

Effect of Work Environment and Teacher's Motivation on Teacher's Performance

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Abstract: The purpose of this study is to ascertain how the work environment, teacher motivation, and supervision affect public elementary school teachers' performance in Namang District. This kind of study employs an ex post facto research design and is quantitative. Ninety state elementary school teachers in Namang District served as the research sample. This kind of study uses a research strategy and is quantitative. ways for gathering data using surveys. Multiple regression and quantitative descriptive analysis approaches are used in data analysis methods. The study's findings indicate that: 1) the work environment significantly affects the performance of state elementary school teachers in Namang District; 2) teacher motivation significantly influences the performance of state elementary school teachers in Namang District; and 3) the work environment and teacher motivation significantly jointly affect the performance of state elementary school teachers in Namang District.

Keywords: Motivation, Performance, Work Environment

A. Introduction

One of the resources needed by the school to function well is the teacher. A key factor in accomplishing school objectives, particularly student accomplishment, is teacher performance in the classroom. According to (Ningsih *et al.*, 2018) research, teacher effectiveness has an impact on the learning outcomes of their students. As a result, teachers need to be very effective and capable of providing the best possible instruction. as educators are tasked with leading the charge in putting the teaching and learning process into practice. Educators occupy a crucial strategic position in the endeavor to produce skilled and superior graduates.

According to Sutrisno (2011) performance is the outcome of work that an individual or group of individuals within an organization can accomplish by their respective authority and responsibilities to legally achieve the organization's goals, without

breaking the law, and norms, and ethics. Asserts, broadly speaking, that improving employee performance will enable the organization to thrive in a volatile, cutthroat marketplace (Robbins & Judge, 2011). The level of performance of the company's human resources determines the company's ability to survive and achieve its goals, hence attempts to increase employee performance rank among the most important management problems.

To accomplish the objectives of educational institutions, teacher performance is crucial because it represents the actual behavior that each person exhibits as a result of their work, which is produced by instructors in compliance with their roles in those institutions. One of the most valuable human resources in schools is the teacher, and their effectiveness is crucial to attaining the objectives of the institution. A lot of work goes into getting good performance. The performance of teachers can be impacted by several internal and external factors. These elements include the work environment, competency, and organizational work culture.

(Umstot, 1984) workers need to be able to work to perform properly. He needs to possess the drive, aptitude, or job skills (personality, aptitude, and talents) necessary for the tasks he is accountable for. Work capacity is highly dependent on several elements, one of which is motivation. Not only internal factors (motivation, perception, mastery of substance, and technical skills) but also greatly influenced by external factors, especially those originating from the organization where you work, such as the suitability of compensation to workload.

Motivation in an organization is one of these external influences. The drive to perform tasks and responsibilities at work increases with motivation. According to Gary *et al.* (2011), people with high-performance levels perform well when their goals are challenging, whereas those with low difficulty levels perform poorly when their goals are easy. On the other hand, low performers become frustrated when a goal is too tough for them. Then Gary *et al.* (2011) stated that an individual's drive to achieve specific and difficult goals causes individuals to tend to perform better than individuals who are only encouraged to do it well. A feeling of success in the workplace occurs when people see that they can grow and meet work challenges by pursuing and achieving important and meaningful goals.

Teachers require a drive to work to manage learning effectively and efficiently. Teachers who are highly motivated to work will put more effort into their tasks. Conversely, teachers who lack work motivation struggle to finish their assignments, lack excitement for their work, and give up easily. The rationale provided above is corroborated by Setyadin *et al.* (2013) research findings, which indicate a considerable influence on teacher motivation with a 33.08% coefficient of determination. The effectiveness of the learning process is significantly influenced by the joint influence of teacher motivation and the intensity of use of learning

multimedia, with a coefficient of determination of 58.511%. The intensity of use of learning multimedia has a coefficient of determination of 33.90%.

