



The Influence of Work Motivation, commitment, on Teacher Performance

Nur Aini¹, Ali Idrus², Denny Denmar³

¹Education Management , University of Jambi, Indonesia.

²Education Management , University of Jambi, Indonesia.

³Education Management , University of Jambi, Indonesia.

Corresponding Author. Email: ¹ aisyahmuhammad511@gmail.com Phone Number
082297603723

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Abstrak

Tujuan penelitian ini adalah untuk mengetahui pengaruh motivasi kerja terhadap kinerja guru. Metode penelitian adalah penelitian kepustakaan. penelitian kepustakaan bertujuan untuk mengumpulkan data atau informasi yang ada di perpustakaan untuk kemudian digunakan sebagai dasar penelitian. Hasil penelitian menunjukkan bahwa Kinerja guru merupakan kemampuan seorang guru dalam melaksanakan tugas pembelajaran di madrasah dan bertanggung jawab atas peserta didik di bawah bimbingannya dengan meningkatkan prestasi belajar peserta didik. Oleh karena itu, kinerja guru itu dapat diartikan sebagai suatu kondisi yang menunjukkan kemampuan seorang guru dalam menjalankan tugasnya di madrasah serta menggambarkan adanya suatu perbuatan yang ditampilkan guru dalam atau selama melakukan aktivitas pembelajaran. Sedangkan motivasi kerja adalah energi dari dalam diri guru yang memberikan dorongan pada guru dalam menjalankan tugasnya sebagai pendidik untuk mencapai tujuan pendidikan. Motivasi kerja guru terbentuk dari sikap seorang guru dalam menghadapi situasi kerja. Motivasi ini dapat memberikan pengaruh pada kinerja seorang guru.

Kata Kunci: Motivasi Kerja, Komitmen, dan Kinerja Guru.

Abstract

The aim of this research is to determine the effect of work motivation on teacher performance. The research method is library research. Library research aims to collect data or information in the library and then use it as a basis for research. The research results show that teacher performance is a teacher's ability to carry out learning tasks in madrasas and be responsible for the students under his guidance by improving students' learning achievements. Therefore, teacher performance can be interpreted as a condition that shows a teacher's ability to carry out his duties at the madrasa and describes the actions displayed by the teacher in or during learning activities. Meanwhile, work motivation is energy from within the teacher that provides encouragement to the teacher in carrying out his duties as an educator to achieve educational goals. Teacher work motivation is formed from a teacher's attitude in facing work situations. This motivation can have an influence on a teacher's performance.

Keywords: Work Motivation, commitment, and Teacher Performance

Introduction

Education is very important for the future, both the future of the nation at a macro level and the future of students at a micro level. With proper and quality education, this nation will be able to progress and develop and be able to compete with other nations. Education (Law No. 20 of 2003 concerning the National Education System) is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, noble morals, skills needed by themselves, society, the nation and country.

Efforts to advance education at the same level as development are natural and necessary. a need because education must advance so that it can function better as a means of developing human resources and social order. It is called natural because education is a by-product of society's culture, and because the country is still developing to find the ideal structure for the dynamic (developing) changes that occur in changing society.

Teachers are Instructors; they lead and collaborate with students through classroom and extracurricular learning activities. To fulfill their functional responsibilities as teachers and the interests of national education, educators must of course be able to carry out all their professional roles effectively and efficiently. Everyone wants teaching and learning to be carried out professionally, meaning that it must be carried out seriously and supported by educators who have good performance. (Hafid , 2017).

In Law Number 14 of 2005 concerning Teachers and Lecturers Chapter I article 1 paragraph 1 which reads: "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education. formal education, primary education and secondary education .

One of the successes of the national education system can be seen from the performance of its teachers. Performance is the work result achieved by a teacher in carrying out his duties in accordance with the responsibilities given to him. Meanwhile, teacher performance is the result of work that can be achieved by teachers in an organization (school), in accordance with the authority and responsibility given by the school in an effort to achieve the vision, mission and goals of the school concerned legally, without violating the law and in accordance with morals and ethics.

