

THE INFLUENCE OF WORK MOTIVATION ON TEACHER PERFORMANCE AT SMK PARIWISATA THROUGHOUT PADANG CITY

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ABSTRACT

This research is motivated by the author's observations and is equipped with information from teachers about teacher performance in schools. Many factors affect teacher performance, one of which is work motivation. The purpose of this study is to obtain data and information about 1) teacher performance, 2) work motivation and 3) the influence of work motivation on teacher performance in Tourism Vocational Schools throughout Padang City. This research is a descriptive quantitative research. The population was 123 people and the sample was determined using the Krejcie & Morgan table of 97 people. The results of data analysis showed that 1) the performance of teachers in Tourism Vocational Schools in Padang City was good with a percentage of 88.61, 2) Teachers' work motivation was high in Tourism Vocational Schools in Padang City with a percentage of 88.28%, 3) There was a significant influence between work motivation on teacher performance with a correlation coefficient of 0.863 and a correlation significance test of 18.847. Based on the results of the study, it can be concluded that there is a significant influence between work motivation and teacher performance at Tourism Vocational Schools in Padang City.

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1. INTRODUCTION

In today's modern era, education is a very important need in the life of every human being. Education is one of the main pillars that is fundamental in efforts to improve the quality of human resources in order to face increasingly difficult challenges in the era of globalization. Therefore, schools as formal educational institutions have an important role to improve the quality of education in order to be able to produce graduates with quality human resources. In addition, schools also have a heavy responsibility in improving the quality of human resources.

One of the factors that determines the quality of education is teachers. Because teachers are educators who manage and organize learning to help students master the expected competencies. As stated in the law on teachers and lecturers (Law of the Republic of Indonesia No. 14 Th. 2005) that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students at an early age in the formal education, primary education and secondary education paths. Thus, in carrying out the learning process at school, teachers are required to have high performance in each of their tasks. If the teacher's performance is good in an educational institution, then the institution will be able to achieve its desired goals.

Teacher performance is very important in an educational institution. Good teacher performance is a picture of the success of an educational institution. Teacher performance will determine the success of the learning process and the achievement of educational goals themselves. Teachers who have high performance will be able to improve the quality of education. *The performance* of a teacher in completing

tasks is very meaningful because from the teacher's performance, it can be seen whether the teacher has a good performance in a job. Teachers are an influential component in education. Teachers are the main actors in the learning process. The quality of teacher performance will greatly determine the quality of educational outcomes. Because teachers are the parties who have the most direct contact with students in the educational or learning process at educational institutions (Selvia et al., 2021). If the teacher has a bad performance, it will cause the teaching and learning process to be disrupted because a teacher is an educator who provides values and becomes a supervisor who provides direction and guidance to students during the teaching and learning process (Yunus et al., 2021).

According to Mangkunegara (2017:9) in Khaeruman (2021), the word performance comes from the word *Job Performance*. Performance is work achievement or work output (output) both quality and quantity achieved by employees/employees of unity over a period of time (usually per hour) in carrying out work tasks in accordance with their responsibilities. In (Ermita & Anisah, 2013) it is explained that what is meant by performance is the result of a teacher's work in managing learning which is his responsibility to achieve the learning outcomes that have been set. Meanwhile, teacher performance according to Supardi (2014: 54) is the ability of a teacher to carry out learning tasks in madrasas and be responsible for students under his guidance by improving student learning achievement. Teacher performance is a demonstration of a teacher's work in carrying out his professional work, namely educating, teaching, training, and guiding to develop students' potential and skills in learning (Jati et al., 2022). Teachers who have good and optimal performance can be seen from the ability possessed by teachers to complete their tasks and responsibilities in learning (Putri et al., 2021).. Teachers who have a high level of performance can be sure that their productivity results are good. And vice versa. The results of teacher performance greatly determine the success of the quality of education produced (Astuti & Miyono, 2023). So, it can be concluded that teacher performance is a condition that shows the results of work or work achievements achieved by a teacher in carrying out the duties and responsibilities that have been given during learning activities at school.

