The Influence of Organizational Culture, Leadership Style, and Learning Motivation on Student's Performance of Faculty of Education and Teacher Training at Universitas Jambi

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ABSTRACT

One of the things that decides how productive a company is its culture. Organizational success, both overall and in terms of individual performance inside a given company, is strongly correlated with the caliber of leadership present. Workers with a strong desire to succeed will give their all on the job, helping the business reach its goals. Throughout its existence, a company or organization relies on service quality to help it reach its full potential, allowing it to compete, or at least stay up with, the fast-paced commercial world. The researchers set out to determine how factors including leadership style, corporate culture, and employee motivation affect the quality of services provided to college students. Using both primary and secondary sources, this study ran from September to October. Participants in this research were undergraduates from the College of Management, the College of Teacher Training and Education, and the College of Agricultural Sciences who were enrolled in the first through eighth semesters of the 2018–2024 school year. The three universities used the proportionate random sampling technique to collect student samples. Observation and interviews are used to gather data. When processing data, tabulations and percentages are used. A multiple regression analysis is used. The study's findings highlight the importance of leadership, motivation, and organizational culture in shaping service quality.

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INTRODUCTION

Organizational culture plays a pivotal role in the functioning and success of any organization, as it encompasses the collective habits, values, beliefs, and behavioral norms that are ingrained within the organizational hierarchy. These habits and norms are not merely abstract concepts; they are actively followed and practiced by the members of the organization, shaping their interactions and influencing their decision-making processes. A productive organizational culture is particularly significant because it not only strengthens

the internal cohesion of the organization but also serves as a catalyst for achieving the overarching business objectives that have been set forth (Giantari & Riana, 2017; Koesmono, 2005). In fact, many scholars argue that organizational culture can be regarded as one of the most critical factors in determining the success of productivity within an organization (Ikhsan, 2016). Furthermore, it is essential to recognize that the level of workforce productivity is not solely determined by individual efforts; rather, it is also significantly influenced by the surrounding work environment, which includes the physical, social, and psychological aspects of the workplace (Tumbelaka et al., 2016; Gusiawan, 2012).

In addition to the importance of organizational culture, it is imperative for each individual within the organization to possess a solid foundation of academic knowledge related to leadership. This knowledge is complemented by the understanding that each member of the organization brings a unique personality to the table, which includes a diverse array of knowledge and skills. The ability to apply this varied knowledge and skill set effectively is crucial for the overall success of the organization (Hesty, 2012). According to Sugiyarto (2017), effective leadership is not just a desirable trait; it is a fundamental requirement for enhancing student achievement across all levels, including individual, group, and organizational dimensions. There exists a strong correlation between the quality of leadership within an organization and its overall performance, as well as the performance of its subgroups (Baki, 2012). This correlation underscores the necessity for organizations to prioritize the development of strong leadership capabilities among their members.

At a fundamental level, the need to fulfill certain requirements and aspirations serves as a powerful stimulus for student motivation. When students are highly motivated, they are more likely to achieve optimal performance, which in turn helps them reach their academic and personal goals (Fachreza, 2018). Students who are motivated to learn tend to put in greater effort, leading to enhanced performance outcomes (Luthfi, 2014; Hardiyana, 2013). The increasing competition in educational settings further drives students to continually strive for improvement in their achievements. Student performance is of paramount importance, as it garners attention from administrators, educators, and other stakeholders within the educational ecosystem. Performance serves as a comprehensive system used to assess the overall effectiveness of staff and students alike, representing the cumulative results of all their efforts and contributions. Therefore, it is essential for students to focus on enhancing their achievements by improving their understanding of learning processes and fostering their motivation. This focus not only positively impacts their personal development but also contributes to the advancement of their respective departments, particularly in fields such as teacher education and educational sciences.

This study aims to explore the intricate relationships between organizational culture, leadership, and motivation, and how these factors collectively influence student performance within the Faculty of Teacher Training and Education at Jambi University. By examining these dynamics, the research seeks to provide valuable insights that can inform strategies for enhancing educational outcomes and fostering a more effective learning environment.

Continuing from the previous expansion, we delve deeper into the implications of organizational culture, leadership, and motivation on student performance, particularly within the context of the Faculty of Teacher Training and Education at Jambi University.

The interplay between organizational culture and student performance cannot be overstated. A positive organizational culture fosters an environment where students feel valued, supported, and encouraged to express their ideas and opinions. This sense of belonging can significantly enhance their engagement and commitment to their studies. When students perceive their educational institution as a nurturing space that prioritizes their growth and development, they are more likely to take initiative in their learning processes. This proactive approach not only leads to improved academic outcomes but also cultivates essential skills such as critical thinking, collaboration, and problem-solving, which are vital for their future careers as educators.