According to research Maulana (2013), motivation has an impact on work effectiveness; for every 1% increase in motivation, work effectiveness increases by 5.5%. Therefore, there will be a rise in the effectiveness of work in the fields of education and teaching if motivation is boosted on both an internal and external level. The primary need for becoming a professional teacher is having strong performance and the ability to carry out the teaching function. Students' success in participating in instruction and reaching learning objectives is based on the performance of their teachers. This demonstrates that educators are essential to raising educational standards and should be at the center of any initiative aimed at achieving quantitative improvements in education (Supriadi, 2018).

The learning process in educational units is carried out in an interactive, inspiring, fun, and challenging manner, motivating students to participate actively and providing sufficient space for initiative and creativity. According to Article 19 paragraph (1) of Government Regulation Number 19 of 2005 concerning National Education Standards, students are taught by their talents, interests, and physical and psychological development. In addition, paragraph (3) of the aforementioned government regulation specifies that every educational unit is responsible for the planning, execution, evaluation, and supervision of the learning process to ensure the implementation of an efficient and successful learning process. In the meanwhile, article 20 stipulates that creating a syllabus and learning implementation plan, which must include learning objectives, instructional strategies, resources, teaching materials, and methodologies, as well as the evaluation of learning results (Depdiknas, 2009).

By the aforementioned government rules, learning management systems ought to be focused on raising educational standards. By using learning quality management, professional educators can adjust to the forces of change that have affected the educational system. Thus, to ensure that learning objectives are met in a way that meets expectations, teachers must possess the ability to manage learning as effectively as feasible. Nuraini (2013) states that learning management skills generally consist of two main components: skills related to curative actions, which involve restoring optimal learning conditions, and skills related to preventive actions, which involve creating and maintaining optimal learning conditions.

Proficiency in establishing and preserving ideal learning environments can be seen as an endeavor to provide one's full potential for the good of pupils. Instructors make an effort to assist pupils who struggle with learning. The instructor will employ diverse pedagogical approaches to ensure that the pupils grasp the material they are instructing. The instructor will be very creative and ready to give up his

time for the students to succeed. If the kids do well, the teacher will be happy (Erwinsyah, 2017).

In addition, educators must possess the ability to offer support. Both the maintenance of desired behavior and the reduction or even elimination of the occurrence of undesirable conduct depend on reinforcement. Teachers can give reinforcement to disruptive students in two ways: either immediately, or when the student is acting unreasonably, in which case they can give negative reinforcement, like a reprimand or warning, to get him to stop acting out so that the teacher can give reinforcement to him. who have behaved well so that other kids, who prefer to be disruptive, can look up to them or utilize them as role models? For this reason, it's important to focus on providing positive reinforcement, such as verbal and nonverbal praise (Nuraini, 2013).

Teachers require a drive to work to manage learning effectively and efficiently. Teachers who are highly motivated to work will put more effort into their tasks. Conversely, teachers who lack work motivation struggle to finish their assignments, lack excitement for their work, and give up easily (Katz & Rahn, 2010). The rationale provided above is corroborated by Setyadin *et al.* (2013) research findings, which indicate a considerable influence on teacher motivation with a 33.08% coefficient of determination. The effectiveness of the learning process is significantly influenced by the joint influence of teacher motivation and the intensity of use of learning multimedia, with a coefficient of determination of 58.511%. The intensity of use of learning multimedia has a coefficient of determination of 33.90%.

Then research Maulana (2013) with research results shows that motivation influences work effectiveness, where every 1% increase in motivation will increase work effectiveness by 5.5%. Thus, if motivation is increased, both internal and external motivation, then effectiveness work in the field of education and teaching will also increase. In addition to elements influencing motivation at work, the workplace environment has a significant role in raising teacher performance. Whereas the physical and mental surroundings found in educational establishments constitute the Work Environment. According to Maulana (2013), a decisive factor in the success of the learning process and its results is the surrounding environment. As a result, educational institutions need to provide a suitable working environment, which includes both the non-physical (work atmosphere, welfare, relationships between people, and relationships between teachers and leaders) and the physical (comfortable office layout, clean environment, good air exchange, color, adequate lighting, and melodious music).

