

The Effect of Organizational Culture and Work Motivation on Teacher's Performance

Weni Emelda Yusnita

SMA Negeri 1 Belimbing, Muara Enim, Indonesia
weniemeldayp@gmail.com

Happy Fitria

Universitas PGRI Palembang, Indonesia
happyfitriamufly@univpgri-palembang.ac.id

Mulyadi

Universitas PGRI Palembang, Indonesia
mulyadi@univpgri-palembang.ac.id

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Abstract: This study examined the organizational culture and work motivation on teacher's performance. This study used qualitative method. The data were collected using questionnaire and documentation. The results showed organizational culture and teacher's motivation partially and together have a significant effect on the performance of SMA Negeri 1 Belimbing teachers. This study states to focus the organizational culture and work motivation in order to achieve good teacher's performance.

Keywords: Organizational Culture, Teacher's Performance, Work Motivation

A. Introduction

In human life, education cannot be separated, and various efforts have been made to advance education. Humans have tried to educate their children, although in a very simple way. Likewise, since humans have been associating with one another, there have been attempts by people who are more capable in certain respects to influence other people for the benefit of educational progress. From this it is clear that the problem of education is the responsibility of everyone from the past until now and in the future.

Talking about education, the first thing that comes to mind is "school". School in this case is a public organization that provides educational services to the community in order to improve the quality of the individual community itself. Therefore, it becomes a natural thing if the community demands the availability of "good schools" which is reflected in the effectiveness of the school's performance. As an educational institution, schools should place the nature of education as a priority in its implementation, where education is interpreted as a human effort to develop their personality, both in terms of physical, intellectual and mental development in accordance with the values in society and culture in a sustainable manner. So that maturity and independence are formed to live in the midst of society.

Normatively there are three functions of educational objectives. First, the goal as a guideline for the educational process. As a guide the direction of educational goals is directive and orientational for educational institutions. Second, the purpose of education is not only to direct the educational process, but also to be a source of motivation that drives educational personnel to direct all their time and energy towards that goal. Educational goals are oriented to the personal goals of each individual involved in education. Third, educational goals are the basis or criteria for carrying out an evaluation of educational performance. Without setting educational goals, assessment and evaluation cannot be carried out for educational performance. If evaluation cannot be carried out, then it certainly cannot be assessed whether the educational interventions carried out are effective, useful and meaningful. Therefore, educational goals are evaluative for educational performance (Koesoemo, 2007).

According to Setiadi (2012) teachers as mentors in educational institutions are the main driving force. Educational activities carried out by a teacher in an education unit label the individual as an educator. It is the teacher who is at the forefront in creating quality human resources. The teacher deals directly with the students in the class through the teaching and learning process. It is in the hands of the teacher that quality students will be produced, both academically, skillfully, emotionally, morally and spiritually mature. Thus, future generations will be produced who are ready to live with the challenges of their time. Therefore, it is necessary to have a teacher who has high qualifications, competence and dedication in carrying out his professional duties (Kunandar, 2008). Therefore, good teacher's performance is needed in educational units.

Nawawi (2013) defines performance as a person's achievement in a particular field or expertise, in carrying out his duties or work delegated from superiors effectively and efficiently. He further revealed that performance is the ability possessed by an individual in doing a job, so that his work achievements can be seen in achieving goals.

Teacher's performance is basically the performance or performance carried out by the teacher in carrying out his duties as an educator. The quality of teacher's performance will greatly determine the quality of educational outcomes, because teachers are the party that has the most direct contact with students in the education or learning process in school education institutions. A teacher should have optimal performance in order to create a quality and outstanding school. First, the teacher must have a commitment to students and the learning process. That is, the teacher's high commitment is for the benefit of students. Second, the teacher must master in depth the material or subject matter being taught and how to teach it to students. That is, between understanding the material and learning methods are two things that cannot be separated. Third, the teacher is responsible for monitoring student learning outcomes through various evaluation techniques, ranging from observations on student behavior to learning achievement tests. Fourth, the teacher is able to think systematically about what he is doing and learn from his experiences. Fifth, teachers should be part of the learning community in their professional environment (Mulyasa, 2004).

