased from month to month, according to the opinion of Flippo. According to personnel management experts, the ideal employee absence rate is around 2% or a maximum of 3%. If the absence rate exceeds 3%, it can be categorized as high absenteeism and indicates problems with discipline or work participation. Based on data findings related to unexcused absences of PPPK teachers from academic meetings, this situation cannot be allowed to continue, as it has the potential to disrupt the creation of a conducive work climate in the school environment.

One of the factors thought to influence teacher job satisfaction is organizational culture (Robbins & Judge, 2017). XYZ School has implemented various school cultures such as flag ceremonies, literacy, gymnastics, homeroom teacher coaching, and congregational Dhuha prayers as part of the character building of the school community. However, the implementation of several of these activities has not been running optimally because the participation of PPPK teachers is still inconsistent. Based on the results of interviews conducted by researchers conducted by the object, the school often conducts socialization related to activities, programs, values adopted by the school to PPPK teachers in the hope that they can follow the program and implement the values adopted by the school.

Building a school community that is "religious, intelligent, superior, and educational", These values are expected to create a harmonious culture and boost the work ethic of PPPK teachers. However, initial observations indicate that some PPPK teachers still do not fully reflect the values of the school's organizational culture. For example, discipline in attendance and cultural compliance are uneven, and participation in school development activities tends to decline.

This condition shows that the implementation of organizational culture still needs to be strengthened in order to be able to create a conducive work environment and increase teacher involvement in various school activities. If this continues to be allowed to continue, it will have an impact on job satisfaction, as is in line with research previously Destianta and Abdurahman (2025) with the title *The Influence of Organizational Culture and Physical Work Environment on Teacher Satisfaction at SMPN 3 Cimahi* which states that organizational culture influences job satisfaction. This means that the stronger the organizational culture, demonstrated through each teacher's understanding, acceptance, and implementation of school values, the higher the perceived level of job satisfaction. Conversely, if the organizational culture is weak, characterized by a low understanding of school values, a lack of participation in established programs, and a minimal commitment to the prevailing work culture, teachers tend to feel less connected to the organization. This condition can reduce work enthusiasm and a sense of belonging to the school, and ultimately impact teacher job satisfaction. Therefore, strengthening organizational culture is one of the important efforts that schools need to undertake to improve the job satisfaction of PPPK teachers.

Apart from organizational culture, workload is also a factor that has the potential to influence teacher job satisfaction (Robbins & Judge, 2017). According to Vanchapo (2020:1). Workload is a process or activity that must be completed immediately by a worker within a certain time period. Based on the interview results, some PPPK teachers not only carry out teaching duties, but also accept various additional duties such as being curriculum staff, Dapodik operators, OSIS advisors, or on-duty officers. In addition to carrying out their main duties as educators, PPPK teachers are also required to carry out various additional tasks outside of learning activities, such as administrative management and non-academic activities.

These additional tasks are often not in line with the competencies and skills possessed by PPPK teachers, thus causing an increase in the workload, fatigue, and a decrease in the focus of PPPK teachers on the main tasks in the learning process. Conversely, there are other teachers who simply perform teaching duties without any additional responsibilities. This unequal distribution of the workload is thought to create feelings of unfairness, burnout, and impact teacher job satisfaction. According to Koesomowidjojo (2021:22). Therefore, this study was conducted to determine the influence of organizational culture and workload on the job satisfaction of PPPK Teachers at XYZ school. In addition, it was also to analyze the influence of organizational culture and workload both partially and simultaneously. The results of the study are expected to be a basis for schools in formulating policies that can strengthen organizational culture,

create a fairer distribution of workload, and increase teacher job satisfaction so that the quality of learning and the achievement of school goals can be increasingly optimal.

LITERATURE REVIEW

Organizational culture

According to Marwansyah (2019:186) that: "Organizational culture is a mechanism used by an organization and its members to learn to manage external challenges and realize internal integration". Meanwhile, according to Sedarmayanti (2017:36) that: "Organizational culture is a value, attitude, which has been believed by employees so that it has become employee behavior in everyday life, attitudes and values that have crystallized in the organization will guide employees to behave in accordance with the attitudes and values they believe in.

According to Robbins and Judge (2024:551), Cultural Characteristics Organization includes: 1) Innovation and Courage to Take Risks, 2) Attention to Detail, 3) Results Oriented, 4) People Oriented, 5) Team Oriented, 6) Aggressiveness, 7) Stability.

