

## THE ROLE OF TRAINING, MOTIVATION AND ORGANIZATIONAL CULTURE ON WORK TEACHER'S PERFORMANCE AT MIN 4 LAMPUNG TIMUR

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**Abstract:** *The role of the teacher as an educator has a very important influence in improving the quality of learning in madrasas. The ability of human resources must be truly tested so that they are able to do all the work correctly and produce perfect performance, both in quantity and quality. The purpose of this study was to determine the effect of training, motivation, and organizational culture on teacher performance at MIN 4 East Lampung. This research uses quantitative methods. Data collection was carried out using questionnaires, observations and interviews. The population and sample in this study were all 30 teachers at MIN 4 East Lampung. The analytical tool used is multiple linear regression using SPSS 25. From the multiple linear regression analysis, the result is  $Y = 4.114 + 0.174 X_1 + 0.218 X_2 + 0.527 X_3$ . The results of the Pearson product moment coefficient test were 0.367 and the coefficient of determination or R-Square was 0.987 which means that the independent variables (Training, Motivation, Organizational Culture) have a significant effect of 98.7% on the dependent variable (Teacher Performance). The results of this study indicate that both partially and simultaneously training, motivation and organizational culture have an influence on teacher performance.*

**Keywords:** *training, motivation, organizational culture, teacher performance*

### 1. Introduction

Education is seen as capable of educating people's lives and improving the general welfare of the Indonesian state. The efforts made by the Indonesian government through the education sector are in the form of a process of improving the quality of human resources in terms of knowledge and skills. To realize these ideals, it is necessary to have educational institutions that can support the implementation of teaching and learning needed by the Indonesian nation. Madrasah is a formal educational institution that is expected to produce as much knowledge as possible and can become a facilitator in educating and improving the personality and skills of students.

In the world of teacher education, teachers are human resources who have an important role in improving the quality of education and the quality of students (Dianti, 2022). One of the factors that support success in education is teacher performance. Performance is the result of work carried out in accordance with the authority and responsibility given to us by the organization, in a legal way, without violating the law (Sinambela, 2020). The training factor affects the results of teacher performance, where training has a very important role in mastering learning techniques so that the material delivered by a teacher can be conveyed and well received by students.

Training includes teaching planning techniques as well as ways to improve learning effectively, the more often teachers attend training, it is hoped that teacher performance will also increase (Harsono & Khasanah, 2021). Another factor that affects teacher performance is the need for motivational encouragement. According to Hendra (2020), it is success in motivating, influencing, giving directions and communicating with subordinates that determines effectiveness. work motivation refers to factors that can bring enthusiasm or encouragement to individuals or groups in doing work to achieve the desired goals (Harsono & Khasanah, 2021).

In addition to training and motivation factors, there are other factors in efforts to improve teacher performance, namely organizational culture, organizational culture in institutions or madrasas has a very important role. The role of culture is as a tool for determining the direction and goals of the organization, directing what should be done and left behind and also providing the same understanding to teachers about how teachers behave and motivate (Rofifah et al, 2019). The culture that is expected to have a good impact on the company is a culture that can collaborate both good attitudes and behavior within a company so that it will have a positive impact, namely achieving company goals (Bakhri et al, 2022).

teachers who have high performance always carry out their duties well and feel happy at work and always like their work so they don't feel burdened with their duties and responsibilities (Harsono & Khasanah, 2021). However, we still often encounter teachers who are less enthusiastic about carrying out their duties, both in planning learning, carrying out learning, and in evaluating learning, which of course has an impact on the lack of success of the goals to be achieved. Low teacher performance is one of the fundamental problems that slows down development and economic development as well as national competitiveness.

Research conducted by Ardhi (2022) shows the low performance of teachers who are not good enough or not optimal because allowances are still far from prosperous. The role of most certified teachers is that they are not optimally able to apply various learning models in teaching, their teaching methods tend to be conventional, mastery of learning media is also still low, professional competence has not shown an increase Ardhi (2022). Another study conducted by Muakhir (2023) found that the cause of low teacher performance was that some teachers lacked good quality work in the learning process, resulting in poor interaction between teachers and students, which ultimately affected student learning outcomes in terms of standards, processes and evaluation.

