

The Influence of Leadership, Organizational Culture, Work Motivation and Rewards on the Performance of Elementary School Certified Teachers

Esdras Silverius Bangun¹, Bukman Lian², Mahasir²

¹Dinas Pendidikan Kabupaten Bangka Tengah, Indonesia, ²Universitas PGRI Palembang, Indonesia

Corresponding author e-mail: esdrasdindik@gmail.com

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Abstract: This study aims to determine and describe the influence of leadership, organizational culture, motivation and reward on the performance of certified elementary school teachers in Central Bangka Regency. This study was conducted on elementary school certified teachers in Central Bangka Regency. This research is descriptive quantitative. The samples in this study were 399 teachers. The data analysis technique used is a multiple regression model with the help of the SPSS for Windows program. The results of the study concluded that there was a significant influence between leadership, organizational culture, work motivation and reward on the performance of certified elementary school teachers in Central Bangka Regency.

Keywords: Leadership, Organizational Culture, Rewards and Teacher's performance, Work Motivation

A. Introduction

The development of the digital era is currently very rapid, this can be proven by the strengthening of the ability to increase Artificial Intelligence as a technology that allows computers or machines to be able to perform tasks that previously could only be performed by humans. Increasing the use of Artificial Intelligence in human work is one of the characteristics of entering the Industrial Revolution 4.0 Era, this is also marked by the implementation of many research findings related to information applied to the industrial world.

Human resources with training and skills in understanding information and technology are required to be able to meet the demands of the Industrial Revolution Era 4.0. In an effort to improve human resources (HR), education is very important. Knowledge, skills, and attitudes are factors that influence the growth of human resources. "Education is a conscious and planned effort to create a learning atmosphere and learning process, so that students actively develop their potential to have a religious soul", according to Article 1 of the Law of the Republic of Indonesia Number 20 of 2003 concerning National Education. System. He must have the moral

fortitude, self-control, knowledge, good character, and abilities required by society, the state, and the state.

The current Indonesian education system has led to the output of education graduates who have 21st century skills. 21st century skills include the ability to think critically, communicate, creativity, problem solving, digital literacy, independent learning abilities, social sensitivity, and STEM (Science, Technology, Engineering, and Mathematics).

Critical thinking skills are the ability to analyse information and make decisions based on data and facts. This ability is important for evaluating decisions taken and improving future performance. Communication skills are the ability to communicate effectively, both orally and in writing, as well as the ability to work in a team. Creativity is the ability to think outside the box and create innovative new solutions. Problem solving ability is the ability to identify problems, find effective solutions, and evaluate the results. Digital literacy skills are the ability to use information technology and media effectively for learning and work purposes. Independent learning ability is the ability to continue learning and developing throughout life, as well as adapting oneself quickly to changes in the environment. Social sensitivity is the ability to understand and appreciate cultural differences and values, as well as having high social awareness. STEM knowledge is education that leads to the development of skills and understanding in the fields of Science, Technology, Engineering, and Mathematics.

The government has introduced 21st century learning since the implementation of the 2013 Curriculum, but the results of this implementation have not been fully achieved in producing education graduates who have 21st century skills. This can be seen from the low scores of the Program for International Student Assessment (PISA) organized by the Organization for Economic Co-operation and Development (OECD) to assess the reading, mathematics and science abilities of students in Indonesia who have/almost completed basic education. The PISA assessment which focuses on students' reading, mathematics and science abilities is the main part of 21st century skills, therefore the PISA score is a standard for whether current education graduates have met the 21st century skills needed by Industry 4.0 today.

From PISA 2000 to PISA 2018, most Indonesian students aged 15 were in grades 9 and 10 or 3 junior high schools/equivalent and 1 high school/equivalent. As the PISA population coverage rate continues to increase, the proportion of 15-year-old students in grades 9 and 10 to the total 15-year-old Indonesian children has also continued to increase, from 29% in PISA 2000 to 71% in PISA 2018. As a comparison among ASEAN countries, the development of the educational attainment level of 15-year-old students in Thailand is different again. From PISA 2003 to PISA 2015, 52% to 71% of children aged 15 in this country were in grades 9 and 10, but with a shift in composition to be more in grade 10. In PISA 2000, 32% of Thai children 15-year-olds were in grade 9 and 21% were in grade 10. When PISA 2009 was held, the proportion of 15-year-olds who were in grade 10 reached 54%, while those in grade 9 dropped to 17%. Trends in Indonesia's PISA scores show improvement from PISA 2000 to 2018,

with slight increases in reading and science, and sharper increases in mathematics. Even though the trend has been rising throughout the period, in PISA 2018, Indonesia's score has relatively fallen in all fields. The sharpest decline occurred in the field of reading (Hadi Wuryanto, 2022).