Today's teachers face complex problems that come from within and from outside. Two challenges that come from within are challenges to teacher's professionalism. The keyword here is educator integrity. How does the teacher himself reflect that his profession is a dignified calling in life? What comes from outside is the demands of the state, society, and the progress

of the times. State demands take the form of various kinds of regulations that stifle teacher's creativity. Community demands can be in the form of parents' hopes, aspirations, and wishes for the presence of teachers who can truly be partners in building the character of their children. While the demands for progress in the social and cultural environment of a society are reflected in the increasingly sophisticated advances in the field of information and communication technology, which naturally requires teachers to always update their knowledge and skills so they are not eliminated from the rapid progress of the times.

Regulations and supervision that target teachers as objects of evaluation and assessment through a system of systematic, technical and mechanical supervision reduce teachers' work on administrative activities. Teacher's performance becomes a kind of factory-style production process activity whose quality standards must be controlled by outsiders. The demands for administrative work that must be carried out by teachers are so great that teachers do not have time anymore to develop themselves professionally, or even to focus on their main job, namely educating and teaching students. The demands and expectations of the community cannot be ignored by the teacher. The existence of high demands from society for the performance of a teacher actually shows that this profession is still considered a dignified and noble profession. Parents hope that teachers can be present for their children as a substitute for those who cannot always be with their children in the educational process. Parents still put a lot of trust in the work of teachers to educate and shape the character of their children. Technological advances are so fast that teachers are always willing to learn and update their knowledge and skills so that they can keep up with the pace and dynamics of students' lives. Unfortunately, our teachers still tend to glorify what they felt was good in the past. Most teachers haven't or don't even dare to get out of their comfort zone to look for alternative ways to educate so that what is done in class becomes more effective and meaningful, not only for themselves, but also for their students (Kusuma, 2017).

In addition, low teacher salaries are often associated as the cause of the low quality of education. The assumption is that because of low salaries, many teachers are not professional in carrying out their duties. This can be seen from the fact that there are still many teachers who are considered not to have adequate knowledge and insight to support their duties according to the demands of the world of education today due to limited funds for self-development activities such as continuing lectures, attending seminars, making scientific papers, buying books and accessing the internet (Syam, 2015).

Based on the results of research conducted by Susanto, the facts show that the ranks of teachers at the four State Vocational Schools in Hulu Sungai Selatan Regency, that many teachers hold the rank of class IVa but only a few teachers reach the rank of class IVb. This is due to limited motivation and competence to make class action research or scientific papers as a requirement for promotion to class IVb.

The above phenomena can often be found especially in educational units. And of course, this is a challenge to be able to overcome or at least offer solutions to these various events. Indeed, the problem of teacher's performance is still something that needs attention.

Performance is the result of work and work behavior that has been achieved in completing the tasks and responsibilities given within a certain period. George and Jones (2002) state that

performance is an evaluation of the results of a person's behavior. It involves determining how well or poorly a person has accomplished a task or done a job. Performance as an assessment of the results of individual behavior which also includes how good and bad the individual's actions are in completing a task or job.

According to Kasmir (2006) there are several factors that influence employee performance, namely abilities and skills, knowledge, work design, personality, work motivation, leadership, leadership style, organizational culture, job satisfaction, work environment, loyalty, commitment and work discipline. According to Wahyudi (2022) in achieving performance, it is necessary to have motivation as the intensity of a person's desire to engage in some activity. The intensity of a person's desire to perform an activity. Motivation comes from the word motive which can be interpreted as a driving force that influences readiness to start carrying out a series of activities in a behavior.