The reward system implemented by the educational institution where they work has a direct impact on the performance of teaching staff (teachers), both high and low. Rewarding someone inappropriately can impact their ability to do better. Every organization offers its employees welfare benefits, also known as welfare benefits, in addition to basic income. When teaching staff (teachers) feel that the welfare benefits they offer are beneficial, they will be more motivated to work as efficiently as possible, thereby increasing the possibility of them becoming the best performing employees or teaching staff (teachers), which will facilitate the achievement of organizational goals. (Riyadi & Mulyapradana , 2017).

According to Supardi (2014), teacher performance is a teacher's ability to carry out educational activities in madrasas and hold the students they lead accountable by improving their academic achievement. Therefore, teacher performance can be understood as a condition that shows a teacher's capacity to carry out his responsibilities in a madrasah and characterizes the behavior shown by the teacher before, during and after learning . Teacher performance can also be shown by how much the required competencies are met. These competencies include: pedagogical competence, personality competence, social competence and professional competence (Law No. 14 of 2005 concerning Teachers and Lecturers Article 10).

Because teachers can complete their tasks with motivation and in accordance with

established standards, work motivation is very important to achieve organizational goals. In this context, motivation refers to everything that encourages, directs and maintains human behavior in order to make people want to try as hard as possible and be enthusiastic about achieving the best results. Motivation at work is one element that influences output. The desire or need that drives a person to work is called work motivation. Increasing teacher effectiveness certainly requires internal and external motivation, with the school leader or principal acting as external motivation. The development of passion for work in a person can encourage the achievement of the demands or goals that have been set. Motivation is one of the psychological aspects that influences teacher performance. The desire to stimulate others is what drives motivation. The practice of encouraging teachers to follow instructions and make sincere efforts to achieve predetermined goals is known as teacher work motivation. (Nurfadilah , 2021).

Method

This research is library research, where according to Raihan (2017) library research aims to collect data or information in the library and then use it as a basis for research. The main sources in this research are books, journal articles, articles and internet articles as well as other writings that are still related to the influence of work motivation on teacher performance. The data analysis technique in this research is the content technique. Meanwhile, the results of this research will be presented descriptively regarding the influence of work motivation on teacher performance.

Results and Discussion

Work motivation

The concept of motivation comes from the word motive which can be interpreted as the power that exists within an individual, which causes the individual to act or act. Motivation cannot be observed directly, but can be interpreted in behavior, in the form of

stimulation, encouragement, or generating energy for the emergence of a behavior . Motivation is the provision of driving force that creates enthusiasm for someone's work, so that they want to work together, work effectively and integrate with all their efforts to achieve satisfaction (Ardiana , 2017).

The types of motivation can be grouped into two types (Hasibuan, 2014); a. Positive motivation, managers motivate subordinates by giving prizes to those who perform well. With this positive motivation, subordinates' work morale will increase, because people generally like to receive good things. b. Negative motivation, managers motivate subordinates by giving punishment to those whose work is not good (low achievement). By motivating this negatively, subordinates' work enthusiasm will increase in the short term due to fear of being punished. The use of these two motivations must be applied to whom and when so that they can be effective in stimulating employee enthusiasm at work.

Basically, motivation has an influence on someone in doing something. There are at least three motivational functions as follows; a. Encouraging the emergence of behavior or an action. Without motivation, no action will occur, for example learning for students. b. Motivation functions as a guide. Motivation directs actions towards achieving desired goals. c. Motivation functions as a driving force, the size of the motivation will determine whether a job is fast or slow (Pertiwi , 2019).

Motivation is a condition within a person (inner state) that drives activating or moving (hence motivation), which directs or channels behavior towards a goal in other words. Motivation is a general term that includes a whole group of drives, desires, needs and similar forces (Eros , 2014).

Hasibuan (2016) put forward several motivational principles as follows:

- a) The principle of inclusion means inviting subordinates to participate

in the decision-making process and giving them the opportunity to provide comments and suggestions.