The OECD provides recommendations to the Government of Indonesia regarding the results of Indonesia's PISA assessment to address immediately, namely: (1). the large percentage of low achieving students, (2). the high percentage of students repeating classes, (3) the high number of students not attending class (Hadi Wuryanto, 2022). To overcome this, what needs to be done is to improve the skills of elementary school teachers in teaching reading because students' reading skills develop in the early days of elementary school.

If we look closely at the OECD's suggestions for Indonesia's PISA assessment, we can draw the conclusion that, although it is anticipated that low-quality education will result in fewer human resources, education is essential for the development of quality human resources. Education as a planner who implements the idea of global educational goals. The main element, namely teachers, must play a role in improving the quality of education. Teachers encourage students to pursue their interests while cultivating their talents, abilities and potential.

Teachers are the most important subject in the continuity of education, because teachers are an important component in the teaching and learning process (Safina, 2021). As an important component in the successful process of providing education, teachers need to improve their competence simultaneously so that they can meet the needs of the future industrial world (Niffa, 2020). The teacher's main role in providing learning that is fun and oriented towards the needs of current students is a necessity, this is of course learning from previous learning experiences which are more oriented towards learning outcomes so that the quality of education graduates is not yet able to master 21st century skills in critical reasoning and innovative.

A successful educational process is necessary for good learning. If handled correctly, this can be achieved. This statement describes how the teacher's ability to carry out a leadership role as a guide and facilitator, fosters a positive learning environment, inspires student capacity growth, and improves student achievement so that it has an impact on educational goals.

Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, which defines what is meant by "teacher" in article 1 paragraph (1) as "Teachers are professional educators with the main task of educating, teaching, guiding, directing, train, assess, and evaluate students in early childhood education through formal education, basic education, and secondary education," contains information on professional teacher competencies. The primary responsibility of a teacher is to teach, educate, guide, guide, direct, train, assessing, and evaluating students at all levels of education. This is done by teachers during the learning process in the classroom, therefore teachers must be able to foster a conducive learning environment. To achieve the learning objectives that have been set, teachers must continuously improve the quality of their professional work. Educator credentials that

have been recognized as professional instructors have been issued as a reciprocal requirement (Ilyas, 2022).

The fulfilment of teacher competence will encourage the increase of teacher professionalism, because by having pedagogic experience, intellectual potential, morality, faith, piety, discipline, responsibility, broad insight in the field of education, managerial skills, skilled, creative, has professional openness in understanding the potential, characteristics and student development problems, being able to develop curriculum, student careers, as well as opportunities to research and develop curricula have a direct effect on a good learning process with the output of 21st century skilled education graduates (Isma Ulfadilah, 2022).

According to Vera Amelia (2022) there is a sizable relationship between teacher certification and performance, with a positive and significant effect of 0.564. This illustrates how important certification is to performance. Professional teachers who have obtained educator certification have the duty to uphold and advance their field. contains the professional competence of certified teachers, which can be done by empowering, developing, and fostering teachers. The most important thing is how these professional abilities have a direct effect on improving students' learning abilities so that the output of educational graduates has 21st century skills.

Mashuri (2020) shows that there is an influence of Religion Teacher Certification on Students' Mastery of Learning Materials at MTS Nahdhatul Ummah Ketapang Lor. From this research, we can conclude that the influence of certified teachers on students' learning is very strong and influential, so that increasing the number of certified teachers will certainly increase students' mastery of learning materials, the result of which is an increase in students graduating with 21st century skills.

Akbar (2019) shows that there is an influence of certified teachers on the skills of making lesson plans, this is because teachers who already have educational certificates get increased competence, especially pedagogical and professional competencies that support the teacher's main task in preparing the learning process. Different things were found in Raskadi (2023) that in Bandung City, West Java, it did not correlate with increasing professionalism and learning quality. This is because based on the results of research on the samples tested, it was found that not all certified teachers contributed directly to improving the quality of education, so it is necessary to study the objectives of certification.

Based on research by Nurdin (2021), it was found that student learning outcomes can be better if teacher's performance is improved because students have positive perceptions so they can follow lessons better. Looking at the results of this research, we can draw the initial conclusion that there is a strong influence of teacher's performance on student learning outcomes, in this case it can be directly linked to the influence of teacher's performance on improving the results of minimum competency assessments on literacy and numeracy dimensions in elementary school students.