Weak teacher performance is also caused by difficulties controlling class conditions so that they are conducive during teaching and learning activities because there are still many teachers who have not used methods, media and training materials that are fun for students (Yulianti, 2021). Therefore, low teacher performance is still a problem for some educational institutions, so it is very important to know the factors that affect teacher performance and find solutions.

As for the empirical studies conducted by previous researchers by Hendra (2020); Harsono and Khasanah (2021) state that the training variable has a positive and significant effect on teacher performance. Iba et al (2021); Rofifah et al (2019) stated that motivation and organizational culture had a positive and significant effect on teacher performance. Bakhri et al (2022) stated that organizational culture has a positive and significant effect on teacher performance. However, on the other hand, there is also research showing that training and motivation variables have no effect on teacher performance (Mansyur et al, 2020; Agustina et al, 2020). Different results from Indajang et al (2020) show that organizational culture variables have no significant effect on teacher performance.

Based on the explanations that have been explained on the background, phenomena and differences in research results from the several journals mentioned above, this made researchers interested in conducting research entitled "The role of training, motivation and organizational culture on teacher performance at MIN 4 East Lampung".

## **2. Literature Review**

### **Performance**

Performance is work performance, namely the comparison of work results with predetermined standards (Dessler, 2000). Performance determines the success of a person, organization or institution in achieving its goals (Husna et al., 2022). Performance is the ability to work both individually and in groups in an organization to achieve organizational goals and is influenced by various factors in the long term (Pabudu, 2020). teacher performance is the result of the teacher's work in carrying out tasks in a way that is in accordance with the workload given, such as writing programs, teaching, carrying out learning, conducting assessments and analyzing assessments. Teachers are successful when they have a sense of responsibility, obey and remain loyal to work both inside and outside the classroom. (Husna et al, 2022).

### **Training**

According to the Labor Law of the Republic of Indonesia No. 13 Paragraph 9 of 2013, training is a comprehensive activity that provides, acquires, improves and develops skills, productivity, discipline, attitude and work ethic at a certain skill and competency level in accordance with the position and level of job qualifications. According to Hamal and Budihastut (2019), training is a series of individual activities that systematically improve skills and knowledge to be successful in their profession. Teacher training is professional educator training for teaching activities in the classroom. Training includes teaching planning techniques as well as ways to improve learning effectively (Harsono and Khasanah, 2021).

### **Motivation**

The term motivation comes from the Latin word *movere*, which means to move (Winardi, 2002). A teacher's work motivation is a driving force for a teacher to do or act to achieve a certain goal and correctly carry out the tasks that are his responsibility as a teacher at school. Motivation is a force from within or outside a person that encourages enthusiasm to achieve certain desires and goals (Manullang, 2012). Employee motivation must be optimal both to increase work creativity and especially to increase efficiency, including how the vision and mission of the organization can be achieved (Iba et al, 2020). Motivation is very important, because the existence of motivation can increase the productivity of members at work (Rofifah et al, 2019).

### **Organizational culture**

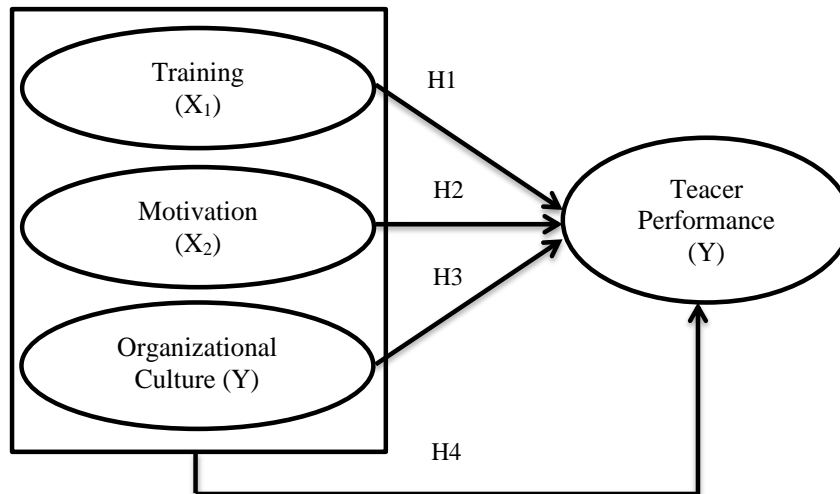
Many experts have explained organizational culture, but only a few understand the meaning of the concept of organizational culture (Bakhri et al, 2022). According to Sutrisno in Indajang et al (2020) organizational culture is a system of values, beliefs, assumptions, or norms that have long been in force, shared, accepted, and held by members of the organization as a guideline for behavior that determines how he feels, think and react to different environments. Organizational culture forms a general model that can influence the thoughts and actions of a person/employee in an organization which is passed on from generation to generation (Husna, 2022). The culture that is expected to have a good impact on the company is a culture that can collaborate both good attitudes and behavior within a company so that it will have a positive impact, namely achieving company goals (Bakhri et al, 2022).