To find out the relationship between Organizational Culture and Job Satisfaction, research can be conducted by Destianta and Abdurahman (2025) with the title The influence of organizational culture and physical work environment on teacher satisfaction at SMPN 3 Cimahi, organizational culture influences job satisfaction. Thus, it can be concluded that the better the implementation of organizational culture, as reflected in the internalization of organizational values, cooperation, effective communication, and member commitment to organizational goals, the higher the level of perceived job satisfaction. Conversely, if organizational culture is not optimally implemented, characterized by low member participation in implementing organizational values and a lack of commitment to the established culture, job satisfaction tends to decline.

H1 : Organizational Culture Has a Positive Influence on the Job Satisfaction of PPPK Teachers at SMA Negeri 1 Padalarang

Workload

According to Paramitadewi (2017) that: "Workload is the extent to which an individual worker's capacity is needed to complete the tasks assigned to him, which can be indicated by the amount of work that must be done by the employee." Meanwhile, according to Moekijat (2010) that: "Workload is the amount of work that must be completed by a group or person within a certain time or workload can be seen from an objective and subjective perspective."

According to Tarwaka in Safitri and Astutik (2019), Workload Dimensions Include: 1) Time Load, 2) Mental Load 3) Physical Load.

To find out the relationship between Workload and Job Satisfaction, you can do this instudy Mulyadi & Abdurahman (2024) by title The Influence of Organizational Culture and Physical Work Environment on Job Satisfaction of Teachers at XYZ IT Elementary Schoolwho found that workload has an effect on job satisfaction,This also proves that workload influences employee job

satisfaction. Therefore, it can be concluded that a workload managed proportionally according to an individual's abilities, competencies, and working hours will increase job satisfaction. Conversely, if the workload is too high or does not match an individual's capacity, job satisfaction tends to decrease due to stress and fatigue.

H2 : Workload has a positive effect on the job satisfaction of PPPK teachers at SMA Negeri 1 Padalarang

Job Satisfaction

According to Busro (2017) that: "Job satisfaction is a general attitude towards workers, namely from the difference between the rewards received and the rewards they believe in." Meanwhile, according to Mangkunegara (2017:117): "Job satisfaction is a feeling that supports or does not support the employee in relation to his work or his condition."

According to Mangkunegara (2017:118), Job Satisfaction indicators include: 1) Turnover (Employee Turnover), 2) Absenteeism Rate (Absence) from Work, 3) Job Level, 4) Company Organization Size.

To find out the relationship between Organizational Culture and Workload on Job Satisfaction, a study by Lestari et al. (2024) entitled "The Influence of Organizational Culture, Workload, and Employee Engagement on Job Satisfaction at the East Java Provincial Inspectorate" can be conducted. The study proves that organizational culture, workload, and employee engagement have a positive influence on employee job satisfaction. These results indicate that the implementation of a good organizational culture, proper workload management, and high employee involvement in the organization can increase the level of job satisfaction. Thus, organizations need to strengthen the applied cultural values, regulate the workload proportionally, and encourage active employee involvement to create more optimal job satisfaction.

H3 : Organizational Culture and Workload Influence the Job Satisfaction of PPPK Teachers at SMA Negeri 1 Padalarang

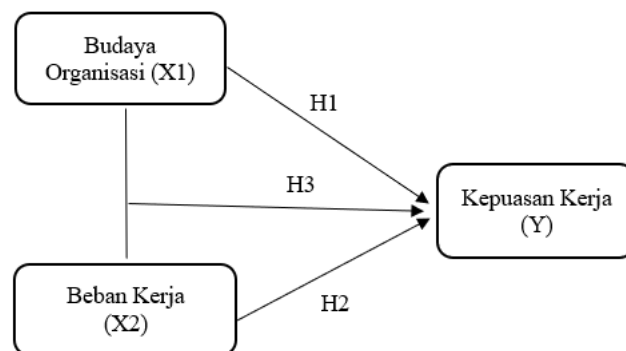


Figure 1. Research Paradigm

METHODOLOGY

This study uses a quantitative method with a quantitative descriptive and quantitative associative approach. The quantitative descriptive approach is used to describe the organizational culture, workload, and job satisfaction of PPPK teachers in schools XYZ, while the quantitative associative approach aims to

examine the relationship and influence of organizational culture and workload on teacher job satisfaction. Data collection was conducted by distributing questionnaires to respondents, then the data were analyzed using statistical techniques to test the research hypotheses.