Moreover, effective leadership within the Faculty of Teacher Training and Education is crucial for creating and maintaining this positive organizational culture. Leaders who demonstrate strong communication skills, empathy, and a clear vision for the institution can inspire both students and faculty members to strive for excellence. Such leaders are instrumental in establishing policies and practices that promote inclusivity, innovation, and continuous improvement. They also play a key role in recognizing and rewarding student achievements, which can further motivate students to excel in their academic pursuits. The presence of supportive leadership can lead to a more cohesive educational community where everyone works collaboratively towards common goals.

In addition to the influence of organizational culture and leadership, student motivation remains a critical factor in determining academic success. Motivated students are more likely to engage deeply with the material, participate actively in class discussions, and seek out additional resources to enhance their understanding. This intrinsic motivation can be fueled by various factors, including personal interests, career aspirations, and the relevance of the curriculum to real-world applications. Educators and administrators must therefore strive to create a curriculum that resonates with students' aspirations and interests, making learning more meaningful and engaging.

Furthermore, the role of peer relationships in fostering motivation and performance should not be overlooked. Collaborative learning environments, where students can work together on projects and share knowledge, can enhance motivation and lead to better academic outcomes. When students collaborate, they not only learn from one another but also develop essential social skills that are crucial for their future roles as educators. The ability to work effectively in teams is a vital competency in today's educational landscape, and fostering such skills during their training can significantly benefit students in their professional lives.

As this study investigates the impact of organizational culture, leadership, and motivation on student performance, it aims to provide actionable recommendations for enhancing the educational experience at Jambi University. By identifying best practices and successful strategies employed by high-performing institutions, the research seeks to inform policy decisions and curricular developments that can lead to improved student outcomes. Ultimately, the goal is to create a dynamic and supportive educational environment that not

only prepares students for their future careers but also contributes to the overall advancement of the field of education.

In conclusion, the intricate relationships between organizational culture, leadership, and motivation are fundamental to understanding and improving student performance within the Faculty of Teacher Training and Education at Jambi University. By fostering a positive organizational culture, promoting effective leadership, and enhancing student motivation, educational institutions can create an environment that supports academic excellence and prepares future educators to meet the challenges of a rapidly changing world. This study endeavors to shed light on these critical factors and their implications for the educational landscape, ultimately contributing to the ongoing discourse on how to best support student success in higher education.

THEORETHICAL REVIEW
Research Leadership Style

Etymologically, "leadership" originates from the word "lead", meaning to guide (Hasibuan, 2007). Marimin (2011) defines leadership style as the consistent behavior pattern a leader uses to influence others. Asnawi (2011), leadership is the ability to influence and regulate one's own behavior or that of others to achieve specific goals. Leadership style serves as a guideline that directs behavior while influencing others (Thoha, 2010).

Based on the concepts from these experts, leadership can be summarized as the process and behavior of influencing others to work cooperatively on tasks and responsibilities to achieve organizational goals. Heidjrachman and Husnan (in Basna, 2016) describe three dimensions of leadership style: Authoritative Leadership Style: The leader holds absolute authority, makes all decisions, and subordinates have no opportunity to provide input, delegative Leadership Style: The leader delegates authority to subordinates, who take a more active role in decision-making and are free to offer suggestions, and participative Leadership Style: The leader lacks absolute authority, decisions are made collectively, and subordinates have ample opportunities to provide suggestions.

Handoko (2012), several factors influence leadership style: Micro Factors: These include the leader's personality and background, subordinate expectations and behavior, group size and dynamics, and superior expectations and behavior, macro factors: These encompass socio-cultural, industrial, economic, and organizational conditions.

Rivai (2012) identifies several indicators of leadership style: Ability to Build Collaborative Relationships: Includes building cooperation and good relationships with subordinates to accomplish tasks and motivating subordinates, effectiveness: Involves exceeding task expectations, completing tasks on time, and punctuality, participative Leadership: Entails decision-making through consultation, solving problems accurately, and investigating workplace issues, ability to Delegate Tasks and Authority: Involves balancing personal and organizational interests and assigning responsibilities, responsibility in Delegation: Includes deciding which tasks to manage personally or in a group, as well as providing guidance for decision-making.

Organizational Culture

The term "culture" originates from the Sanskrit word "budhayah," a plural form of "buddhi," meaning intellect, and the compound "budi daya," which means "the power of intellect." Culture can be understood as the power of intellect expressed in creativity, initiative, and emotions. Widagho (2010) describes culture as the result of this creative, initiative, and emotional expression. Organizational culture is defined by Schein (2010) as the set of norms and practices that employees have developed to deal with challenges of internal and external integration and adaptation. The proper manner of seeing, thinking, and feeling about these matters is handed down through generations of this society.