In this study, leadership, corporate culture, and creating an imbalance are characteristics that have an external impact on teacher's performance, while work

motivation has an internal impact. The relationship between the factors that affect performance will be discussed in more detail below.

Lack of Principal leadership is a major element of this study. The principal is the decision maker and is the standard for all school policies, including how teachers are required to carry out their duties. The influence of the principal's leadership on Teacher's performance was strengthened through research by Ai Khoerunisa (2022) who found that the leadership role of the Madrasah Principal in implementing madrasah management had a direct and strong influence on teacher's performance to realize student learning effectiveness. The influence of the leadership of school's principal greatly influences the performance of teachers in realizing the quality of madrasah graduates.

The organizational culture component is the second factor. By instilling the beliefs and attitudes of its members in achieving organizational goals, organizational culture directly impacts the behavior of members in the organization. Businesses can function when there are common values. A school organizational culture is referred to as existing. Each school has a unique organizational culture that includes conceptual, behavioral and material based aspects. The school creates a supportive organizational culture for students as an educational institution. The school's cultural organization will direct students and teachers to achieve the goals outlined in the school's vision and mission. Organizational culture greatly influences teacher's performance as individuals and as part of a work group, we can observe this in Janiarta (2022) which found that there is a significant contribution of organizational culture to teacher's performance in schools, this is due to the agreed upon organizational culture collectively will be a major influence on work behavior and teacher's performance in carrying out their duties and responsibilities.

The third factor is the work motivation factor. According to Fitriyanti (2022), work motivation is an inner need that motivates individuals to achieve satisfaction in work and gain a sense of appreciation from other people. There is an influence of work motivation on teacher's performance, as in Heni Fitri Ratna Sari (2022) which found that work motivation factors have a direct effect on teacher's performance. This proves that the higher the work motivation, the better the teacher's performance results. Teachers who are motivated to succeed in their work will always take their work seriously. Individuals with high work motivation will work hard to produce satisfactory results at work. If he succeeded, he would be happy. This happy sensation will motivate him to work more persistently, seriously and enthusiastically at the work he does himself. On the other hand, those with low work drive prefer simple tasks and stay away from challenging tasks.

We conducted research entitled *The Influence of Leadership, Organizational Culture, Work Motivation and Rewards on The Performance of Elementary School Certified Teachers* because it paid attention to the variables that influence the performance of certified teachers in producing graduates who are ready to face the twenty-first century.

B. Methods

This research is included in quantitative descriptive research because this research begins with deductive thinking to derive a hypothesis, then carries out testing in the field. These conclusions or hypotheses are drawn based on empirical data. We took 399 respondents from 683 elementary school teachers who were certified educators in Central Bangka Regency by Slovin formula. The data were collected by using questionnaire, and analysed using SPSS.

D. Results and Discussion

The Influence of Leadership (X1) on Teacher's performance (Y)

SPSS application version 22 is used to perform calculations used to test the first hypothesis. Based on the regression results of leadership variables on teacher's performance, it is known that there is a significant influence between leadership and the performance of certified elementary school teachers. The significance level is set at 0.000 - 0.05, and the t-count value is $7.356 > t\text{-table } 2.059$, so it can be written that H_{a1} is accepted, meaning that there is an influence of Leadership (X1) on Teacher's performance (Y). The results of this study are supported by Fuji Ria Tambunan (2020), *The Influence of Principal Leadership and Infrastructure on Junior High School Teacher's performance in Cibinong, Bogor*. The results of the study show that the leadership of the principal is very important, has a significant influence, and is positively correlated with the performance of junior high school teachers in Bogor Regency. very good principal.

According to the findings of the same research conducted by Handayani (2013), the principal's leadership has an impact on the performance of high school teachers. To improve the performance of school staff, especially teachers, the leadership of the school principal is needed (Chen, Cheng, 2017). Although principals may not have a direct impact on classroom teaching, they can still improve it by addressing absences, informing teachers about professional development opportunities, and supporting teachers by providing them with necessary resources and encouragement. An important part of achieving goals is played by the school principal. Mulyasa (2015) believes that the school principal's capacity to supervise every aspect of the school has a significant influence on the success of education and learning in the classroom. In this situation, schools help develop teachers' performance by equipping them with special knowledge and abilities, acting as leaders who can direct, motivate and influence their performance. Therefore, a school principal is needed who can work together with teachers to develop the school's vision, mission and goals.