- b) The principle of communication, including providing clear information about the goals to be achieved, how to achieve them and the limitations faced.
- c) The principle of recognition, namely giving appreciation, being fair, praising and recognizing the achievements of subordinates.
- d) The principle of delegation of authority, namely giving authority and trust to subordinates, that with their ability and creativity they can carry out their duties well.
- e) The principle of equality, namely the tools and types of motivation provided must be based on "fairness and dignity" for all employees. For example, giving rewards or punishments to all employees must be fair and appropriate if the problem is the same.
- f) The principle of reciprocal attention, that is, if subordinates achieve good goals, the leader must be willing to provide the tools and types of motivation. Close cooperation for mutual benefit.

Factors that influence work motivation include individual differences, job characteristics, and practices organization. Individual differences are the individual needs, values and habits, interests and abilities that people bring to their work. Job characteristics are aspects of a position that differentiate its limitations and challenges. Organizational practices are the rules, human resource policies, managerial practices, and reward systems of an organization. Referring to the opinions mentioned above, it can be stated that motivation is a very important part of an institution . Motivation is the basic urge that

moves someone to behave. This impulse is within a person who moves him to do something in accordance with his inner impulse. Therefore, a person's actions based on certain motivations contain a theme according to the underlying motivation. Motivation can also be used as the difference between being able to carry out and wanting to carry out. Motivation is closer to wanting to carry out tasks to achieve goals. Motivation is a force, both internal and external, that encourages a person to achieve certain predetermined goals (Hafid, 2017).

According to Mangkunegara (2017) there are four need theories regarding motivation, namely:

- a) Maslow's Hierarchy of Needs Theory

Needs can be defined as a gap or conflict experienced between reality and the impulses that exist within oneself. If an employee's needs are not met, the employee will show disappointed behavior. On the other hand, if their needs are met, the employee will show happy behavior as a manifestation of their satisfaction. Needs are the fundamental underlying employee behavior. We cannot possibly understand employee behavior without understanding their needs.

- b) Theory X and Y

Theory X is a negative view of people who assume that workers have little ambition, don't like work, want to avoid responsibility and need to be controlled in order to work effectively . Theory Y is a positive view that assumes that employees enjoy work, seek and accept responsibility and practice self-direction .

- c) Herzberg's Two Factor Theory

Frederick Herzberg's Two Factor Theory (also called hygiene motivation theory) proposes that intrinsic factors are related to job satisfaction, while extrinsic factors are related to job dissatisfaction. Herzberg wanted to know when someone felt very comfortable (satisfied) or uncomfortable (dissatisfied) with their job. He concluded that the answers people gave when they felt comfortable with their jobs were significantly different from the answers they gave when they felt uncomfortable .

d) Three Needs Theory

What is intended consists of 3 (three) driving needs, namely: *Need of achievement* , *Need of affiliation* , *Need of power* .

The ability to motivate employees is a managerial skill that must be mastered by a leader. Psychologically, leaders cannot possibly influence the motivation of subordinate employees without first understanding what is needed. There are three main aspects that influence employee work motivation, namely:

- Differences in individual characteristics include needs and interests. attitudes and values
- Differences in job characteristics. This relates to the position requirements for each job which requires job placement in accordance with the field of expertise
- Differences in organizational characteristics (work environment) which include work regulations, work climate and agreed work culture (Nery, 2020).

According to Sutrisno (2016), who states that the factors that influence motivation are divided into two, namely internal and external factors. The following is an explanation of these factors :

1. Internal Factors . Internal factors are factors within a person that can

influence his motivation at work. The internal factors include:

a) The desire to live

The desire to live is a need for every human being. To survive, people will do anything. In the world of work, the desire to be able to live includes the need to obtain adequate compensation or wages, permanent work even if the income is sufficient, and safe and comfortable working conditions.

b) The desire to have

The desire to own objects can motivate someone to want to work. For example, a person's desire to have a car will encourage that person to do work to be able to buy it.

c) Desire to gain appreciation

The desire to gain other people's appreciation is one of the factors that can encourage someone to work. To fight for the self-esteem, good name, honor that one wants to have, someone must achieve it themselves by working hard. Because the status of being recognized as an honorable person is impossible to obtain if the person is lazy, doesn't want to work, and so on.

d) Desire to gain recognition

The desire to gain recognition can be one of the factors that motivates someone to work. Recognition in the world of work includes awards for achievements, harmonious and unified working relationships, fair and wise leadership, and the company where you work is respected by the community.

e) Desire for power

The desire for power will encourage a person to work. In the world of work, power can be obtained in various ways, including negative ways. However, someone can gain power or position in a positive way, namely by showing his ability to work will later attract the attention of people who appoint him to gain power or position.