Susilo (2018) explains that organizational culture consists of four dimensions: Clan Culture, which emphasizes family-like relationships; Adhocracy Culture, which is flexible and has a minimal organizational structure; Market Culture, which focuses on competitiveness, often fostering strong competition; and Hierarchy Culture, which values a structured, systematic approach with standardized processes.

Wibowo (2011) identifies four factors that influence organizational culture: The founder's beliefs and values play a critical role in shaping organizational culture; social norms within the organization can significantly define its culture; external adaptation challenges and survival attitudes influence cultural development; and internal integration issues contribute to the formation of organizational culture.

Mas'ud (2004) explains that the key indicators of organizational culture include: Mission, Consistency, Orientation, Innovation, and Maintaining and ensuring work stability. In this context, organizational culture can be understood as the result of the interaction between internal and external factors that influence employee behavior and attitudes in achieving organizational goals.

In practice, organizational culture can affect employee performance and productivity, as well as influence their decisions and behavior in achieving organizational goals. Therefore, it is essential for organizations to understand and develop a positive and supportive culture, which can enhance performance and success.

Organizational culture plays a crucial role in shaping employee behavior and attitudes, and it is essential to recognize its impact on organizational performance (Saputri, et al., 2020). By understanding the dimensions and factors that influence organizational culture, organizations can develop strategies to create a culture that supports their goals and objectives. This can lead to improved employee engagement, productivity, and overall organizational success.

In addition, organizational culture can also influence the way employees interact with each other and with external stakeholders, such as customers and suppliers. A positive and supportive culture can foster collaboration, innovation, and customer satisfaction, while a negative culture can lead to conflict, turnover, and decreased performance.

Overall, organizational culture is a critical component of organizational success, and it is essential for organizations to prioritize its development and maintenance. By doing so, organizations can create a culture that supports their goals and objectives, and enhances employee performance and productivity.

Work Motivation

Motivation is widely recognized as a crucial factor that significantly influences individuals' work behavior, serving as a fundamental determinant of how employees approach their tasks and responsibilities. According to Sutrisno (2014), behavior can be viewed as a straightforward reflection of an individual's work motivation. This implies that the level of motivation an employee possesses directly correlates with their work-related actions and attitudes. However, it is important to note that if employees lack the necessary skills to effectively perform their jobs, mere motivation will not suffice to enhance their job performance. In such cases, motivation alone cannot bridge the gap between an employee's potential and their actual performance.

Danim (2014) further elaborates on the concept of work motivation by defining it as an internal drive that consciously encourages individuals to complete their tasks. This internal drive is what propels individuals to engage in their work and strive for completion of their responsibilities. Rivai (2011) adds another layer to this understanding by describing motivation as a series of attitudes and norms that influence individuals to pursue and achieve specific goals or objectives. This perspective highlights the role of motivation not only as a personal drive but also as a factor shaped by external attitudes and societal norms. Bangun (2012) emphasizes that motivation encompasses a desire within a person that compels them to take action. This intrinsic desire is what fuels individuals to initiate and sustain their efforts toward achieving their goals. Emil and Albetris (2018) further categorize work motivation into three main aspects: intensity, direction, and persistence. Intensity refers to the level of effort an individual is willing to exert, direction pertains to the focus of that effort toward specific goals, and persistence indicates the duration for which an individual maintains their effort in the face of challenges.

Motivation is a multifaceted construct that plays a pivotal role in shaping work behavior. While it is a vital component of performance, it must be complemented by the necessary skills and competencies to truly enhance job effectiveness. Understanding the various dimensions of motivation can provide valuable insights into how to foster a more productive and engaged workforce.

Performance

Wibowo (2013) defines performance as the process of carrying out tasks and the outcomes achieved from those tasks. Performance involves not only what is done, but also how it is accomplished. This definition highlights the dual nature of performance, encompassing both the end result of an individual's efforts and the manner in which those efforts are executed. In essence, performance involves both the quality and the quantity of work produced, as well as the efficiency and effectiveness with which tasks are completed. Sedarmayanti (2013) offers a complementary view of performance, defining it as a system used to assess the extent to which employees have completed their work, or as the cumulative result of overall work performance. This definition emphasizes the evaluative aspect of performance, highlighting the need for a systematic approach to measuring and

assessing employee performance. By using a performance system, organizations can gain a more comprehensive understanding of their employees' strengths and weaknesses, and make informed decisions about training, development, and resource allocation.

Manguprawira, 2015 suggest that performance is the result of an employee's motivation and ability to work. This perspective highlights the interplay between an individual's internal drive and their capacity to perform tasks effectively. When someone strives to meet job demands or complete tasks, their skills and abilities must be accompanied by a clear understanding of what needs to be done and how to do it. This underscores the importance of aligning employee motivation with organizational goals and objectives, and providing the necessary training and support to enable employees to perform at their best (Haryanto, et al., 2025).