Kasmir (2016) in (Hasibuan & Munasib, 2020), stated that there are several performance indicators including: 1) quality, 2) quantity, 3) timeliness, 4) cost-effectiveness, 5) the need for supervision 6) and interpersonal relationships. Meanwhile, according to Bernardin & Russel (2010) in (Harahap & Tirtayasa, 2020) performance indicators are: 1) Quality, 2) Quantity, 3) Punctuality, 4) Effectiveness and 5) Organizational Commitment. Anwar Prabu Mangkunegara (2009) in (Hasibuan & Munasib, 2020) also stated that performance indicators, namely: 1) Quality, 2) Quantity, 3) Implementation of duties and 4) Responsibility. According to Robert L. Martin and John H. Jackson (2006) in (Khaeruman, 2021), performance indicators are: 1) Quantity, 2) Quality, and 3) Cooperation. According to Moeheriono (2012) in (Mulyadi, 2014) stated that employee performance indicators can be divided into six indicators, namely: 1) Effectiveness, 2) Efficiency, 3) Quality, 4) Punctuality, 5) Productivity and 6) Safety. Based on some of the expert opinions above, it can be concluded that the indicators of teacher performance in this study are work quality, work quantity, punctuality and effectiveness.

Many factors affect the performance of teachers in carrying out their duties and responsibilities. In (Sancoko & Sugiarti, 2022) it is explained that there are 2 factors that affect teacher performance, including: 1) Internal factors, such as motivation, positive emotions, negative emotions, responsibility for tasks, discipline in completing tasks, concern for students and job satisfaction. 2) External factors, such as leadership style, work environment, evaluation and supervision mechanisms, information and communication technology facilities and facilities in the school environment such as clean water, sanitation, electricity, and school building conditions.

Of the various factors that can affect teacher performance, one of the factors that is suspected to affect teacher performance is the teacher's work motivation in carrying out his duties. Motivation can be a driver for a person to do an activity to get the best results. Motivation comes from the Latin word, *Movere* which means drive or driving force. According to Smith & Sarason, motivation comes from the Latin word *move* which means encouragement or moving. Thus, motivation is the power to move from within a person to carry out activities to achieve a goal. Robbins (in Priansa, 2014:201) defines motivation as a process that shows the intensity of the individual, the direction and perseverance of the effort towards achieving the goal. Meanwhile, work motivation according to Nawawi (2003) is the encouragement of a person's will to carry out actions or activities within the scope of tasks that are their work/position within an organization (Amalda & Prasojo, 2018).. According to Hasibuan (2009) in (Winario et al., 2023) also explained that work motivation is a way to encourage employees' passion to work so that they want to work by mobilizing all their abilities and skills to realize organizational goals. Work motivation is a psychological process that encourages a person to do a job. So, it can be concluded that work motivation is an encouragement or stimulus that comes from within a person or

from outside in order to be able to carry out their duties and responsibilities optimally in order to achieve the expected goals.

Schools as an organization are said to be successful in their various planned activities if those involved in it are able to carry out their duties well in accordance with what has been determined. For this reason, teachers must be guided and encouraged so that their potential can become a beneficial achievement for the implementation of education in schools (Limbong et al., 2023). Work motivation has a very important role in achieving organizational goals. With work motivation, teachers will be able to complete their tasks and responsibilities optimally in accordance with predetermined standards. Teachers who have high motivation will be able to encourage themselves to work more enthusiastically and can fully contribute to their responsibilities. Without motivation, a teacher will not be able to fulfill his responsibilities according to standards. For an educational institution, motivation has a positive impact on teachers. With motivation, teachers will be enthusiastic in carrying out their responsibilities and duties, willing and able to carry out their duties well. A leader who is able and successful in motivating teachers often provides an environment where the right goals are available to fulfill life (Hasibuan, 2014), (Riyadi & Mulyapradana, 2017).