Teachers can perform better and have more enthusiasm for their work when they work in a supportive environment. To achieve high performance, more ideal work must be done and instructors' potential must be fully utilized to contribute

positively to school development. In addition, organizations must be aware of the different factors that can affect the motivation of teachers at work. In this situation, educational institutions play a crucial role in fostering a work environment that is favorable to the development of professional attitudes and behaviors that are necessary for teachers to fulfill their duties and responsibilities, particularly when it comes to managing learning (Heryani, 2017).

The findings of Ahmadiansah (2016) study, which highlights the impact of motivation and job satisfaction on teacher performance, corroborate what has been said above. Then, according to (Robbins & Judge, 2011a) motivation is just one factor that might affect performance. According to Gibson (Cokroaminoto, 2010), a worker's motivation, aptitude, and working conditions all affect how well they perform. Employee performance is directly impacted by motivational variables. Individual aptitude and workplace conditions, however, have a secondary impact on output. Then, a study Imroatun & Sukirman (2017) found that, partially and simultaneously, there is a favorable impact on teacher performance from both the work environment and job motivation. Afterward, a study Imroatun & Sukirman (2017) found that both the work environment and work motivation of teachers had a favorable impact on the creativity of teachers during the learning process.

The Namang District's public elementary schools served as the study's sites. based on the findings of preliminary observations made by researchers in several Namang District elementary schools between June 12 and June 16, 2022. Researchers discovered evidence that the state elementary school instructors in Namang District were not yet performing at a high level. These signs include poor learning management, incomplete learning administration, and a lack of learning planning, all of which affect teachers' readiness to carry out instruction. The process of learning planning is crucial to achieving high-quality, effective learning, and it is a component of learning management that teachers must implement. Preparing lesson plans is one aspect of a teacher's professionalism as an administrator (Ichsan, 2014). Subsequently, Novita (2014) found that there is a strong correlation between learning implementation and planning.

Due to low teacher job motivation, learning management has not been successfully implemented in several Namang District elementary schools. Teachers who have not yet fulfilled their tasks are nonetheless given wiggle room by the principal, particularly when it comes to their duties and responsibilities. Teachers lack a strong incentive to improve the quality of their performance because of the school principal's lack of firmness and the absence of attempts to improve teacher performance, particularly in the learning process. This highlights the fact that no workplace setting is suitable for fostering the development of an excellent learning process.

Teachers primarily employ the lecture format while instructing students, utilizing solely traditional media and textbooks to convey the subject. This suggests that educators lack the will to become more adept at overseeing the teaching and learning process. This indicates that teacher motivation to reach their full potential is still below par. There are still several issues with the non-physical work environment, such as an unfavorable work culture, which can naturally impede efforts to raise the caliber of the teaching and learning process. As a result, the work environment at State Elementary Schools in Namang District is not yet supportive of the development of a quality learning process. The Namang District's sub-district elementary schools have several physical work environment issues, including poorly lighted rooms, a dearth of study spaces and equipment, loud noises, and disorganized space plans. Additionally, there are still several issues with air circulation, which is still regarded as inadequate. This is because classrooms and instructors' rooms lack air ventilation, and school security is still subpar because there is only one school guard assigned to watch over the entire campus.

Based on the researcher's initial observations, it can be concluded that the researcher faced several issues about the work environment, motivation, and performance of state elementary school teachers in Namang District. The Influence of Teacher Motivation and Work Environment on Teacher Performance in Elementary Schools in Namang District is a title that describes some of the issues that researchers believe need more investigation.