2. External Factors . External factors are factors from outside a person that can influence that person's motivation to work. External factors that influence motivation are as follows:

a) Working environment conditions

The work environment is the entire work facilities and infrastructure that can influence the implementation of work. This work environment includes the work place, facilities and work aids, cleanliness, lighting, quietness, and working relationships between people who work in that place.

b) Adequate compensation

Compensation is the main source of income for employees to meet their living needs. Adequate compensation is the most powerful motivational tool for companies to encourage employees to work well, so that the size of compensation greatly influences employee work motivation.

c) Good supervision

In a job, supervision functions to provide direction and guide the

work of employees so that they can carry out work well without making mistakes. The supervisor's role is to perform Good supervision work can influence employee work motivation.

d) There is a job guarantee

Everyone will work seriously if that person feels there is clear career security in the work they do. This career guarantee is in the form of promotion, rank, or guarantee of providing opportunities to develop one's potential. So with this career guarantee someone will be motivated to improve their performance.

e) Status and responsibilities

Every employee is certainly interested in their status or position in a particular position. By occupying a position, people feel that they will be trusted, given great responsibility and authority in their work.

f) Flexible regulations The systems and regulations that apply within the company have the nature of regulating and protecting employees. Therefore, the regulations that apply in the company can motivate employees to work better.

Commitment

Commitment is a person's willingness to commit themselves and be able to provide proof of loyalty to the organization because they feel they are involved in the organization's activities. The individual will demonstrate a strong desire to become a member of a group, a high willingness to work for the organization,

and a certain belief in and acceptance of the values and goals of the organization. Teacher commitment can give rise to responsibility and a responsive and innovative attitude towards developments in science and technology (Nainggolan, Siahaan & Nainggolan, 2020).

A teacher's commitment to the organization where he works, namely the school, is a condition experienced by teachers which has the opportunity to influence strong positive behavior towards the school which is related to identification and loyalty in the form of a development of organizational commitment theory. Thus, organizational commitment can be increased when the organization can meet the expectations of its members well which will ultimately lead to increased performance because this has an impact on interests and talents as well as motivation and work enthusiasm where teachers feel comfortable at work. Therefore, motivation High work and organizational commitment can improve the quality of learning and the ability to work according to the specified time targets (Hartini, Rahmawati, & Asmin, 2021).

Teachers' efforts to develop themselves reflect the teacher's commitment to their duties. Commitment includes three aspects, namely:

- 1) affective commitment, is a commitment based on a sense of desire that grows from: personality identity, trust, good relationships and personal involvement;
- 2) continuum commitment, namely commitment based on preferences for investment, dependence and sacrifice socially and economically;
- 3) normative commitment, is a commitment based on the internalization of organizational norms and psychological constructs so that a sense of shared responsibility grows. However, based on observations, it turns out that there are still some

teachers who lack commitment to their duties (Sukanto, & Pardjono, 2016).

Commitment to the organization is defined as an employee's willingness to remain with the organization and its relationship with its goals, values and obligations within the organization. Organizational commitment is considered as a relative strength identifying an individual's trust, involvement and loyalty to their organization (Prasetyono, & Ramdayana, 2020).

Teacher performance

The concept of an organization's performance is strongly influenced by employee performance, while improving employee performance is closely related to the motivation of the employees themselves. Performance is a person's behavior that produces certain work results after fulfilling a number of requirements .

Suparno and Sudarwati (2014) stated that performance is essentially a work result that can be achieved by a person or group of people in an organization, in accordance with their respective authority and responsibilities in order to achieve organizational goals legally, without violating the law and in accordance with morals and ethics. Performance is an important indicator to measure the level of achievement as an employee in the organization .