The object of the research is the school's PPPK teachers XYZ, with three research variables consisting of organizational culture as the first independent variable, organizational culture (X1), workload as the second independent variable (X2), and job satisfaction as the dependent variable (Y). Each variable is operationalized into several indicators compiled based on relevant theories so that they can be measured using a research instrument in the form of a questionnaire.

Research data was obtained through observation, interviews, questionnaires, and literature review. The research respondents were all teachers with PPPK status at the school XYZ. The research instrument was measured using a Likert scale, then tested for validity and reliability to ensure that the instrument was suitable for use in data collection.

Furthermore, the collected data was analyzed using SPSS version 27. The analysis stages included classical assumption tests, multiple linear regression analysis, correlation coefficients, determination coefficients, and hypothesis testing through t-tests to determine the partial influence of each independent variable and F-tests to determine the simultaneous influence of organizational culture and workload on job satisfaction of PPPK teachers in XYZ school.

RESEARCH RESULT AND DISCUSSION

Validity Test Results

Based on the results of the validity test conducted on all indicators, it can be concluded that all statement items in the questionnaire are valid. This can be seen from the value r_{count} exceeding, the r_{table} value in this study is 0.333 at a 5% significance level. The following is a summary of the research results, which can be seen in the table below:

Table 1. Validity Test			
Variables	r_{count}	r_{table}	Information
Organizational culture			
X1.1	0.671	0.333	Valid
X1.2	0.801		Valid
X1.3	0.751		Valid
X1.4	0.718		Valid
X1.5	0.749		Valid
X1.6	0.690		Valid
X1.7	0.782		Valid
X1.8	0.740		Valid
X1.9	0.707		Valid
X1.10	0.583		Valid
X1.11	0.582		Valid
XI.12	0.634		Valid

X1.13	0.645		Valid
X1.14	0.640		Valid
Workload			
X2.1	0.383		Valid
X2.2	0.741		Valid
X3.3	0.641	0.333	Valid
X2.4	0.415		Valid
X2.5	0.633		Valid
X2.6	0.699		Valid
Job satisfaction			
Y1.1	0.624		Valid
Y1.2	0.629		Valid
Y1.3	0.494		Valid
Y1.4	0.710	0.333	Valid
Y1.5	0.702		Valid
Y1.6	0.727		Valid
Y1.7	0.570		Valid

Source: Questionnaire, Reprocessed 2026.

Based on the analysis results presented in table 1, the validity test results can be represented through r_{count} obtained from the correlation of the Product Moment coefficient. Based on the information in the table, it is known that all statements in the questionnaire are valid because they have a value $r_{table} > r_{count}$ (0.3338). This means that the research instrument is able to measure the variables being studied.

Reliability Test Results

Table 2. Reliability Test

Variables	Cronbach's Alpha	N Of Item	Information
Organizational Culture (X1)	0.902	14	Reliable
Workload (2)	0.614	6	Reliable
Job Satisfaction (Y)	0.752	7	Reliable

Source: Questionnaire, Reprocessed 2026.

Based on the table above, the results of the reliability test, if the Cronbach's Alpha value is > 0.60 , it can be concluded that all statements in the questionnaire can be categorized as reliable or dependable.

In this study, to obtain respondents' responses regarding organizational culture, workload, and job satisfaction of PPPK teachers, the researcher distributed questionnaires to 35 respondents. Referring to the results of the validity and reliability tests that have been conducted, it was possible to draw conclusions regarding all items related to the organizational culture, workload, job satisfaction variable, which have been proven valid and reliable. The details are shown in the table below:

Organizational Culture of PPPK Teachers at XYZ School

Table 3. Total Average Respondents' Responses to Statements Regarding Organizational Culture Variables

SUB VARIABLES	TOTAL AVERAGE	CRITERIA
Innovation and Courage to Take Risks	3.78	Good
Attention to Detail	3.51	Careful
Results-Oriented	3.93	Good
Human-Oriented	3.4	Good
Team Oriented	3.66	Good
Aggressive	3.54	Good
Stability	3.61	Enough
TOTAL AVERAGE SCORE	(3.78+3.51+3.93+3.4+3.66+3.54+3.61)/7=3.64	
CRITERIA	STRONG	

Source: Questionnaire, Reprocessed 2026.