There are several indicators that can be used to measure the size of work motivation. According to Handoko (Indrayana, 2019), the level of need for motivation is the need for achievement, affiliation and power. Meanwhile, according to Indrayana (2019), there are three indicators of measuring work motivation, namely the need to achieve, the need to be powerful, and the need to form a group (Hayati et al., 2020). Hamzah B. Uno (2013: 72) in (Tarigan & Panggabean, 2022) states that teachers' work motivation indicators are seen through responsibility, achievements that can be achieved, self-development and independence in action. A motivation is born from a need, as Abraham Maslow said, that motivation is an impulse that is born from within a person as a unified unit and has a certain goal or desire, namely realizing human needs so that they cannot be separated from unconscious life. Maslow in (Ghozali, 2017) mentioned that humans have 5 levels of needs which include physical needs, the need for security, social needs, the need for appreciation and the need for self-actualization

Education is an investment in order to improve the quality of human resources and support the progress of the nation. Human resources with good quality and high performance will facilitate the achievement of educational goals. Therefore, schools need to pay attention and think about how to improve teacher performance. One of the ways is to provide motivation to teachers. If the motivation to teachers is lacking, it will have an impact on the performance of the teacher himself. It will even have a bad effect on students during the implementation of learning at school.

Based on the observations made by the author during the observation at the Tourism Vocational School in Padang City, it shows that the teacher's performance is still low, one of the reasons is suspected to be due to the low motivation of teachers in carrying out their duties. The phenomena that the author found are as follows: 1) There are some teachers who do not prepare well for learning which can attract students' interest in learning. This is seen from the lack of quality of teachers' work when teaching in the classroom so that they are less able to stimulate and motivate students to be actively involved in learning. 2) Lack of teacher skills to actively involve students in learning. This is due to the monotonous delivery of learning materials and less interactive learning techniques or strategies. 3) Lack of teachers' skills in utilizing the available time to complete the tasks and responsibilities that have been given. This results in the teacher's work being neglected so that the teacher's work productivity decreases. 4) There are some teachers who are not responsive and quick in anticipating things that can hinder the learning process at school. For example, teachers who do not pay attention to the situation and conditions before learning begins. This can result in the teaching and learning process in schools running ineffectively and inefficiently. 5) The existence of inadequate facilities and infrastructure, an uncomfortable physical environment resulting in uncomfortable work for teachers. This results in teachers being less focused and productive in teaching at school. 6) Lack of appreciation and recognition for achievements obtained by teachers so that teachers feel less appreciated and less motivated to give their best in their work. 7) There are some teachers who do not receive support from the principal or other colleagues. This results in a decrease in teacher morale and teacher work productivity. 8) Lack of space for teachers to innovate and participate in decision-making in schools so that teachers feel less appreciated. Based on these emerging phenomena, the author seeks to examine in more detail the performance of teachers, work motivation, and the influence of work motivation on teacher performance at Tourism Vocational Schools throughout Padang City.

2. METHOD, DATA, ANALYSIS

This research was conducted at Tourism Vocational Schools throughout Padang City. The approach used in this study is a quantitative approach. According to Sugiyono (2016:8) the quantitative

research method is research that uses research methods based on the philosophy of positivism, used to research on certain populations or samples, data collection using research instruments, quantitative/statistical data analysis, with the aim of testing hypotheses that have been determined. The method used in this study is a descriptive research method. This study is descriptive because it aims to confirm and explain the influence of work motivation on teacher performance at Tourism Vocational Schools throughout Padang City. The population in this study is all teachers at Tourism Vocational Schools in Padang City which totals 123 people. In this study, the determination of the sample size using the Krejcie & Morgan table was based on a 5% error, which means that the sample obtained had a confidence level of 95% with a sample of 97 teachers. The instrument used in this study is a questionnaire. A questionnaire is a research instrument in the form of a list of questions or statements in writing that must be answered or filled in by respondents in accordance with the instructions for filling it out. The research questionnaire was compiled based on the Likert Scale with five answer options, namely: Always, Often, Sometimes, Rarely, Never. The lowest score is given a number 1 and the highest score is given a number 5.