Prawirosentono (2012) provides a more detailed framework for understanding employee performance, identifying two main aspects: General Assessment and Skills Assessment. The General Assessment component involves evaluating employee performance across a range of dimensions, including quantity of work, work quality, task knowledge, cooperation, responsibility, attitude, and initiative. The Skills Assessment component, on the other hand, focuses on evaluating an employee's technical skills, decision-making ability, leadership, administrative capabilities, and creativity. By considering both the General Assessment and Skills Assessment components, organizations can gain a more comprehensive understanding of their employees' performance and identify areas for development and improvement.

Performance is a multifaceted construct that encompasses both the quality and quantity of work produced, as well as the efficiency and effectiveness with which tasks are completed (Sofyan, et al., 2025). It is influenced by an individual's motivation and ability to work, and can be evaluated through a systematic approach that considers both general and skills-based assessments. By understanding the various dimensions of performance, organizations can make informed decisions about training, development, and resource allocation, and enable their employees to perform at their best.
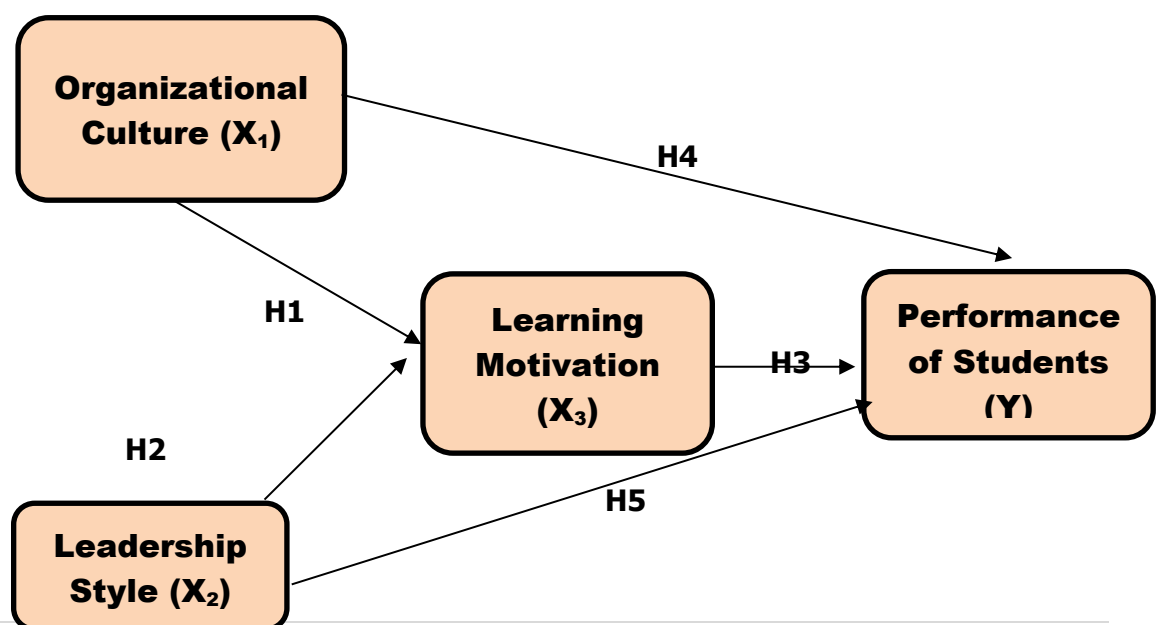
Figure 1. Proposed Hypotheses Model

H1: Does organizational culture have a significant impact on the learning motivation at the Faculty of Teacher Training and Education (FKIP), Jambi University.

H2: Does leadership style have a significant impact on the learning motivation at FKIP, Jambi University.

H3: Does learning motivation have a significant impact on the performance of students at FKIP, Jambi University.

H4: Does organizational culture have a significant impact on the performance of students at FKIP, Jambi University.

H5: Does leadership style have a significant impact on the performance of students at FKIP, Jambi University.

This study aims to explore the influence of organizational culture, leadership style, and learning motivation on student performance at the Faculty of Teacher Training and Education (FKIP) of Jambi University. By formulating five hypotheses, this research focuses on the significant relationship between organizational culture and learning motivation, as well as the impact of leadership style on learning motivation within the academic environment. Additionally, this study investigates the effects of learning motivation, organizational culture, and leadership style on student performance, which is expected to provide in-depth insights into the factors influencing academic success at FKIP. The findings of this research are anticipated to contribute to the development of strategies for enhancing student motivation and performance in the context of higher education.

METHODS

This research is characterized as explanatory in nature, as it seeks to examine and elucidate the causal relationships that exist between several independent variables, specifically focusing on work motivation, leadership, and organizational culture. Additionally, the study incorporates an intermediary variable, which is student activities, to further explore how these factors interact and influence one another. By employing this framework, the research aims to provide a comprehensive understanding of how these variables contribute to student performance.