Based on Table 3, it can be concluded that the calculation for each sub-variable of organizational culture, the human-oriented sub-variable is the lowest sub-variable with a total average of 3.40 which is included in the good criteria. Meanwhile, the results-oriented sub-variable is the highest sub-variable with a total average of 3.93 which is included in the good criteria. Overall, the total average score of XYZ school's organizational culture reached 3.64 so it is in the strong category. This indicates that the values of organizational culture have been embedded and consistently applied by members of the organization in carrying out their work. This reflects a common understanding, commitment, and behavior that supports the effective achievement of organizational goals. that organizational culture has been implemented well. This means that teachers have implemented the values of organizational culture well in carrying out their duties and responsibilities. This is seen from the professional attitude, cooperation, discipline, and commitment of teachers in carrying out their work in accordance with applicable provisions in the school. The application of these values helps create a positive work environment, increases the effectiveness of task implementation, and supports the optimal achievement of school goals.

Workload of PPPK Teachers at XYZ School

Table 4. Total Average of Respondents Regarding Statements Regarding Workload Variables

SUB VARIABLES	TOTAL AVERAGE	CRITERIA
Time Burden	3.22	Enough
Mental Burden	2.94	Enough
Physical Load	3.01	Enough
TOTAL AVERAGE SCORE	(3.22+2.94+3.01)/3=3.06	
CRITERIA	ENOUGH	

Source: Questionnaire, Reprocessed, 2026

Based on the table4. After calculating each workload sub-variable, the conclusion is that the mental load sub-variable is the lowest with a total average of 2.94, which is included in the sufficient criteria. Meanwhile, the time load sub-variable is the highest with a total average of 3.22, which is included in the sufficient criteria. Overall, the total average workload score for PPPK teachers at XYZ school reached 3.06, so it is in the sufficient category. This indicates that the workload received by PPPK teachers at XYZ school is quite appropriate and can still be carried out well, but not yet fully optimal. This means that the demands of work related to time, mental, and physical can still be handled by teachers. This indicates that teachers can still adapt to the workload given, such as managing time to complete tasks, facing demands in the learning process, and maintaining physical condition while working. However, there are several aspects that still need to be considered because they can cause stress or fatigue if not managed properly, so effective work arrangements are needed to maintain optimal teacher performance.

Job Satisfaction of PPPK Teachers at XYZ School

Table 5. Total Average Respondents' Responses to Statements Regarding Job Satisfaction Variables

SUB VARIABLES	TOTAL AVERAGE	CRITERIA
Employee Turnover	3.68	Low
Level absence	3.5	Enough
Employment Level	3.32	Enough
Organization Size	3.39	Fluent
TOTAL AVERAGE SCORE	(3.68+3.5+3.32+3.39+/4=3.48	
CRITERIA	SATISFIED	

Source: Questionnaire, Reprocessed, 2026

Based on Table 5, after calculating the job satisfaction sub-variables, the job level sub-variable had the lowest mean score, with a total average of 3.32, which falls within the sufficient criteria. Meanwhile, the turnover sub-variable had the highest mean score, with a total average of 3.68, which falls within the low criteria.

Overall, the average job satisfaction score for PPPK teachers at XYZ school reached 3.48, placing them in the satisfied category. This indicates that PPPK teachers have a fairly good level of job satisfaction in carrying out their work. This means that the satisfaction criterion indicates that individuals have positive feelings about their work, feel comfortable with the work environment, and assess that the work performed has met their expectations and needs. In this study, teachers showed a good level of satisfaction with their work, work environment, and various supporting factors in carrying out their duties and responsibilities at XYZ school. This condition reflects that teachers feel

comfortable and are able to carry out their work well, thereby supporting the achievement of school goals.

The Influence of Organizational Culture and Workload on the Job Satisfaction of PPPK Teachers at XYZ School Partially and Simultaneously.

To identify the fourth problem regarding the influence of organizational culture and workload on job satisfaction of PPPK teachers at XYZ school, the researcher conducted a multiple regression analysis because the multiple linear regression model used aims to be able to show a valid relationship equation or Best Linear Unbiased Estimator (BLUE) and must have the classical assumptions of Ordinary Least Square (OLS). In multiple regression analysis, there are several assumptions that must have the classical assumptions of Ordinary Least Square (OLS). In multiple regression analysis, there are several assumptions that must be met in order to show the relationship equation in the multiple regression model that meets the BLUE (Best Linear Unbiased Estimator) properties so that the data obtained is valid. To fulfill these assumptions, this study conducted classical assumption tests consisting of normality tests, multicollinearity tests, and heteroscedasticity tests.