B. Methods

The Namang District's public elementary schools served as the study's sites. According to Musfiqon (2012), this kind of research is quantitative research since it focuses on researching objective phenomena that can be studied numerically. Research on data collecting was done using quantitative methods. In the meantime, the partial correlation approach is employed in this research design. When one of the independent variables is controlled, or made constant, partial correlation is utilized for analysis or hypothesis testing when the researcher wants to determine the impact or relationship between the independent and dependent variables (Sugiyono, 2012). According to Sugiyono (2012), an ex post facto research design looks at events that have already happened and then tracks them back to determine the elements that led to the incident. This research design employs an ex post facto research design. According to Arikunto (2010), the population is the full topic of the study. All of the state elementary school teachers in Namang District made up the study's population. The entire group of 90 public elementary school teachers in Namang District served as the sample for this study due to the population's small size of 90 individuals. The data collection technique in this research uses questionnaires.

C. Results and Discussion

Descriptive Statistical Test Results

The work environment in the very good category is 0 or 0%, the good category is 0%, the quite good category is 22 or 21.47%, the poor category is 13 or 11.41%, and the very poor category is 23 or 13.43%, according to the results of the descriptive statistical analysis of the research results. The analysis's findings demonstrate that the workplace falls into the good category. percentage of State Elementary Schools in Namang District's varying work environment categories. Then, the very good category's descriptive statistics for teacher motivation were 0 or 0%, the good category's 34 or 52.35%, the quite good category's 24 or 21.48%, the poor category's 10 or 11.41%, and the very poor category's 22 or 14.76%. The analysis's findings indicate that state elementary school teachers in Namang District have good levels of motivation. In terms of descriptive data, the performance of teachers falls into five categories: very good (0 or 0%), good (80 or 53.70%), pretty good (38 or 25.50%), poor (12 or 8.05%), and very poor (19 or 12.75%). The analysis's findings indicate that the teacher's performance falls within the good range.

Hypothesis Test 1

A simple regression test reveals that there is a significant impact of the work environment on the performance of state elementary school teachers in Namang District. The calculated t value is $5.992 >$ from the t table value of 1.665, where the calculated t value is greater than the t table, and H_0 is rejected. Based on research findings that demonstrate the work environment has a beneficial impact on teacher performance, it is possible to conclude from the aforementioned research results that the work environment is a crucial component of attempts to improve teacher performance. A supportive work environment can influence the efficiency and continuity of the teaching-learning process as well as motivate educators to advance their level of competence. As research results from Dahlan *et al.* (2020) show, there is a significant influence of school culture on teacher performance.

Therefore, a positive work environment will help teachers feel safe and at ease while conducting teaching and learning activities. This will enable teachers to process these activities more effectively, making them more engaging and capable of achieving the intended learning objectives. The state of the school community is reflected in the work environment, which includes interactions between students and teachers as well as between the principal and the faculty. Research by Elfita *et al.* (2019), which claims that there is an influence of the non-physical work environment on teacher performance with a coefficient of determination (R square) value of 0.791, corroborates the findings of this study. The coefficient of determination (R square) of

0.710 means that the work environment has a strong influence on teacher performance.

Hypothesis Test 2

It was determined that there was a significant relationship between teacher motivation and performance based on the significance test of the teacher motivation variable on the performance of state elementary school teachers in Namang District. The calculated t value was $5.559 \geq$ the t table value of 1.665, where the calculated t value was greater than the t table, so H_{02} was rejected. Namang District Public Elementary School instructors. According to Hasibuan (2011), one of the factors that influences teacher performance in carrying out teaching tasks is teacher behavioral factors, one of which is work motivation. The results of the analysis above show that work motivation has a positive and significant effect on teacher performance. The aforementioned hypothesis is consistent with research findings by Alhusaini *et al.* (2020), which indicate that work motivation has a major impact on teacher performance. Subsequently, Nainggolan *et al.* (2020) research findings demonstrate that teacher job motivation positively impacts teacher effectiveness.