Furthermore, the study utilizes a correlational approach, which is designed to determine whether a relationship exists between two or more variables. This approach not only assesses the presence of a relationship but also evaluates the strength of that relationship and the direction in which it tends to move. According to Yasa (2006), understanding these dynamics is crucial for identifying the interplay between the various factors at play. By analyzing the correlations among work motivation, leadership, organizational culture, and student activities, the research aims to uncover insights that can inform educational practices and policies, ultimately enhancing student outcomes in the Faculty of Teacher Training and Education at Jambi University.

Functional Definitions of Variables

Organizational Culture (X1): Culture in the workplace is the set of shared assumptions and norms that employees act upon as a result of their time spent working there. We use six indicators to quantify it: Organizational values: Respondents' perception of organizational regulations as part of their core beliefs, management support: Perception of the trust management places in employees as job support, reward system: Respondents' views on the organization's reward system, which is based on job performance, tolerance for mistakes as learning opportunities: Respondents' views on the organization's tolerance for errors as a chance to learn, orientation to job detail: Respondents' sense of management's attention to work details, providing clear instructions for quality outcomes, and team orientation: Respondents' view of the team coordination approach applied by management.

Leadership (X2): Leadership is the ability to influence others within a group, offering insight and motivation for them to perform effectively. It is assessed by four indicators: Narration: Respondents' perception of the manager's ability to communicate tasks clearly, selling: Respondents' view on the manager's skill in proposing ideas to subordinates, participation: Respondents' view on the manager's ability to involve subordinates in generating work ideas, delegation: Respondents' perception of the leader's capability in delegating authority.

Work Motivation (X3): Work motivation is the desire that arises within an individual, internally or externally, to work with enthusiasm, using their skills and abilities. It includes three indicators: Performance needs: Respondents' views on improving performance, including recognition based on achievements, need for power: Respondents' perception of the drive to outperform peers, need for affiliation: Respondents' perception of the need to build relationships and collaborate with colleagues to fulfill duties, and student Performance (Y): Wibowo (2013), performance refers to the completion of tasks and the outcomes achieved through work. It encompasses both what is accomplished and how it is done. Efficiency is considered a system to evaluate the extent of an employee's overall performance, or the accumulation of overall work outcomes (Sedarmayanti, 2013).

Data Collection

Quantitative data is used in this study. Many pieces of supplementary information, culled from a variety of primary and secondary sources, are required for data analysis. Because of this, the researcher makes use of secondary data that has already been acquired from places like textbooks, research papers, and seminar materials. All 415 students enrolled in the Faculty of Education make up the population for this research. The data was gathered by means of a questionnaire.

The survey was sent out and gathered using Google Forms, and 415 people filled it out. The reliability of the data was evaluated using Cronbach's alpha, and descriptive statistics were explained using mean and standard deviation. Furthermore, correlations were evaluated using Pearson's product-moment coefficient, and differences in moderating factors were found using t-tests and ANOVA. In order to determine what elements had an impact, PLS-SEM, or Partial Least Squares Structural Equation Modeling, was used.

To determine the sample size, we used the GPower application to assess sample strength. In evaluating the analytical capacity, GPower helped establish the minimum sample size required, indicating a total sample of 415 and achieving a power level of 0.95. SEM-PLS was utilized for data analysis, based on SmartPLS version 3.2.9, and included the following main steps: Measurement Model Testing: Assessing the reliability and validity of constructs. Structural Model Assessment: Evaluating the direct relationships between exogenous and endogenous variables, as outlined by Hair, Hollingsworth, Randolph, & Chong (2017).

Data Sources

The questionnaire instrument developed for this study is meticulously structured into two distinct parts to facilitate a comprehensive data collection process. In the first part, participants are requested to provide essential demographic information, which serves to contextualize the responses and allows for a better understanding of the sample population involved in the research.

The second part of the questionnaire is more extensive and consists of a series of statements organized into a total of 42 questions. These questions are designed to cover four key variables that are central to the study. The first variable, Organizational Culture, is assessed through 25 questions, drawing on established frameworks and theories as outlined by Schein (2010) and Robinson & Judge (2017). This section aims to gauge the participants' perceptions of the organizational culture within the Faculty of Teacher Training and Education.

The second variable, Leadership Style, is evaluated through 7 questions, which are informed by the works of Northouse (2018) and Yukl (2013). This portion of the questionnaire seeks to understand the leadership dynamics present in the educational environment and how they may influence student experiences.

The third variable, Learning Motivation, is addressed through 5 questions based on the foundational theories proposed by Deci & Ryan (2000) and Ryan & Deci (2000). This section aims to capture the motivational factors that drive students' engagement and academic efforts.