Before this research instrument was disseminated, the researcher conducted a validity and reliability test on 20 teachers. Based on the results of the data management of the validity of the Work Motivation questionnaire on Teacher Performance at Tourism Vocational Schools in Padang City, 56 valid statement items and 4 invalid statement items were obtained at a significant level of 5% with N=20 (0.444). Meanwhile, the results of reliability data management for Work Motivation on Teacher Performance at Tourism Vocational Schools in Padang City are the alpha value of work motivation (X) of 0.934 and teacher performance (Y) of 0.965. Therefore, it can be concluded that the questionnaire used in this study is declared reliable because the value is >0.60. This means that the measuring tools used in this study already have the ability to provide consistent results in measuring the same symptoms (Sugiyono, 2017). The results of processing validity and reliability data use the SPSS Version 29 application.

Furthermore, the research data was processed with the help of SPSS version 29. The data analysis technique in this study uses simple correlation analysis and simple regression. The stages of analysis include: (1) descriptive analysis, (2) hypothesis test requirements and (3) hypothesis test. The descriptive analysis aims to get an overview of the research results from the work motivation variable (X) and the teacher performance variable (Y). The requirements for hypothesis testing are carried out to find out whether the collected data meets the requirements for analysis using normality tests and linearity tests. The results of the hypothesis test are normal and linear. Furthermore, hypothesis tests are carried out in 3 ways, namely a simple linear regression analysis test, a t-test and a determination coefficient.

3. RESULT AND DISCUSSION

Result

Description of Teacher Performance Data (Y)

The collection of data on Teacher Performance variables was obtained from the distribution of questionnaires to 97 respondents with 30 statement items. The score obtained from the respondents for the Teacher Performance variable spread from the maximum score is 150 and the minimum score is 95. Based on the results of data processing using SPSS version 29, the average score (mean) was obtained of 133.082, median score of 131, mode of 148 and standard deviation of 10.626.

Table 1. Achievement Level of Teacher Performance Indicators

| No | Indicators | Average | %TCR | Category |
|---------------|----------------------------------|---------|-------|----------|
| 1 | The need for achievement | 4,43 | 88,59 | Good |
| 2 | The need for a sense of security | 4,43 | 88,51 | Good |
| 3 | Affiliate | 4,44 | 88,75 | Good |
| 4 | Authority | 4,45 | 89,04 | Good |
| Average score | | 4,44 | 88,61 | Good |

Based on the table above, it can be seen that the highest average score is found in the work effectiveness indicator, which is 4.45 with a percentage of 89.04%, while the lowest average score is found in the work quantity indicator, which is 4.43 with a percentage of 88.51%. In general, the average score of teacher performance at Tourism Vocational Schools in Padang City is 4.44 with a

percentage of 88.61%. This means that the work motivation of teachers at Tourism Vocational Schools throughout Padang City has been carried out well.

Description of Work Motivation Data (X)

The collection of data on the Work Motivation variable was obtained from the distribution of questionnaires to 97 respondents with 30 statement items. The score obtained from the respondents for the variable Work Motivation spread from the maximum score is 150 and the minimum score is 110. Based on the results of data processing using SPSS version 29, the average score (mean) was obtained of 132,350, median of 129, mode of 125 and standard deviation of 9,984. Description of Teacher Performance Data (Y).

Table 2. Achievement Level of Work Motivation Indicators

| No | Indicators | Average | %TCR | Category |
|---------------|----------------------------------|---------|-------|----------|
| 1 | The need for achievement | 4,43 | 88,53 | Good |
| 2 | The need for a sense of security | 4,43 | 88,69 | Good |
| 3 | Affiliate | 4,37 | 87,45 | Good |
| 4 | Authority | 4,42 | 88,49 | Good |
| Average score | | | 4,41 | 88,28 |

Based on the table above, it can be seen that the highest average score is found in the indicator of the need for a sense of security, which is 4.43 with a percentage of 88.69%, while the lowest average score is found in the affiliate indicator, which is 4.37 with a percentage of 87.45%. In general, the average score of work motivation at Tourism Vocational Schools in Padang City is 4.41 with a percentage of 88.28%. This means that the work motivation of teachers at Tourism Vocational Schools throughout Padang City has been carried out well.