The findings of this study suggest that work motivation has a significant impact on the performance behavior of teachers. Several variables, including professionalism and motivation, which are psychological awarenesses that interact, influence teacher performance. Teachers with high work motivation will always strive to improve their competence so that teachers also develop their professionalism. High work motivation will also provide internal encouragement to work, which is evident in high work excitement behavior. In their capacity as an overseer and managers of the school, the administrator needs to be able to inspire instructors to become more proficient.

Research by Muhajirin *et al.* (2018) supports the aforementioned claim. Regression analysis results indicate that work motivation has a 0.404 influence on teacher professionalism, with a significant value of 0.000, which is less than 0.05. Thus, 40.4% of work motivation is influenced by principal academic supervision. Thus, teachers' performance is positively and significantly impacted by their work motivation. This suggests that teacher performance is impacted by work motivation. According to Damayani *et al.* (2020) there is a noteworthy correlation between teacher performance and work motivation.

Hypothesis Test 3

Based on the Anova test results, the F count was determined to be 1174,990 with a significance level of $0.000 <$ probability value α 0.05. The F table indicated a significance level of 0.05 (2.82) of 3.12, meaning that the F count exceeded the F table

(1174,990 > 3.12.) Consequently, Ho3 is rejected. This suggests that the work environment and teacher motivation have a combined significant impact on the performance of state elementary school teachers in Namang District. The termination coefficient, which is 85.2% based on the R squared value of 0.852, indicates that the work environment and teacher motivation have a joint influence of 85.2% on the performance of state elementary school teachers in Namang District, with the remaining 6.8% being influenced by factors not included in this study.

Research by Syaputra *et al.* (2020), which demonstrates that motivation can act as a mediator between the work environment and teacher performance, and indicates that the work environment has a beneficial impact on teacher performance, supports the findings of this study. Teachers' work environments provide a range of opportunities to expand their knowledge, skills, and insight to support their job performance. Ultimately, the performance of the teacher will be enhanced. Therefore, in line with the current vision and mission, a positive work atmosphere helps the school achieve its goals. Put another way, teachers are more motivated to perform better when it comes to fulfilling their responsibilities and tasks within the organization if their needs for carrying out learning activities are satisfied.

This is because a clean, comfortable, and standard-compliant work environment would make teachers feel more at ease performing their jobs (Suharsaputra, 2018), Giving someone motivation starts with their needs, which then sparks wants, tension, action, and decisions. The satisfaction of wants, identifying methods to satisfy needs, goal-oriented behavior, producing performance, and producing incentives and penalties are the first steps in the motivation chain. Decisions, tension, cravings, search behavior, needs satisfied, and tension decrease are used to evaluate unmet needs (Uno, 2013).

In essence, there are a few duties that come with being a teacher: (1) professional duties include instructing, training, and educating students; (2) humanitarian duties include the need for teachers in schools to be able to act as second parents, understand their students, and assist them in changing and identifying as individuals; and (3) social sector duties include assisting the community in learning and educating the Indonesian people as a whole, based on Pancasila (Uno, 2013).

Motivational factors impact the performance of teachers (Supardi, 2014), According to Sadirman (2011), motivation is the force that propels an individual to carry out specific actions to accomplish a goal. High levels of motivation at work have a positive impact on high performance, and low levels of motivation have the opposite effect. It also supports the claims made by researchers when they do research, as demonstrated by the numerous investigations carried out by earlier researchers listed below, which are based on pertinent research findings. According to Pratiwi (2018) research, an educator's effectiveness is determined more by how committed

they are to the advancement of education in the classroom than by how well they can manage their students.

D. Conclusion

1. There is a considerable impact of the work environment on the performance of state elementary school teachers in Namang District, according to data analysis and hypothesis testing.
2. In Namang District, state elementary school teachers' performance is significantly impacted by their motivation as teachers.
3. The academic credentials and work environment have a considerable combined impact on the effectiveness of state elementary school teachers in Namang District.

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