Finally, the fourth variable, Performance of Students, is measured through 6 questions, referencing the research of Schunk & Zimmerman (2008) and Pintrich (2000). This part of the questionnaire focuses on assessing the academic performance and achievements of the students involved in the study.

By employing this structured approach in the questionnaire, the research aims to capture comprehensive and nuanced data across multiple dimensions that are relevant to the investigation. This thorough methodology not only enhances the reliability and validity of the findings but also provides a robust framework for analyzing the intricate relationships among the variables under study.

Data Analysis

Using a combination of descriptive statistics and Structural Equation Modeling (SEM), this research analyzes data collected via surveys. In order to analyze the data and verify

the hypotheses using SmartPLS software, Partial Least Squares SEM (PLS-SEM) was chosen due to its high prediction capabilities (J. Hair et al., 2017).

This research builds a model that shows the correlations between characteristics that enable technology integration using the PLS-SEM approach. The success of integrating technology into the classroom depends on a number of elements, all of which contribute to the school's complexity (Mital, Moore, & Llewellyn, 2014).

To ensure a robust model design in SmartPLS, instrument validity testing was performed, ensuring that each instrument measures the intended constructs accurately (Hair Jr., Matthews, Matthews, & Sarstedt, 2017). The validity of the study was assessed using convergent and discriminant validity methods, supported by SmartPLS version 3.2.9. The data analysis process follows these steps: Data Preparation: Raw data is imported in a CSV comma-delimited format from Excel, and analysis Steps: After importing, data analysis proceeds through descriptive analysis and SEM model testing. This structured approach ensures the reliability and accuracy of the instrument while providing comprehensive insights into the relationships within the model.

FINDINGS AND DISCUSSION
Findings

Leadership Style shows low reliability, with a CR of .303 and an AVE of .190. The mean scores range from 2.851 to 3.757, reflecting positive perceptions of leadership practices. Learning Motivation has high VIF values (e.g., X(3)2 at 1.534), which may require further examination for multicollinearity. Learning Motivation and Performance of Students also reveal important findings. Learning Motivation has a CR of .785 and an AVE of .427, suggesting adequate construct validity but slightly lower convergent validity than the other variables. The mean scores for Learning Motivation items range from 3.323 to 3.875, with some variation across different aspects of Learning Motivation. Performance of Students shows strong reliability, with a CR of .795 and an AVE of .399. The mean scores for Learning Motivation items range from 3.588 to 4.092.

Table 1. Mean, CR, AVE, Loading, and VIF

Variable	Item	CR	AVE	Mean	VIF	Load
Organizational Culture	X(1)1	.916	.325	3.214	1.907	.333
	X(1)2			3.561	2.388	.472
	X(1)3			3.839	1.857	.566
	X(1)4			4.029	1.579	.500
	X(1)5			4.005	1.329	.292
	X(1)6			3.740	1.984	.618
	X(1)7			3.677	1.882	.608
	X(1)8			3.822	2.440	.708
	X(1)9			3.971	1.735	.559
	X(1)10			3.935	1.514	.412
	X(1)11			3.908	2.060	.656
	X(1)12			3.841	1.885	.553
	X(1)13			3.889	1.997	.693
	X(1)14			3.887	1.676	.566
	X(1)15			3.952	1.640	.457
	X(1)16			3.933	1.991	.523
	X(1)17			3.899	1.991	.660

	X(1)18			3.933	1.811	.625
	X(1)19			3.875	1.681	.526
	X(1)20			3.945	1.971	.533
	X(1)21			3.870	1.933	.624
	X(1)22			3.829	1.877	.633
	X(1)23			3.904	1.867	.677
	X(1)24			3.983	2.008	.646
	X(1)25			3.822	1.931	.577
Leadership Style	X(2)1	.603	.190	2.851	1.305	.510
	X(2)2			3.166	1.267	.514
	X(2)3			3.147	1.784	.754
	X(2)4			3.287	1.722	.218
	X(2)5			3.757	1.367	.595
	X(2)6			3.610	1.467	.306
	X(2)7			3.696	1.359	.837
Learning Motivation	X(3)1	.785	.427	3.323	1.431	.682
	X(3)2			3.658	1.534	.786
	X(3)3			3.641	1.171	.507
	X(3)4			3.875	1.343	.652
	X(3)5			3.839	1.325	.608
Perfomance of Students	Y1	.795	.399	3.588	1.433	.636
	Y2			3.684	1.620	.738
	Y3			3.933	1.430	.717
	Y4			4.007	1.357	.638
	Y5			4.092	1.288	.555
	Y6			3.920	1.147	.461