Table 1  
Previous Research Effects of Training, Work Motivation and Culture  
Organization on Teacher Performance

No	Name And Research Year	Research Title	Research Methods	Research Result
1	Rofifah et al (2019)	The Influence Of Organization Culture And Work Motivation On Teacher Performance At The International Standard School, Amanatul Ummah Mojokerto	Quantitative method with multiple linear regression analysis	Organizational culture and work motivation have a positive effect on teacher performance
2	Hendra (2020)	The Influence of Organizational Culture, Training and Motivation on Employee Performance at Tjut Nyak Dhien University Medan	Quantitative method with multiple linear regression analysis	Organizational culture, training and motivation have a positive effect on employee performance
3	Mansyur et al ( 2020)	The Influence of Training, Compensation and Motivation on the Performance of Public Elementary School Teachers in Bacukiki District, Parepare City	Quantitative method with multiple linear regression analysis	Training and Motivation Have No Effect on Teacher Performance
4	Agustina et al (2020)	The Effect of Teacher Work Motivation on Teacher Performance at MTSN in Bontotirto District, Bulukumba Regency	Quantitative method with multiple linear regression analysis	Motivation Has No Effect on Teacher Performance
5	Indajang (2020)	The Effect of Organizational Culture and Principal Leadership on Teacher Competence and Performance at the Sultan Agung Pematangsiantar College Foundation	Quantitative method with multiple linear regression analysis	Organizational Culture Does Not Affect Teacher Performance
6	Harsono and Khasanah (2021)	The Influence of Training, Competence and Work Motivation on Teacher Performance at SMP Negeri 2 Ambal	Quantitative method with multiple linear regression analysis	Training and motivation have a positive effect on teacher performance
7	Iba et al (2021)	The influence of motivation, organizational culture, environment, and job satisfaction on the performance of SMA Kota Juang teachers	Quantitative method with multiple linear regression analysis	Motivation and organizational culture have a positive effect on teacher performance
8	Bakhri et al (2022)	Efforts to Increase Organizational Commitment	Qualitative Method	Based on the results of the literature, most of it shows

Source: Developed for this research

## Empirical Models



Source: Developed For This Research

Figure 1 Mindset

## Research Hypothesis

- H1: Training has a positive effect on teacher performance at MIN 4 East Lampung
- H2: Motivation has a positive effect on teacher performance at MIN 4 East Lampung
- H3: Organizational culture has a positive effect on teacher performance at MIN 4 East Lampung
- H4: Training, motivation, and organizational culture have a positive effect on teacher performance at MIN 4 East Lampung

## 3. Research Methods

This study uses a type of quantitative research, where variables are measured with a Likert scale. This method was chosen because it is in accordance with the objectives of the research, namely to obtain data by collecting information through a questionnaire, so that it can answer things that will be known about the influence between independent variables and related variables. This method is also called the scientific method because it fulfills all scientific provisions, namely concrete/empirical, objective, rational and systematic (Sugiyono, 2008). The population and sample of this study were all teachers at MIN 4 East Lampung, totaling 30 teachers. The data collection technique used in this research is to use a list of statements (questionnaire). Technical analysis of data using multiple linear regression analysis and processing of data using SPSS software version 25.