A person's ability is the first measure in improving the performance shown from his work. This means that whether or not a person is able to carry out his work will determine his performance. Furthermore, this ability must also be followed by responsibility for his work. In theory it is said that performance needs to be supported by strong motivation so that capabilities can be optimized. One of the important problems for leaders is how to motivate employees to do a good job in order to achieve optimal performance (Amin, 2011).

In addition to motivation, it is necessary to apply organizational culture within the institution. Namely the habits or norms that apply and are owned by an organization. These habits or norms regulate things that are valid and generally accepted and must be obeyed by all members in an institution or organization. And is the basic philosophy of the organization which contains shared beliefs, norms and values which are the core characteristics of how to do things in the organization (Wibowo, 2016).

Work motivation and organizational culture are important factors in improving teacher's performance. Basically, work motivation and organizational culture affect teacher's performance in improving student achievement. Teachers are important and valuable assets for schools if they are managed properly, the teacher's performance will be good.

The measure of teacher's performance can be seen from the sense of responsibility in carrying out the mandate, the profession carried out, the sense of moral responsibility on their shoulders. All of this will be seen in obedience and loyalty in carrying out teacher's duties in the classroom and educational tasks outside the classroom. This attitude will also be accompanied by a sense of responsibility in preparing all teaching equipment before carrying out the learning process. Teacher's performance has certain specifications or criteria. Teacher's performance can be seen and measured based on the competency specifications that must be possessed by each teacher (Setiawan et al., 2022). Capacity building for 2 teachers is also supported by work motivation and organizational culture.

In general, school organizations consist of a number of people with diverse backgrounds and personalities, emotions, and egos. Therefore, it is important to build a school organizational culture with efforts to achieve school education goals and improve teacher's performance.

Several studies show that organizational culture correlates with increased work motivation (Suchyadi, 2017).

Motivation as energy that aims to generate encouragement from within a person that influences, arouses, directs and maintains one's behavior related to the work environment (Gopalan et al., 2017). Thus, human resources play an important role in improving the quality of schools, especially teachers. The quality of teacher's work can be improved through work motivation and organizational culture. Because the teacher is the main factor in improving student achievement, it must be managed properly in order to produce competent human beings with good quality.

In fact, in SMA Negeri 1 Belimbing, teacher's performance has not been optimal. This can be seen in planning learning programs and evaluating learning outcomes for students. There is still low work motivation for teachers, teacher's work motivation is a factor that can affect teacher's performance because work motivation is a stimulus that can arouse teacher's passion at work. There are still groups among teachers so that it is easy to cause conflict in interacting with each other which indirectly disrupts the running of a good organizational culture in the school. Based on the description of the background of the problem above, the title of this study is the Influence of Organizational Culture and Work Motivation on Teacher's Performance in SMA Negeri 1 Belimbing.

B. Methods

This research was conducted at Belimbing 1 Public High School Jalan Pahlawan Kp. 1 Teluk Lubuk Village, Belimbing District, Muara Enim Regency, South Sumatra Province from January to May 2021. The method used in this research is a quantitative research method. According to Sugiyono (2018) the quantitative research method is to see the partial effect of the existing variables. The population in this study were teachers at SMA Negeri 1 Belimbing with a total of 40 teaching staff.

According to Arikunto (2012) if the population is less than 100 people, then the total sample is taken as a whole, but if the population is greater than 100 people, then 10-15% or 20-25% of the total population can be taken. Based on this research, because the total population is not greater than 100 respondents, the authors take 100% of the population in SMA Negeri 1 Belimbing, namely as many as 40 respondents.

According to Arikunto (2010) that data collection techniques in research can be carried out using questionnaires or questionnaires, interviews, observations or observations, examinations or tests, documentation and so on. In this study, the data collection techniques used by researchers were questionnaires and documentation.

Before the analysis is carried out, the analysis requirements are first tested which is a condition that must be met so that the analysis can be carried out both for prediction purposes and for hypothesis testing. Data analysis was processed using the SPSS application version 22.