When it comes to assessing discriminant validity, a crucial aspect of construct validity, some specialists think that cross-loading and the Fornell-Larcker criteria are too harsh and may lead to an overly conservative evaluation of discriminant validity. This is because cross-loading and the Fornell-Larcker criteria are based on a strict threshold, which may not always be realistic or practical. A different way to test discriminant validity is using the Heterotrait-Monotrait Ratio (HTMT), which is based on a multi-trait multi-method matrix. This approach provides a more nuanced evaluation of discriminant validity by taking into account the relationships between multiple constructs and methods. To guarantee discriminant validity between two reflective notions, the HTMT value should be less than 0.7, as suggested by Henseler et al. (2015). This threshold is considered to be a more reasonable and practical benchmark for evaluating discriminant validity. The validity of the study instrument is supported by the fact that all HTMT values are less than 0.8, as shown in the data results table above. This finding provides strong evidence that the study instrument has good discriminant validity and can be used to measure the constructs of interest with confidence. Furthermore, the use of HTMT as an alternative approach to evaluating discriminant validity highlights the importance of considering multiple methods and perspectives when assessing construct validity.

Table 2. HTMT

Variables	Organizational Culture	Leadership Style	Learning Motivation
Leadership Style	.512		
Learning Motivation	.681	.561	
Perfomance of Students	.780	.514	.675

Structural Model (HTMT)

Using a substantial sample size of 415 participants, this study aimed to estimate the structural model through the application of Partial Least Squares (PLS) bootstrapping techniques. According to Sarstedt et al. (2022), the PLS-SEM (Partial Least Squares Structural Equation Modeling) framework advocates for the use of bootstrapping as a robust method for evaluating the statistical significance of the estimated parameters within the model. This bootstrapping approach involves the random selection of subsamples from the original dataset, with the process of replacement ensuring that each observation can be included multiple times. This technique enhances the reliability of the statistical inferences drawn from the model.

Furthermore, Hair et al. (2022) recommend that researchers should first assess model fit indicators before delving into the analysis of the structural model itself. In this context, the Standardized Root Mean Square Residual (SRMR) was employed as a key metric to evaluate the adequacy of the model. The expectation was that the SRMR would remain within the acceptable criterion of 0.08, which is commonly used in the field to indicate a good fit between the model and the observed data.

In addition to the SRMR, the analysis also incorporated distances measured in geodesics and squares calculated in geometric terms, which provided further insights into the model's performance. As detailed in Table 3, the findings reveal that the SRMR was significantly below the 0.08 cut-off, indicating a strong fit of the model to the data. Specifically, the SRMR value was well within the acceptable range, suggesting that the model adequately represents the underlying relationships among the constructs.

Moreover, the d_ULS (the squared Euclidean distance) and d_G (the geodesic distance) values were reported as 0.687 and 0.316, respectively. These values signify exemplary model performance, as they indicate that the model not only fits the data well but also captures the complexity of the relationships among the variables effectively. Overall, the results underscore the robustness of the structural model and its capacity to provide meaningful insights into the research questions posed in this study.

Table 3. Model Fit

Criteria	Saturated	Estimated
SRMR	.111	.111
d_ULS	11.602	11.602
d_G	2.120	2.120
Chi-Square	4643.655	4643.655
NFI	.443	.443

The significance of relationships was analyzed using the bootstrapping technique. A statistical significance level of 5% was established, considering the path coefficient (β), t-value, and p-value as outlined by Hair et al. (2022). Hypothesis testing via bootstrapping in SmartPLS 3.2.9 revealed that Organizational Culture has a positive and significant effect on Learning Motivation (H1, $\beta = 0.500$), Leadership Style has a positive and significant effect on Learning Motivation (H2, $\beta = 0.108$), Learning Motivation has a positive and significant effect on the Performance of Students (H3, $\beta = 0.180$), Organizational Culture has a positive and significant effect on the Performance of Students (H4, $\beta = 0.478$), and Leadership Style has a positive effect on the Performance of Students (H5, $\beta = 0.096$). This analysis,

conducted at a 5% significance level and in accordance with the methodology, provides insights into the influence of organizational culture, leadership style, and learning motivation on the performance of students at FKIP, Jambi University.