Table 2  
Variables and Operational Definitions

Variabel	Operational Definition	Indicator	Measurement
Training (X <sub>1</sub> )	Training is a series of individual activities in systematically increasing skills and knowledge so that they are able to have professional performance in their field. (Hamali & Budihastuti 2019).	1) Type of Training 2) Training Objectives 3) Training Materials 4) The method used 5) Time (Number of Sessions) (Mankunegara, 2004).	Measured through a questionnaire using a Likert scale.
Motivation (X <sub>2</sub> )	Teacher work motivation is something that encourages a teacher to carry out or take action and complete tasks properly which are his responsibilities as a teacher at school in order to achieve a certain goal. (Harsono & Khasanah, 2021).	1) Responsibility in doing work 2) The achievements he achieved 3) Self-development 4) Independence in action (Uno, 2013).	Measured through a questionnaire using a Likert scale.
Organizational Culture (X <sub>3</sub> )	Organizational culture is defined as something that is considered valid and valid from time to time that is generated and developed by a group of people through instructions to solve problems of external adaptation and internal consistency which can be interpreted as a pattern of core assumptions applied in people's lives. (Tuala, 2020).	1) Implementation of norms 2) Implementation of values 3) Trust 4) Implementation of the code of ethics (Afandi, 2018).	Measured through a questionnaire using a Likert scale.
Teacher Performance (Y)	Performance is the ability to work both individually and in groups in an organization to achieve organizational goals and is influenced by various factors in the long term (Pabudu, 2020).	1) Quality 2) Quantity 3) Reliability 4) Attitude (Mankunegara, 2016).	Measured through a questionnaire using a Likert scale.

Source: Developed for this research

## Statistic Analysis

### Validity test

Validity test is a test conducted on instruments to find out whether the instrument is valid or not. An instrument can be said to be valid if the results from r count > from r table (Sugiyono, 2017).



Table 3  
Results of Testing the Validity of Training Instruments (X1)

Question Number	R count	R table	Information
1	0,628	0,367	Valid
2	0,657	0,367	Valid
3	0,544	0,367	Valid
4	0,703	0,367	Valid
5	0,602	0,367	Valid
6	0,407	0,367	Valid
7	0,601	0,367	Valid
8	0,763	0,367	Valid
9	0,688	0,367	Valid
10	0,692	0,367	Valid

Source: SPSS output data will be processed in 2023

Table 4  
Motivational Instrument Validity Test Results (X2)

Question Number	R count	R table	Information
1	0,553	0,367	Valid
2	0,688	0,367	Valid
3	0,559	0,367	Valid
4	0,784	0,367	Valid
5	0,636	0,367	Valid
6	0,677	0,367	Valid
7	0,689	0,367	Valid
8	0,658	0,367	Valid

Source: SPSS output data will be processed in 2023

Table 5  
Organizational Culture Instrument Validity Test Results (X3)

Question Number	R count	R table	Information
1	0,651	0,367	Valid
2	0,754	0,367	Valid
3	0,668	0,367	Valid
4	0,640	0,367	Valid
5	0,686	0,367	Valid
6	0,604	0,367	Valid
7	0,608	0,367	Valid
8	0,629	0,367	Valid

Source: SPSS output data will be processed in 2023

Table 6  
Teacher Performance Instrument Validity Test Results (Y)

Question Number	R count	R table	Information
1	0,681	0,367	Valid
2	0,643	0,367	Valid
3	0,611	0,367	Valid
4	0,656	0,367	Valid
5	0,739	0,367	Valid
6	0,644	0,367	Valid
7	0,667	0,367	Valid
8	0,666	0,367	Valid

Source: SPSS output data will be processed in 2023

The results of the validity test in the table above show that the variables of training (X1), motivation (X2), organizational culture (X3) and teacher performance (Y), have a value of



$r_{count} > r_{table}$ . so that it can be seen that of the 34 items of the statement instrument proved to be valid and appropriate to be used as a research instrument.