Teacher performance is the result of the teacher's work which is reflected in how to plan, implement and assess the teaching and learning process whose intensity is based on work ethic and professional discipline in the learning process (Uno, 2014). Performance related to the teaching profession is the real behavior shown by teachers when giving lessons to their students. Teacher performance can be demonstrated from the teacher's ability to master the required competencies, namely pedagogical competence, personality competence, social competence and

professional competence (Law Number 14 of 2005).

performance is influenced by three factors, namely: (1) Individual factors (ability, skills, family background, work experience, a person's social level and demographics), (2) Psychological factors (perception, attitude, personality, learning and motivation). (3) Organizational factors (organizational structure, job design, leadership, reward system. One that influences teacher performance from psychological factors is motivation. Motivation is an encouragement to provide stimulus to someone. Teacher work motivation is a process of moving teachers to behave according to directions in real efforts to achieve the goals that have been set (Nurfadilah, 2021).

Puspitasari (2011) provides an understanding of teacher performance as the result of a teacher's work in carrying out his main duties as an educator including planning learning, implementing learning, assessing learning outcomes, providing

guide and train students, as well as carry out additional tasks attached to the implementation of the main tasks.

performance is a teacher's ability to carry out learning tasks in madrasas and be responsible for students under his guidance by improving students' learning achievements. Therefore, teacher performance can be interpreted as a condition that shows a teacher's ability to carry out his duties at the madrasa and describes the actions displayed by the teacher in or during learning activities. Teacher performance can also be shown by how much the required competencies are met. These competencies include: pedagogical competence, personality competence, social competence and professional competence (Law No. 14 of 2005 concerning Teachers and Lecturers Article 10).

Teacher performance in the learning process can be expressed as the achievement achieved by a teacher in carrying out his duties

during a certain period of time which is measured based on three indicators, namely: mastery of teaching materials, ability to manage learning and commitment to carrying out tasks. Teacher performance is a learning process as an effort to develop existing activities into better activities, so that the educational goals that have been set are achieved well through learning activities carried out by the teacher in accordance with the targets and objectives. Effective and efficient teacher performance will produce strong human resources, namely graduates who are efficient and successful in accordance with predetermined goals. Therefore, teacher performance in the learning process needs to be improved as an effort to develop existing activities to be better, which are based on ability, not on hereditary origin or inheritance, and also uphold quality, initiative and creativity, hard work and productivity. (Nery, 2020).

According to Madjid (2016) teacher performance is the result of work that can be achieved by teachers in an organization (school), in accordance with the authority and responsibility given by the school in an effort to achieve the vision, mission and goals of the school concerned legally, without violating the law and in accordance with morals and ethics. A teacher's performance can be seen from his responsibility in carrying out his mandate, the profession he holds, and his morals. In short, teacher performance is the result of the teacher's work which is manifested in the form of teacher knowledge, skills, values and attitudes in carrying out their duties and functions, which are shown in their appearance, actions and work performance.

According to Nery (2020), to support successful teacher performance, various supporting factors are needed, including:

1) Teacher Performance Motivation

Encouragement for teachers to carry out their work well should come from within themselves, but external motivational efforts can also

provide enthusiasm for teachers' work, for example encouragement given by the principal to teachers.

2) Teacher Performance Ethos

Teachers have a greater work ethic to be successful in carrying out the teaching and learning process compared to teachers who are not supported by a performance ethos in carrying out their duties. Teachers have different ethos. Work ethic needs to be developed by teachers, because: a. The shift in time causes everything in human life to change and develop. b. Conditions that are open to receiving and channeling creativity. c. Environmental changes, especially in the technological sector.

3) Teacher Performance Environment

A work environment that can support teachers in carrying out their duties effectively and efficiently, includes: The social-psychological environment, namely an environment of harmony and harmony between teachers, teachers and principals, and teachers, principals, and TU staff can support the success of teacher performance. b. The physical environment, the teacher's performance space should meet the following requirements: (a) The room must be clean, (b) There is a special room for work, (c) Equipment and furniture are well arranged, (d) Has good lighting, (e) There are sufficient work desks available, (f) Good air circulation, (g) Far from noise.