Table 4. Structural Model of Path Coefficient (β), p-Value, Significance

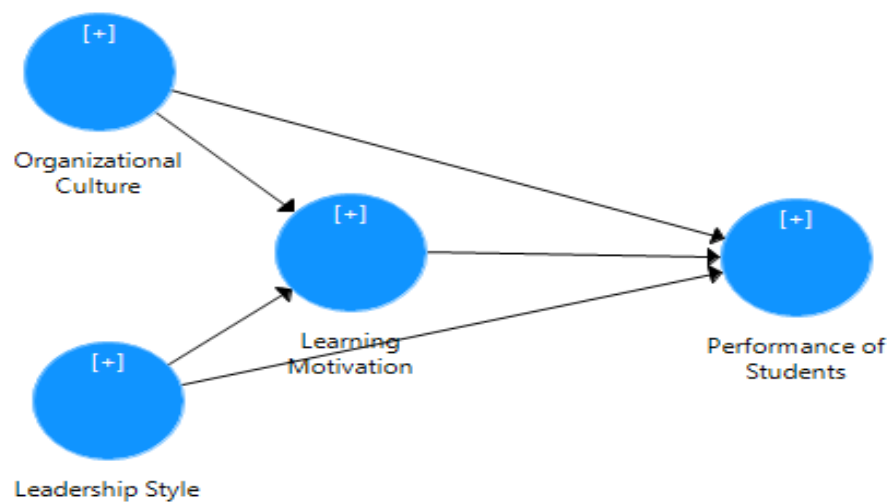| H	Path	β	p-value	Sig.
H1	Organizational Culture -> Learning Motivation	.500	.000	Yes
H2	Leadership Style -> Learning Motivation	.108	.245	No
H3	Learning Motivation -> Performance of Students	.180	.003	Yes
H4	Organizational Culture -> Performance of Students	.478	.000	Yes
H5	Leadership Style -> Performance of Students	.096	.200	No

Figure 2. Output Display of the Partial Influence Measurement Model

Discussion

In this study, the assessment of the construct's reliability and validity was conducted through several methods, including internal reliability, convergent validity, and discriminant validity, as outlined by Habibi et al. (2021). In this context, Ling et al. (2017) emphasized the importance of ensuring that the indicator loadings exceed 0.700, which has been established as a benchmark that must be met. To analyze the distribution of the collected data, the SPSS software was effectively utilized. On the other hand, SmartPLS 4 played a crucial role in facilitating PLS calculations, allowing the researchers to identify several indicators with loadings above 0.700. Ringle et al. (2015) applied the Internal Correlation Reliability (ICR) method to ensure consistency, with values ranging from 0 to 1. In this regard, Cronbach's Alpha, Rho_A, and composite reliability values above 0.700 are considered excellent for assessing internal consistency, as explained by Hair et al. (2022). Table 1 in this report displays ICR values that exceed 0.700. Additionally, the Cronbach's alpha values for the various variables studied ranged from 0.964 to 0.992, while Rho_A showed a range of values between 0.985 and 0.988. The convergent validity of the constructs under investigation was also confirmed through the analysis of Average Variance

Extracted (AVE), where all analyzed variables successfully exceeded the threshold of 0.500, as indicated by Dash & Paul (2021) and Sarstedt et al. (2022). This study comprehensively adopted reliability indicators to measure latent variables, alongside conducting external load analysis for each indicator used. Loadings reaching 0.700 indicate that the construct is capable of explaining more than 70% of the variance of the corresponding indicator, as described by Habibi et al. (2023), Sarstedt et al. (2022), and Mo et al. (2024).

Furthermore, the data presented in this study provides an in-depth analysis of four main variables of focus: Organizational Culture, Leadership Style, Learning Motivation, and Student Performance. These four variables were measured using several specifically designed items. The construct reliability and validity of each variable were assessed through various methods, including Composite Reliability (CR), Average Variance Extracted (AVE), mean scores, Variance Inflation Factor (VIF), and factor loadings. In the context of job satisfaction, the obtained CR value was 0.916, while the recorded AVE was 0.325, indicating strong internal consistency and good convergent validity. The mean scores obtained from respondents ranged from 3.214 to 4.029, suggesting that overall, the level of job satisfaction among respondents is relatively high. However, it is important to note that some items in the measurement exhibited high VIF values, such as X(1)4 at 4.029 and X(1)5 at 4.005. This may indicate potential multicollinearity issues that could affect the reliability of the measurements conducted, warranting further attention in subsequent analyses.

CONCLUSION

Based on the comprehensive results and in-depth discussion presented in this study, it can be concluded that both organizational culture and leadership play a significant and influential role in shaping the performance of students within the Faculty of Teacher Training and Education (FKIP) at Jambi University. The findings indicate that a positive organizational culture, characterized by supportive relationships, shared values, and a collaborative environment, contributes to enhanced student performance. Additionally, effective leadership, which encompasses clear communication, vision, and the ability to inspire and motivate students, further amplifies this positive impact on academic outcomes. Conversely, it is important to note that, contrary to expectations, motivation does not appear to have a significant effect on student performance in this particular context. This finding suggests that while motivation is often considered a critical factor in driving academic success, other elements such as the prevailing organizational culture and the quality of leadership may play a more decisive role in influencing how students perform academically. This nuanced understanding highlights the complexity of factors that contribute to student achievement and underscores the need for further exploration into the dynamics of motivation within educational settings.

The study emphasizes the importance of fostering a strong organizational culture and effective leadership to enhance student performance in the Faculty of Teacher Training and Education at Jambi University, while also recognizing that motivation, although valuable, may not be the primary determinant of academic success in this specific environment.

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