Normality Results

The results of the normality test of the variables of the organizational culture and workload variables on job satisfaction show a significant value (sig.) of $0.200 > 0.05$, so it can be stated that the data in this study is normally distributed.

Multicollinearity Results

The results of the multicollinearity test of the organizational culture and workload variables on job satisfaction showed a tolerance value of $0.641 > 0.10$ and a variance inflating factor (VIF) value of $1.560 < 10.00$. Therefore, it can be concluded that there are no symptoms of multicollinearity in this test.

Heteroscedasticity Results

The results of the heteroscedasticity test show a value (sig.) > 0.05 , namely the organizational culture variable shows a significance value of $0.251 > 0.05$ and workload of $0.243 > 0.05$. Therefore, it can be concluded that in this test there are no symptoms of heteroscedasticity.

Multiple Linear Regression Test

Table 6. Multiple Linear Regression Test

Variables	<i>Unstandardized coefficients B</i>
Constant	2,731
Organizational culture	0.347
Workload	0.204
Dependent Variable: Job Satisfaction	

Source: SPSS Output Results, Reprocessed 2026.

Furthermore, this research conducted multiple linear regression analysis testing using SPSS version 27 and obtained the following equation:

$$Y = 2.731 + 0.347 X_1 + 0.204 X_2$$

The multiple regression equation can be interpreted as follows:

1. The constant of 2.731 indicates that if the organizational culture and workload variables have a value of zero, then the value of the teacher job satisfaction variable is 2.731.
2. The partial regression coefficient for the workload variable is positive with a value of 0.347. This means that for every one-unit increase in organizational culture, teacher job satisfaction will increase by 0.347 units.
3. Regression coefficient for workload variable partially is positive with a value of 0.204. This means that for every one-unit increase in workload, teacher job satisfaction will increase by 0.204 units.

Coefficient of Determination

Table 7. Determination of the Influence of Organizational Culture and Workload on Job Satisfaction of PPPK Teachers at XYZ School

Model Summary				
Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.822a	.675	.655	2.50745
a. Predictors: (Constant), X2, X1				

Source: SPSS Output Results, Reprocessed 2026.

Based on the calculation results using SPSS 27 shows that the R Square is 0.675. This means that the organizational culture and workload variables influence the job satisfaction variable by 67.5%, which is included in the high criteria. Meanwhile, 32.5% is explained by variables not examined in this study.

Hypothesis Testing

Partial Test (t-Test)

To determine the influence of the independent variable (X) individually or partially on the dependent variable (Y). The hypothesis that will be tested in this study is Organizational Culture (X1) on the Job Satisfaction variable (Y). To see H_0 rejected or accepted is done with the following criteria:

- a. If $t_{count} > t_{table}$ then it is rejected and accepted. This means that the Organizational Culture variable has a positive effect on the Job Satisfaction variable
- b. If $t_{count} \leq t_{table}$ then it is accepted and rejected. This means that the Culture variable does not affect the Job Satisfaction variable

In addition, it is also to determine the influence of the Workload variable (X2) on the Job Satisfaction variable (Y). To see H_0 rejected or accepted is done by comparing the calculated r with the r table with the following criteria:

- a. If $t_{count} \leq t_{table}$ then it is rejected and accepted. This means that the Workload variable has a positive effect on the Job Satisfaction variable
- b. If $t_{count} > t_{table}$ then accepted and rejected. This means that the Workload variable has no effect on the Job Satisfaction variable.

This calculation uses SPSS version 27 to test partial, besides that researchers must also look for df first to see .

Formula for finding df:

$$Df = N - K$$

Information :

N = Number of Respondents

K = Number of Variables

So the df used is $35 - 3 = 32$, so the value used is 1.69389. The calculation results can be seen as follows:

Table 8. Results of Partial Test of Organizational Culture and Workload on Job Satisfaction

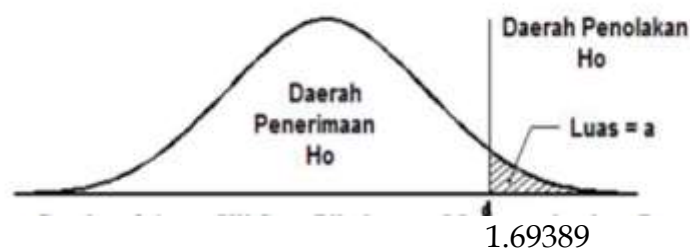
Variables	t_{count}	t_{table}	Sig.	Prob.	Information
X1	5,748	1.69389	0.043	0.05	Influential
X2	2,190	1.69389	0,000	0.05	Influential

Source: Output Results of SPSS Program Version 27.0, Reprocessed, 2026.