Leadership can be defined in terms of educational mission as the principal's efforts to motivate, encourage, advise and direct school staff to help them work productively towards shared educational and instructional goals. The principal serves as a catalyst by inspiring instructors, staff members, and students to rally around a set goal. The principal must be able to restore lost faith in those who are distraught. The

principal must be able to influence the behavior, attitudes, and intelligence of students to achieve educational goals.

In order for instructors, staff and students to accept and understand the goals of the school, the principal is basically a source of inspiration. As a result, they are expected to always appreciate everything they produce. This honour and recognition can manifest itself in several ways, including: promotion, access to certain resources, and educational opportunities.

From the various points of view stated above, it can be concluded that leadership is an important management skill for achieving organizational goals. Leadership because it relates to personal qualities that have an impact on others, patterns of cooperative relationships between positions from different administrative positions, and the legitimacy of the profession from different positions. The principal's leadership performance is a gift from the principal's leadership that is exchanged to help achieve educational goals. The school principal is responsible for carrying out the functions and obligations of the school because he is tasked with guiding it. To get instructors, staff, and students excited about achieving established goals, administrators serve as catalysts. Therefore, whatever security the school principal provides, it will always have an impact on teacher's performance.

The Influence of Organizational Culture (X2) on Teacher's performance (Y)

Regression analysis using SPSS version 22 calculations was used to test the second hypothesis. Based on the results of the t-test of Organizational Culture on Teacher's performance, there is a significant relationship between Organizational Culture and teacher's performance, with a significance value of 0.000; if the significance value (probability) is smaller than 0.05 then the hypothesis is rejected. As a result, organizational culture has an effect on teacher's performance in the range of 0.000 to 0.05, with a t-value of 9.545. This shows that H_a is accepted. t-table 2.059, which shows that H_{a2} is valid and there is a relationship between organizational culture (X2) and teacher's performance (Y). The findings of this study are in line with previous research by Yogie Rahmat (2020), "The Influence of Organizational Culture on Teacher's performance at the Integrated Muhammadiyah 3 Vocational School Pekanbaru". According to research findings, the significant threshold is 0.000 0.05 and t count $10.646 > 2.017$. Furthermore, these findings indicate that organizational culture influences teacher's performance, which is estimated at 72.5%.

The same research was also conducted by Komarudin (2018) entitled The Influence of Organizational Culture on Teacher's performance at State Elementary School 06 Ciputat. From the results of the simple correlation analysis test conducted, it was found that there was a strong relationship between organizational culture and teacher's performance. Based on research using a simple linear regression test, it was found that $y = 13.53$ dan $0.661 (X)$. With a t-count value of 5.875, it is greater than the t-table of 2.010, which means that there is a significant influence between organizational culture on teacher's performance.

The atmosphere and working relationships between colleagues, school principals and other educators, as well as other organizations in the environment, are described by the organizational culture at work or school. Every organization has unique cultural characteristics that differentiate it from competing companies. Compared to a weak culture, organizational culture will be more effective in influencing the attitudes of its members.

Influence of Work Motivation (X3) on Teacher's performance (Y)

Regression analysis using SPSS version 22 computing was used to test the third hypothesis. With a significance value of 0.000, the t-test results of Work Motivation on Teacher's performance show that there is a significant relationship between the two variables. If the significance value (probability) is smaller than 0.05 then the hypothesis is rejected. As a result, Work Motivation influences Teacher's performance in the range 0.000 - 0.05, and the calculated t value is $9.895 > t \text{ table } 2.059$, it can be concluded that H_{a3} is accepted, which means H_{a3} is accepted and Work Motivation (X3) influences Teacher's performance (Y).

This is in line with Firdaus (2020) on the Influence of Work Motivation on Teacher's performance at SMP Negeri 4 Sungguminasa. Based on the research conclusions, motivation (X) has a very good tendency to have a positive and significant effect on teacher's performance (Y) at SMP Negeri 4 Sungguminasa. The significance value (Sig.) is 0.000 0.05, and the calculated incentive value (X) is 1.675. self-correlation Taking into account the KD value of 61.30% and value = 0.783 (strong), it is said that H_a if $t\text{-count} > t\text{-table} = H_a$ is accepted and H_o is rejected.

The Influence of Teacher Work Motivation on the Performance is the title of research conducted by D D Maukar (2019). The findings of this research are in line with research conducted by (D D Maukar, 2019). The research hypothesis is that teacher work motivation influences student learning beneficially and significantly. While other factors outside research influence teacher's performance by the remaining 73.2%, teacher work motivation accounts for 26.8% of that. The findings of this research can be used to assess and pay attention to school management.