Hypothesis Test

Table 1. Simple Regression Test Results

| Type | Unstandardized Coefficients | | Standardized Coefficients Beta | t | Sig. |
|--|-----------------------------|------------|--------------------------------|--------|-------|
| | B | Std. Error | | | |
| 1. (Constant) | 18.847 | 8.480 | | 2.222 | .029 |
| Work Motivation | .863 | .064 | .811 | 13.508 | <.001 |
| a. Dependent Variable: Teacher Performance | | | | | |

Based on the results of the regression test carried out, the constants and coefficients of the equation are obtained from column B, so that the regression equation: $Y = 18.847 + 0.863X$. Decision making in the linear regression test is simple, namely based on the significance value of the *Coefficients* table, a significance value of $0.001 < 0.05$ is obtained. So it can be concluded that the Work Motivation variable (X) has a significant effect on the Teacher Performance variable (Y). Or based on the value of t, it is known that the value of $t_{is\ calculated}$ as $13.508 > t_{table}$ 1.985. It can be concluded that the Work Motivation variable (X) has a significant effect on the Teacher Performance variable (Y).

Table 4. Determination Coefficient Test Results

| Model Summary | | | | |
|------------------------------------|-------------------|----------|-------------------|----------------------------|
| Type | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .811 ^a | .658 | .654 | 6.25068 |
| a. Predictors: (Constant), Total_X | | | | |

Based on the table above, it is obtained that $r_{calculated} = 0.811$ while $r_{table} = 0.198$ (N=97) (appendix 17) at a significant level of 5%. In addition, the percentage of influence of the independent variable (work motivation) on the bound variable (teacher performance) or the so-called determination coefficient (R Square) is 0.658 or 65.8%. Thus, the contribution of Work Motivation to Teacher Performance is 65.8% while the remaining 34.2% is influenced by other variables that are not studied.

Discussion

Based on the purpose of the study, it is stated that this study aims to obtain data and information about teacher performance, work motivation and the influence of work motivation on teacher performance in Tourism Vocational Schools throughout Padang City in general in the good category. The results of data processing in this study found that teachers' work motivation had a significant influence on teacher performance with a significant level of 0.05 with a correlation coefficient of 0.658 and a correlation significance of 13.508 using the t-test. In the following, each research objective will be discussed based on the research and data processing that has been carried out.

Teacher Performance is a condition that shows the results of work or work achievements achieved by a teacher in carrying out the tasks and responsibilities that have been given during learning activities at school. Teacher performance is basically the performance carried out by teachers in carrying out their duties as educators. According to Rabiya, et al. (2012) in (Rohman, 2020), teacher performance is basically a teacher's activity in carrying out his duties and obligations as a teacher and educator in schools. Teacher performance will determine the success of the learning process and the achievement of educational goals.

Based on the results of data analysis, teacher performance at Tourism Vocational Schools throughout Padang City is in the good category, with a percentage of 88.61%. The highest aspect of teacher performance lies in the indicator of work effectiveness, namely the teacher's ability to show success in terms of whether or not the goals that have been set have been achieved (Asiah, 2016). Meanwhile, the lowest performance aspect lies in the work quantity indicator, namely the number of achievements that have been achieved by teachers in a predetermined time both in preparing learning plans, learning implementation, evaluation and follow-up.

According to Miner in Sutrisno (2011:172) said quantity is something that is produced, regarding the number of products or services that can be produced (Mulyadi, 2014). Quantity of work is the effort made in carrying out a job to achieve work results that are in accordance with the desired goals. The quantity of work of a teacher can be seen from how much work and tasks can be completed in a predetermined time, starting from lesson planning, learning implementation, learning assessment, and follow-up (Safitri, 2022).

The work quantity indicator consists of 7 statement items, after being processed using the mean formula (average) as a whole is good. However, from the 7 statement items, the lowest score was obtained which was 4.38 which was contained in the statement "The annual program I made is in accordance with the number of subjects taught". Basically, the programs that have been made by teachers are good, but they need to be improved because this average makes the low quantity of work one of the aspects of teacher performance. The researcher suggested that school principals can supervise programs made by teachers. The principal needs to monitor and direct teachers so that the annual program made by teachers is in accordance with the number of subjects taught. So that if there are shortcomings, the principal can help teachers in improving and perfecting the programs made by teachers. As for teachers, efforts are made to conduct training and development to improve their skills in designing and making better annual programs. In addition, teachers can also collaborate with other teachers in creating annual programs. Teachers can exchange ideas and experiences in the development of better programs.