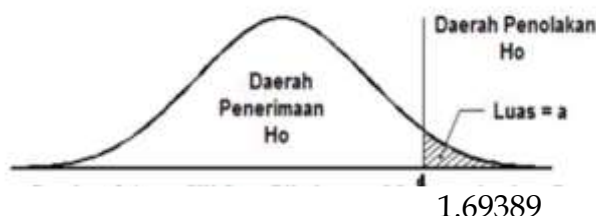
The magnitude of the influence of organizational culture variables on job satisfaction from a significance value of $0.043 < 0.05$. So it is H_a accepted and H_0 rejected, which means that organizational culture has a positive effect on teacher job satisfaction, which shows that the better the organizational culture implemented at XYZ school, the higher the level of teacher job satisfaction. A conducive organizational culture, characterized by shared values, good cooperation, effective communication, and support from leaders and colleagues, is able to create a comfortable work environment so that teachers feel appreciated, motivated, and satisfied in carrying out their duties.

In addition, the magnitude of the influence of the workload variable on teacher job satisfaction has a significance value of $0.000 < 0.05$. Therefore, it is H_a accepted and H_0 rejected, meaning that workload has a positive effect on teacher job satisfaction. These results indicate that workloads that are managed proportionally according to teacher abilities, competencies, and responsibilities can increase job satisfaction. A clear division of tasks, a balance between teaching and administrative tasks, and support from the school in managing work will help teachers carry out their duties more effectively without experiencing excessive work pressure. Therefore, proper workload management is an important factor in increasing teacher comfort, work enthusiasm, and job satisfaction.

As for the results of one-sided testing for the variables Organizational culture and workload on job satisfaction can be described as follows:



Based on the image above, it shows that in the organizational culture variable the values $t_{count} > t_{table}$ namely $5.748 > 1.6657$. Therefore, it is H_a accepted and H_0 rejected, which means that organizational culture has a positive effect on teacher job satisfaction. This shows that the better the implementation of organizational culture in the school environment, the higher the level of teacher job satisfaction. Organizational culture that is realized through shared values, cooperation, effective communication, discipline, and commitment to the school's vision and mission is able to create a conducive work environment so that teachers feel more comfortable, appreciated, and motivated in carrying out their duties. The results of this study are in line with research conducted by Destianta and Abdurahman (2025) which concluded that organizational culture has a positive and significant influence on teacher job satisfaction. This study showed that consistent implementation of organizational cultural values, such as cooperation, good communication, and commitment to school goals, can increase teacher satisfaction in carrying out their duties. Therefore, the better the organizational culture implemented in the school environment, the higher the level of teacher job satisfaction.



Based on the image above, it shows that the variableleel workload value $>$ that is $t_{count} > t_{table}$ $2.190 > 1.6657$. Therefore, it is H_a accepted and H_0 rejected, which means that the workload culture has a positive effect on teacher job satisfaction. This shows that a workload that is managed proportionally, according to the teacher's abilities and responsibilities, can increase job satisfaction. A clear division of tasks, realistic work targets, and a balance between the teaching load and administrative tasks will make teachers more comfortable in carrying out their work so that job satisfaction can increase. This is supported by research Mulyadi & Abdurahman (2024) which found that workload influences job satisfaction. This suggests that a workload commensurate with a teacher's abilities, competencies, and responsibilities can increase job satisfaction. A measurable and proportional workload enables teachers to carry out teaching duties, develop learning materials, and carry out administrative tasks more effectively, thus fostering a sense of comfort and job satisfaction.

Simultaneous Test (F Test)

The simultaneous test (F test) is used to determine whether there is an influence between the independent variables (X_1) and the independent variables (X_2) simultaneously having an influence on the dependent variable (Y). The criteria are as follows:

- a. If the value $F_{count} > F_{table}$ then it is H_0 rejected or H_a accepted, meaning that the independent variable simultaneously influences the dependent variable.

- b. b. If the value $F_{count} < \text{value } F_{count}$ then it is H_0 accepted and H_0 rejected, meaning that the independent variable simultaneously has no effect on the dependent variable.