C. Results and Discussion

The Influence of Organizational Culture on Teacher's Performance

In testing the hypothesis, it turns out that organizational culture variables have an influence on teacher's teaching performance by 83% and 17% is determined by other variables. This hypothesis is also strengthened with a significant value of 0.000. Thus, it can be concluded that there is a very strong influence between organizational culture and the performance of SMA Negeri 1 Belimbing teachers. The result of double excretion is the result $\hat{Y} = a + b_1X_1 = 18.618 + 0.805X_1$. The regression coefficient X_1 has a positive sign which means that positive changes in organizational culture will make positive changes in the performance of SMA Negeri 1 Belimbing teachers. Thus, efforts to improve teacher's performance can be done by improving organizational culture.

This research is in line with research conducted by Handayani & Rasyid (2015), the conclusion of his research states that there is a significant influence of organizational culture on the work motivation of high school teachers in Wonosobo Regency. The performance of high school teachers in Wonosobo Regency is influenced by organizational culture by 20.2%. Research related to the effect of organizational culture on teacher's performance was also carried out by Sulistiya (2013) at Agus Salim Middle School Semarang, showing the results that organizational culture had an effect on teacher's performance by 61%.

This was later corroborated by research conducted by Fitria (2018). The research findings show that: (1) there is a direct positive effect of organizational culture on teacher's performance, (2) there is a positive direct effect of trust on teacher's performance.

Organizational culture strategies in improving teacher's teaching performance in general can be through 1) the principal always fosters the commitment of all teachers to uphold the spirit and values that have been set together; 2) the principal with all relevant teachers evaluates the extent to which all components of the school system can work for school progress, and 3) the development of school culture as implementation and institutionalization that leads to habits of working inside and outside of school. Through this research, efforts to improve teacher's performance can be carried out through an organizational culture that prioritizes work intentions, cultivating work activities with a direct activity orientation on what is the main task of a teacher.

The Effect of Work Motivation on Teacher's Performance

In testing the hypothesis, it turns out that the teacher's work motivation variable has an influence on teacher's teaching performance by 43% and 57% is determined by other variables. This hypothesis is also strengthened with a significant value of 0.000. Thus, it can be concluded that there is a very strong influence between teacher's work motivation and teacher's performance at SMA Negeri 1 Belimbing. The results of multiple regression obtained $\hat{Y} = a + b_1X_2 = 26.919 + 0.712X_2$. The regression coefficient X_2 has a positive sign, which means a positive change in teacher's achievement motivation will make a positive change in the teacher's performance of SMA Negeri 1 Belimbing.

This research is in line with research conducted by Cholil (2014), the conclusion is that there is a significant positive effect of work motivation on the performance of SMP Muhammadiyah Ngawi teachers. Related research on the effect of work motivation on teacher's performance has also been carried out by Anggia (2015) whose results show that the effect of work motivation has a positive and significant effect on the performance of high school economics teachers in Malang by 53%.

This is also corroborated by the results of research conducted by Kartini & Kristiawan (2019). It concluded that based on the data and results of the analysis that has been presented, it can be concluded that the professional allowance has a significant effect on the performance of public high school teachers in Muara Sugihan District by 25.33%. This means that 25.33% of the variance that occurs in teacher's performance at public high schools in the Muara Sugihan sub-district is the influence of the professional allowance factor. Teacher's performance can be improved by providing professional allowances. Work motivation has a significant effect on the performance of State Senior High School teachers in the Muara Sugihan District of 46.97%. This means that 46.97% of the variance that occurs in the performance of public high school teachers in the Muara Sugihan sub-district is the influence of work motivation factors. Teacher's performance can be improved if work motivation is increased. The research findings prove that teacher's performance has a significant relationship with professional allowances and work motivation partially or collectively. Statistically, professional allowances and work motivation are positively and significantly related to the performance of public high school teachers in the Muara Sugihan sub-district of 43.47%. This means that teacher's performance can be improved through professional allowances and work motivation.