### Reliability Test

The reliability test is used to be able to measure the stability and consistency of the answers from each respondent obtained in the study, provided that:

- 1) If Cronbach Alpha  $> 0.6$  it is said that the result is reliable
- 2) If the Cronbach Alpha  $< 0.6$  it is said that the result is not reliable

Following are the results of calculating the reliability test in this study:

Table 4.5  
Training Variable Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
,831	10

Source: SPSS output data will be processed in 2023

Table 4.6  
Motivation Variable Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
,801	8

Source: SPSS output data will be processed in 2023

Table 4.7  
Organizational Culture Variable Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
,806	8

Source: SPSS output data will be processed in 2023

Table 4.8  
Teacher Performance Variable Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
,814	8

Source: SPSS output data will be processed in 2023

Based on the table above, it can be seen that the results of the reliability test on the training variable are  $0.831 > 0.6$  ; motivation  $0.801 > 0.6$  ; organizational culture  $0.806 > 0.6$  ; teacher performance  $0.814 > 0.6$  which shows that  $r_{count} > r_{table}$ , so each variable can be proven reliable.

### Multiple Linear Regression Analysis Test

According to Juliandi, et al (2015) Multiple regression analysis aims to analyze whether the regression model used in the study is the best model.

Table 4.9  
Multiple Regression Coefficient

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4,114	,756		5,442	,000
	Pelatihan	,174	,035	,228	4,940	,000
	Motivasi	,218	,030	,241	7,349	,000
	Budaya organisasi	,527	,042	,601	12,686	,000

a. Dependent Variable: Kinerja Guru

Source: SPSS output data will be processed in 2023

From the table of multiple regression coefficients, in column B the constant  $b_0 = 4.114$  is obtained; regression coefficient  $b_1 = 0.174$ ;  $b_2 = 0.218$ ; and  $b_3 = 0.527$ . so that the value will be entered in the multiple regression equation, namely:

$$Y = 4,114 + 0,174 X_1 + 0,218 X_2 + 0,527 X_3$$

## Hypothesis Testing

### Partial significance test (t test)

The partial significance test in this study aims to assess the effect of training, motivation, organizational culture variables on teacher performance. the test results are said to be influential and significant if the value of  $T_{count} > T_{table}$  with a significance value of  $< 0.05$ . The significance test can be seen in the following table

Table 4.10  
Partial Significance Test

Coefficients <sup>a</sup>				
Model		Standardized Coefficients	t	Sig.
		Beta		
1	(Constant)		5,442	,000
	Pelatihan	,228	4,940	,000
	Motivasi	,241	7,349	,000
	Budaya organisasi	,601	12,686	,000

a. Dependent Variable: Kinerja Guru

Source: SPSS output data will be processed in 2023

### Hypothesis testing results

The significance value of the training variable (X1) on teacher performance (Y) is  $0.000 < 0.05$  and the calculated T value is  $4.490 > 2.051$ ; the variable of motivation (X2) on teacher performance (Y) is  $0.000 < 0.05$  and the T value is  $7.349 > 2.051$ ; organizational culture variable (X3) on teacher performance (Y) of  $0.000 < 0.05$  and T-value  $12.686 > 2.051$ , it can be concluded that there is a significant influence of training, motivation, organizational culture variables on teacher performance.

### Simultaneous significance test (Test F)

The F statistical test was carried out with the aim of showing all independent variables included in the model which have a joint effect on the dependent variable (Ghozali, 2018). The test criteria use a significance level of 0.05. If the significance value is  $< 0.05$ , it means that the research model is not feasible to use.

Table 4.11  
Simultaneous Significance Test

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	267,551	3	89,184	<b>637,942</b>	<b>,000<sup>b</sup></b>
	Residual	3,635	26	,140		
	Total	271,186	29			
a. Dependent Variable: Kinerja Guru						
b. Predictors: (Constant). Budaya organisasi. Motivasi. Pelatihan						

a. Dependent Variable: Kinerja Guru

b. Predictors: (Constant), Budaya organisasi, Motivasi, Pelatihan

Source: SPSS output data will be processed in 2023

Based on the table above, it can be seen that the sign value is  $0.000 < 0.05$  and the calculated F value is  $637.942 > 2.96$  so it can be concluded that there is an influence between the training variables (X1), motivation (X2), organizational culture (X3) on teacher performance variables (Y).