The power or energy that comes from within a person that can inspire others to take action or fulfil a dream is known as motivation. In an effort to encourage and arouse someone's interest to be enthusiastic in carrying out their work, motivation can be said to be the most important and vital thing (Sitorus, 2020). Because the teacher's work is one of the most important elements in education, work motivation is often equated with teacher work motivation in the field of education. Every successful educational endeavour depends on the teacher as an educator (Hazmi, 2019). It is the teacher's desire or need to work that drives them to do their work and gives them the energy they need to do so to achieve certain goals (Dewi, 2013).

Effect of Rewards (X4) on Teacher's performance (Y)

Regression analysis will be used to test the fourth hypothesis using SPSS version 22 calculations. With a significance value of 0.000, the results of the Rewards on Teacher's performance variable show that there is a significant relationship between the two. If the significance value (probability) is smaller than 0.05 then the hypothesis is rejected. It can be concluded that Ha4 is accepted because there is an effect of Awarding (X4) on Teacher's performance (Y) because Ha is accepted, Awarding has an influence on Teacher's performance of 0.000 ± 0.05 , and the t-count value is $7.909 > t\text{-table } 2.059$.

In research entitled *The Effect of Compensation on the Performance of High School Teachers in Bangkinang Regency*, Aprijon (2014) also conducted similar research. The findings show that there is a significant correlation between the performance of Bangkinang Regency High School teachers and the damage variable. In Bangkinang Regency there is a partially positive and quite large influence of variables on the performance of high school instructors. The independent variable contributed 52.1 percent to the change in the dependent variable, in accordance with the coefficient of determination, which was 0.521. Meanwhile, other factors had an influence of 47.9 percent (100% - 52.1%). The suggestion in this research is that it is hoped that schools and education departments will always focus on compensation, because this factor really determines teacher's performance. for future researchers who are interested in conducting teacher's performance research to examine other aspects such as motivation, work discipline and so on. Because there are still 47.9 percent of other aspects that have not been included in this research.

Remuneration is an important element in human resource management, claims Yusuf (2017). In workplace settings where relationships are involved, gender issues and related elements including benefits, salary costs, salary structure, and pay scales are common. The system helps in encouraging the pursuit of organizational goals and basic principles. The refusal is meant to make up for wasted time, effort, and thought that staff members have invested in the company.

Compensation refers to all payments made to employees on their behalf difficulties with internal and external consistency. The idea of relative remuneration within the company maintains internal consistency. External consistency, on the other hand, refers to the relative level of the pay structure that prevails outside the organization. To ensure emotional satisfaction and employees stay motivated, it is very important to consider the balance between internal and external stability (Dewi, 2013).

From the description above, it can be concluded that appreciation for teachers' work externally, generally in the form of financial rewards received regularly in the form of salaries or wages, is not the main motivator for teachers unless the teacher sees a direct relationship between performance and the salary they receive. In addition to salary or wages, there are also extrinsic rewards in the form of financial rewards, such as the provision of several types of benefits, such as medical expenses, retirement benefits, holiday allowances, and family allowances. Other rewards can be in the form of recognition or appreciation given by the leadership to teachers, for example: praise

in public, publication in articles or bulletins, expressions declaring work well done (written or oral), and special attention or giving certain bonuses.

The Influence of Leadership (X1), Organizational Culture (X2), Work Motivation (X3), and Rewards (X4) together on Teacher's performance (Y)

Based on the value of the simultaneous test results f , it is known that the significant value of the influence of leadership (x1), organizational culture (X2), work motivation (X3), and reward (X4) simultaneously or together on Teacher's performance (Y) is 0.000 0.005. So, the F-count value is 33.041 > F-table 2.759, which means that H5 is accepted.

The findings of this research agree with research by Setyowati (2020) the influence of leadership, organizational culture, and work motivation on teacher's performance. The research findings show that leadership, organizational culture, work motivation, and rewards have a significant influence on teacher's performance. This research is in line with Gasmaida (2022) entitled the influence of leadership, organizational culture, and work motivation on teacher's performance. Based on the description above, elementary school teacher's performance is significantly influenced by leadership, company culture, work motivation, and rewards.

D. Conclusion

There is a significant influence between leadership on the performance of certified teachers; there is a significant influence between organizational culture on the performance of certified teachers; there is a significant influence between work motivation on the performance of certified teachers; there is a significant influence between Rewards on the performance of certified teachers; and there is a significant influence between leadership, organizational culture, work motivation and mutual reward on the performance of certified teachers.

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