From the results of simultaneous tests using SPSS27 obtained a value of F_{count} 33.269. Next, the researcher looked for the F table using the following formula:

$$F_{table} = \boxed{K ; N - K - 1}$$

Information :

N = Number of Respondents

K = Number of Variables

So that, F_{table} The formula used is $2:35 - 2 - 1 = 32$, so the formula used is $2:32$, which is 3.295. The calculation results can be seen as follows:

Table 9. Results of Simultaneous Test of Organizational Culture and Workload on Job Satisfaction

Variables	F_{count}	F_{table}	Sig.	Prob.	Information
Organizational Culture and Workload on Teacher Job Satisfaction	33,269	3,295	0.000	0.05	Influential

Source: Output Results of SPSS Program Version 27.0, Reprocessed, 2026.

Statistical calculations provide values F_{count} of $33.269 > 3.295$ and with a significance value of $0.000 < 0.05$. It can be concluded that it is H_0 rejected and H_0 accepted, meaning that there is a simultaneous influence of organizational culture and workload variables on PPPK teacher job satisfaction. These results indicate that teacher job satisfaction is not only influenced by one factor, but is the result of a combination of the implementation of good organizational culture and proper workload management. This research is supported by Jumawan (2024) which states that workload and organizational culture are factors that influence employee job satisfaction. The better the organizational culture implemented and the more appropriate the workload, the higher the level of employee job satisfaction. Conversely, a poor organizational culture and excessive workload can decrease employee job satisfaction.

CONCLUSION

Based on the results of research on the influence of organizational culture and workload on the job satisfaction of PPPK teachers at XYZ school, it can be concluded that the organizational culture is in the strong category with an average score of 3.64. However, there are still several aspects that need to be improved, particularly in dimensions related to human orientation, while teamwork is the aspect that is best implemented.

The workload variable is generally in the enough category, indicating that most teachers are capable of carrying out their duties and responsibilities quite well. However, there are still differences in workloads among teachers, requiring more proportional management to prevent inequality and work fatigue.

Meanwhile, teacher job satisfaction was in the satisfactory category with an average score of 3.48. The job level aspect received the lowest score, requiring further attention, while the turnover aspect received the highest score, indicating that teachers have a strong desire to remain at XYZ School.

The results of the hypothesis testing indicate that organizational culture has a positive effect on teacher job satisfaction, and workload also has a positive effect on teacher job satisfaction. Together, organizational culture and workload also have an influence on job satisfaction with a determination coefficient of 67.5% with high criteria, while the remaining 32.5% is influenced by other factors outside the study.

RECOMMENDATION

Based on the research findings, XYZ School is advised to continue strengthening its organizational culture, particularly its human-centeredness, by improving communication, openness, and mutual respect among teachers. Furthermore, the existing culture of teamwork needs to be maintained and further developed to foster a harmonious and conducive work environment.

Schools are also advised to implement fairer and more proportional workload management, ensuring that tasks are distributed according to each teacher's abilities and responsibilities. Furthermore, aspects of the work that still receive relatively low ratings can be improved through training, competency development opportunities, and teacher involvement in various school activities to increase motivation and work experience. These steps are expected to increase teacher job satisfaction and support the achievement of school goals more optimally.

To improve teacher job satisfaction, schools need to provide fair and consistent rewards and appreciation for teacher performance. This appreciation can be realized through recognition of work achievements, providing opportunities for career and competency development, and providing constructive feedback to support performance improvement. Furthermore, schools need to create a conducive work environment by building harmonious relationships among school members and involving teachers in decision-making processes related to the implementation of their duties. Through these various efforts, it is hoped that teachers will have motivation, a sense of belonging to the organization, and a higher level of job satisfaction, thereby enabling them to make optimal contributions to improving the quality of learning and supporting the achievement of school goals.

ADVANCED RESEARCH

This research can be used as reference and comparison material for further researchers. Which researching organizational culture, workload work, and job satisfaction. Further research it is recommended to add other variables that is thought to influence job satisfaction, such as work style leadership, work environment, compensation, work motivation, or work stress so that more comprehensive research results are obtained. Furthermore, further research is recommended to involve a larger number of respondents to improve generalizability. Research can also be conducted on different subjects, such as

public and private schools at various levels of education or in different regions, to determine whether there are differences in the influence of organizational culture and workload on teacher job satisfaction across different organizational characteristics.

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