### Determinant Coefficient Test

This test was conducted to find out how much the contribution of the independent variable (x) to the related variable (Y) can be seen in the following table.

Table 4.12  
Determination Coefficient Test

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,993 <sup>a</sup>	<b>,987</b>	,985	,37390

a. Predictors: (Constant), Budaya organisasi, Motivasi, Pelatihan

b. Dependent Variable: Kinerja Guru

Source: SPSS output data will be processed in 2023

The R-Square value of 0.987 can be said that training, motivation, organizational culture on teacher performance at MIN 4 East Lampung is 98.7% while the remaining 0.015% is influenced by other variables not examined in this study.

## **Discussion**

### **Effect of training on teacher performance**

Training has a significant positive effect on teacher performance, according to the t-test of  $4.490 > 2.051$  with a significance level of  $0.000 < 0.05$ . This means that the more often teachers attend training, the better their performance will be. This research is in accordance with previous research conducted by Harsono and Khasanah in 2021 entitled "The Influence of Training, Competence and Work Motivation on Teacher Performance at SMP Negeri 2 Ambal. The results of this study indicate that there is a positive and significant effect of training on teacher performance.

### **The Effect of Motivation on Teacher Performance**

Motivation has a positive and significant effect on teacher performance, according to the t-test of  $7.349 > 2.051$  with a significance level of  $0.000 < 0.05$ . This means that the higher the motivation of a teacher, the higher his performance. The results of this study are in line with previous research conducted by Rofifah in 2020 entitled "The Influence Of Organizational Culture And Work Motivation On Teacher Performance At The International Standard School, Amanatul Ummah Mojokerto". The results of this study state that there is a positive and significant effect of motivation on teacher performance.

### **The influence of organizational culture on teacher performance**

Organizational culture has a positive and significant effect on teacher performance, according to the t test of  $12.686 > 2.051$  with a significance level of  $0.000 < 0.05$ . This means that the better the organizational culture, the better the impact on improving teacher performance. The results of this study are in line with previous research conducted by Iba 2021 entitled "The Influence of Motivation, Organizational Culture, Environment and Job Satisfaction on the Performance of Kota Juang High School Teachers". The results of the study stated that organizational culture had a positive and significant effect on teacher performance.

### **The Influence of Training, Motivation and Organizational Culture on Teacher Performance**

From the multiple linear regression analysis, the result is  $Y = 4.114 + 0.174 X_1 + 0.218 X_2 + 0.527 X_3$ . In accordance with the results of the simultaneous test (F test) shows the calculated F value of  $637.942 > 2.96$  with a sign value of  $0.000 < 0.05$ . The results of the analysis of the coefficient of determination explain that the contribution of training, motivation and organizational culture factors to teacher performance at MIN 4 East Lampung, is 98.7%, while the remainder (residual value) of the role of variables that are not examined is 0.015%. The residual value indicates that there are other factors that can affect teacher performance variables, such as organizational climate, work facilities, leadership and others. Thus, training, motivation and organizational culture have a strong relationship in influencing teacher performance at MIN 4 East Lampung.

#### **4. Conclusions And Recommendations**

Based on the discussion of the research results, it can be concluded that training, motivation and organizational culture both partially and simultaneously have a positive and significant effect on teacher performance at MIN 4 East Lampung. The results of this study can be used as suggestions and input for school principals to provide more opportunities for teachers to participate in training organized by the MGMP training institute and other educational institutions, and all teachers are required to attend training organized by schools, so that the results of the training can be applied in the teaching and learning process. Giving encouragement to teachers to be more enthusiastic in the learning process so that teacher performance can be further improved. this can be done by holding periodic evaluation meetings to determine the level of achievement of the learning process and to provide motivation in improving further learning. Improving teacher performance can be pursued by improving the organizational culture in madrasas by increasing teacher discipline, teacher responsibility and togetherness, giving awards to teachers who are outstanding, encouraging teachers to develop themselves by coaching and promotion.

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