Thus, efforts to improve teacher's teaching performance can be done by increasing teacher's work motivation. Work motivation is a goal. There is aspiration to get something better through high effort. That high effort may require the involvement of all aspects of oneself so that these ideals do not remain ideals. However, it is implemented in one's own life. The ability to work will ultimately have an impact on the results of the work itself. The teacher has self-motivation to get better performance than what he has done.

Having aspirations to do better in the next period makes him work seriously, involving all his abilities to do the best for his work performance. So that in the end the teacher realizes his ideals in the form of the activity itself. Thus, the teacher already has efforts to improve his performance, especially his performance in teaching. Teaching performance that he does will get improvements compared to the previous period.

The Influence of Organizational Culture and Teacher's Work Motivation on Teacher's Performance

Data analysis obtained the results that the magnitude of the influence of organizational culture and teacher's work motivation on teacher's performance was 83%. Likewise, the acquisition of a significant value of 0.000 means that there is a significant influence between organizational culture and teacher's work motivation on teacher's performance at SMA Negeri 1 Belimbing.

Regression processing obtained the equation $\hat{Y} = a + b_1X_1 + b_2X_2 = 18.085 + 0.797X_1 + 0.14X_2$. Organizational culture variable (X1) and work motivation variable (X2) have a

positive sign meaning that positive changes in organizational culture and teacher's work motivation will result in a positive value on teacher's teaching performance. Teaching and learning are teacher's activities because the teacher's main task is to teach and learn. Teacher's performance is a measure of the extent to which the teacher's task is carried out by the teacher. Teachers who show good teaching performance mean that the teacher has carried out their duties properly, and vice versa if the teacher's performance is not good, it means that the teacher has not carried out his duties properly. This research is in line with research conducted by Absah and Lumbanraja (2014) whose results show that organizational culture and teacher's work motivation have a positive and significant effect on teacher's performance at SMP Negeri 1 Pandan by 59.5%.

In addition, this is also reinforced by research conducted by Aliyah & Handayani (2015) with the title "The Influence of Principal's Leadership, Teacher's Motivation, and Organizational Culture on the Performance of Wonosobo State High School Teachers". The results of the study prove: (1) there is a significant influence of the principal's participatory leadership style on teacher's performance; (2) there is a significant effect of teacher's work motivation on teacher's performance; (3) there is a significant influence of organizational culture on teacher's performance; (4) there is a significant influence of the principal's leadership style, teacher's work motivation, and organizational culture together on teacher's performance.

School is a system, meaning that many variables within the scope of the school influence teacher's teaching performance. Two of these systems are organizational culture and work motivation as in this study. With efforts to improve these two variables it is proven to influence teacher's performance.

D. Conclusion

Organizational culture has a significant effect on teacher's performance by 83%. The more optimal the organizational culture applied by the principal, the better the performance of the teacher. Organizational culture in its implementation in schools focuses on ensuring the implementation of the teaching and learning process as the core of school activities that are oriented towards achieving the quality of learning. Leaders try to find new ways, both those that are considered common and those that are rarely found, with the orientation of the teaching and learning process to achieve the best goals. Because orientation is the best learning, the teacher is directed to the readiness of teaching performance which is also good.

Teacher's work motivation has a significant effect on teacher's performance by 43%. The higher the teacher's motivation, the better the teacher's performance will be. Thus, efforts to improve teacher's teaching performance can be done by increasing teacher's work motivation. Work motivation is a goal. There is aspiration to get something better through high effort. That high effort may require the involvement of all aspects of oneself so that these ideals do not remain ideals. However, it is implemented in one's own life. The ability to work will ultimately have an impact on the results of the work itself.

Organizational culture and teacher's motivation together have a significant effect on the performance of SMA Negeri 1 Belimbing teachers by 83%. School is a system, meaning that many variables within the scope of the school influence teacher's teaching performance. Two

of these systems are organizational culture and work motivation as in this study. With efforts to improve these two variables it is proven to influence teacher's performance.

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