4) Duties and responsibilities of teachers a) Moral responsibility, teachers must have the ability to appreciate behavior and ethics that are in accordance with Pancasila

morals. b) Responsibilities and learning processes at school, namely that every teacher must master effective learning methods, be able to make teaching preparations and understand the curriculum well. c) Teachers' responsibilities in the social sector, namely contributing to the success of community development, for this reason teachers must be able to guide, serve and serve the community. d) Teacher responsibilities in the scientific field, namely teachers participate in advancing science by carrying out research and development. e) Optimization of teacher working groups

A spec that is looked at in assessing individual performance (including teachers) suggests indicators related to teacher performance variables include:

- a) Work quality. Indicators of teacher work quality consist of mastering lesson materials, managing the teaching and learning process, managing the class.
- b) Speed/accuracy of work. Indicators of teacher work speed/accuracy relate to the use of media or learning resources, mastering educational foundations, planning learning programs.
- c) Initiative in work. Indicators of initiative in teacher work consist of leading the class, managing teaching and learning interactions, assessing student learning outcomes.
- d) Work ability. Indicators of teacher work ability include the use of various methods in learning, understanding and carrying out functions and extension guidance services.

- e) Communication. Communication indicators in this case can understand and organize school administration, understand and be able to interpret research results to improve the quality of learning (Rizal , 2019).

According to Wiyani (2019) there are at least eight factors that influence teacher performance. These eight factors include:

1) Personality

Everyone certainly has personal characteristics, including teachers. He has certain personal characteristics and this is what will differentiate the personality of one teacher from another. Teachers who have personality will be loyal to various things that have become their obligations and responsibilities. As a result, he has the will to be active in work that can satisfy his students, their guardians and the community.

2) Teaching Skills

The goal of a teacher is to instill knowledge, values and skills in students through learning activities to help students answer life's challenges effectively and efficiently. There are seven basic teaching skills that a teacher must master when teaching, including: Asking skills , Strengthening skills , Variation skills, Explanation skills , Opening and closing lesson skills , Discussion guiding skills , Class management skills

3) Communication Skills

In carrying out their performance as educators and instructors, teachers need to pay attention to the quality of communication between themselves and students, colleagues and the school principal. Quality

communication will have consequences for the interaction of all components in the school system .

- 4) Community Relationship Skills The teacher's ability to build relationships with the community will not only make the community believe that their children will be taught well by teachers, but will also make the community play a role. as well as in the success of educational and learning activities organized by teachers for their children.

5) Discipline

Work discipline among teachers is not something abstract. This is because teacher work discipline takes the form of real behaviors whose benefits can not only be felt by themselves but also by others. Work discipline in a teacher will not only create a conducive classroom climate but will inspire students to be disciplined as well.

6) Well-being

The welfare factor is one that influences the high and low performance of teachers. The higher the welfare, the higher the performance. Conversely, if the teacher's welfare is low, the performance will also be low. With high welfare, the physical and psychological needs of teachers and their families can be met. Thus, high teacher welfare is one thing that can motivate teachers.

7) Work Culture

The work culture implemented through the application of rules and procedures will experience obstacles when it first starts, but after the process of implementing rules and procedures is socialized and

implemented repeatedly, the level of these obstacles will begin to decrease. This is because organizational culture can be formed through the habit of implementing rules and procedures.

8) Teaching Professional Development

The teaching profession must continue to be developed so that teachers always have alertness and readiness to face various demands from their profession and demands from society.

Conclusion

The research results show that teacher work motivation is energy from within the teacher which provides encouragement to teachers in carrying out their duties as educators to achieve educational goals. Teacher work motivation is formed from a teacher's attitude in facing work situations. This motivation can have an influence on a teacher's performance. A teacher's commitment to the organization where he works, namely the school, is a condition experienced by teachers which has the opportunity to influence strong positive behavior towards the school which is related to identification and loyalty in the form of the development of organizational commitment theory. Performance is the achievement achieved by an employee in carrying out his duties or work during a certain period in accordance with the standards and criteria that have been set for the job. The level of teacher motivation at work will influence the quality of teacher performance at work.

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