Work motivation is an encouragement or stimulus that comes from within a person or from outside a teacher in order to be able to carry out his duties and responsibilities optimally in order to achieve the expected goals. According to Husaini (2012) in (Winario et al., 2023) stated that work motivation can be interpreted as the desire or need that underpins a person so that he is encouraged to work. In carrying out their duties and responsibilities, in addition to requiring personal skills, a teacher also needs enough motivation in himself. Motivation can be a motivation for a person to do an activity to get the best results.

Based on the results of data analysis, teacher performance at Tourism Vocational Schools in Padang City is in the high category, with a percentage of 88.28%. The highest aspect of work motivation lies in the indicator of the need for a sense of security, which is a need that includes security and protection from various hazards or threats in carrying out work. Meanwhile, the lowest performance aspect lies in the affiliate indicator, namely the need to obtain good social relationships.

According to Ashar Sunyoto Munandar (2004), the need to be affiliated is the need to gain friendship, be accepted in a group, like cooperative situations and avoid conflicts (Murgijanto, 2017). In the world of education, this need will be realized in the learning process where there is interaction between educators and students and students with students. A teacher who has the motivation to be affiliated will strive to create a good social environment, establish good relationships with all school residents, cooperate with others and so on.

The affiliate indicator consists of 9 statement items, after being processed using the mean formula (average) as a whole is high. However, from 9 statement items, the lowest score was obtained which was 4.12 which was contained in the statement "I am trying to complete the task given to me happily". Basically, the tasks given to teachers have been carried out happily, but they need to be improved in completing the tasks for which they are responsible. The researcher suggested that the principal supervise the teacher related to the completion of tasks that are the responsibility of the teacher. The principal needs to monitor and periodically review every task and responsibility that has been given to the teacher. The principal must ensure that the tasks made have been carried out properly and are in accordance with the learning objectives. So that if there is a shortage, the principal can make improvements and follow up on the teacher's duties. In addition, teachers can also conduct coaching and training regarding effective task making. This can help teachers to improve their skills in completing tasks and responsibilities.

A teacher's work motivation will have an influence on teacher performance. The success of the teacher will be seen from the results of his work in carrying out the tasks given to him. This means that teachers will not succeed in carrying out their duties well without having good performance (Ermita, 2019a). The high or low motivation given to teachers will affect the quality of a teacher's performance. The higher the motivation of a teacher, the higher the teacher's performance. And vice versa, if the teacher's work motivation decreases, his performance will also decrease.

Based on the results of the study, the value of the simple regression coefficient is based on the significance value: from the Coefficient table, a significance value of $0.001 < 0.05$ is obtained. So it can be concluded that the work motivation variable (X) has a significant effect on the teacher performance variable (Y). Or based on the t-value, it is known that the tcount value of 13.508 is greater than the ttable 1.291 ($13.508 > 1.291$) so that there is a significant influence between work motivation (X) and the effect significant to the teacher performance variable (Y).

For the determination coefficient, the R Square coefficient is obtained as 0.658. This means that the influence given by the work motivation variable on the teacher performance variable in this study is 65.8%. So there are still other factors outside of work motivation that have an influence on teacher performance which is 34.2%.

4. CONCLUSION

Based on the results of the research and discussion that has been carried out in the previous chapter, it can be concluded that 1) The performance of teachers at Tourism Vocational Schools in Padang City is good with a percentage of 88.61%. 2) Teachers' work motivation is already high at Tourism Vocational Schools in Padang City with a percentage of 88.28%. 3) There is a significant influence between work motivation and teacher performance in Tourism Vocational Schools in Padang City. The magnitude of the relationship coefficient obtained was 0.658 and the correlation significance test was 13.508 at a significance level of 5%.

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