

Strengthening Organizational Culture, Personality and Work Motivation in Efforts to Improve Teacher Performance (Research using Path Analysis and SITOREM on State Junior High School Teachers in Purwakarta Regency)

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ABSTRACT

One of the benchmarks for the progress of a country is the quality of education. The country will progress if the quality of the country's education is getting better. Quality education will be realized with good teacher performance, and good performance will be realized if able to hold organizational culture, have good personality, and motivation. The purpose of this study is to find ways and strategies to improve teacher performance by examining the influence of the variables Organizational Culture, Personality, and Motivation on teacher performance and the methods and strategies found will be used as recommendations for related parties by teachers, principals, school supervisors and related education offices. This research method uses Path Analysis and SITOREM Analysis. The research results Path analysis will be analyzed in more detail on the indicators of the research variables through SITOREM analysis so that they can find indicators that need to be improved and maintained or developed immediately. The population of this study was 1,831 public junior high school teachers in Purwakarta Regency, West Java Province spread over 78 schools and located in 17 sub-districts. The sampling technique in this study used Multistage Random Sampling. The sample size was calculated using the Taro Yamane formula so that 155 samples were obtained. Based on the results of quantitative research found that all variables have a significant positive effect on teacher performance, while the results of the SITOREM analysis show that the indicators that are maintained or developed are: (1) Conscientiousness, (2) Agreeableness, (3) Emotional Stability, (4) Results of Teaching Planning and Preparation, (5) Application of teaching methods and strategies, (6) Use of learning media, (7) Behavior in managing the classroom, (8) Role models (Idealized influence), and (9) Customer Communication while other indicators are included in the set of indicators that urgently need to be improved.

Keywords SITOREM analysis, teacher performance, organizational culture, personality, motivation

INTRODUCTION

Performance is one of the most important benchmarks in improving organizational quality, especially in educational organizations. In education, good teacher performance is believed to be the only way to change a bad situation to a better one. Good teacher performance is shown by the behavior of teachers in carrying out their duties professionally and mastery of competencies that are the demands of their duties. In PP No. 19 of 2005 concerning National Education Standards, it is stated that the competencies that must be possessed by teachers include pedagogic competence, social competence,

professional competence, and personality competence. Further in Law no. 20 of 2003 concerning the national education system, it has been stated that teachers as educators are professionals in charge of planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, as well as conducting research and community service.

However, in reality, in schools in Indonesia, there are still teachers who have not shown high performance. The results of a study conducted on 30 teachers in Purwakarta Regency showed that almost 75 percent of teachers did not prepare the learning process well. Teachers tend to prepare lessons by

prioritizing the material to be taught, not on the learning objectives. Another fact that has been revealed is that teachers also tend to teach using a monotonous method. Then the data on the results of the teacher competency test conducted by the ministry of education and culture by referring to the official source of the Regional Education Balance (NPD) of the Ministry of Education and Culture, which states that the average UKG result in Purwakarta Regency in 2015 was 60.20. Furthermore, the UKG value for 2019 in Purwakarta Regency has decreased with an average value of 60.19. Based on the preliminary survey data and the results of the teacher competency test above, it can be seen that the performance of SMPN teachers in Purwakarta Regency is still low.

Quality education will not be realized without good teacher performance, and good performance will be realized if it is able to hold organizational culture, has a good personality, and motivation. Among the factors that are assumed to have an effect on teacher performance is the organizational culture of the school concerned. The organizational culture of a school is a tool that can be used to condition and empower all the potential of the school to achieve school goals, especially the performance of

teachers in implementing the educational process. With a good organizational culture, schools are expected to be able to produce good outcomes as expected by education stakeholders wherever they are. Until now the reality shows that our education problems only dwell on quality (quality), equality (equal rights) and equity (fairness). There is no teacher or other education staff who wants an outcome that is not good or of poor quality and even always thinks and plans what should and what should be done in the context of achieving quality education and equitable distribution of education in a fair and reasonable manner.

The best alternative to overcome educational problems is how to apply organizational culture, personality, and motivation to be able to carry out the performance of education stakeholders in general and teachers in particular, so that teacher performance is realized who is able to change the educational paradigm from just finishing school for the nation's children from the unit level. education to other higher education level units, to shape the character of the nation's children in the future.

LITERATURE REVIEW

A. Performance

Performance is a learning process as an effort to carry out existing tasks into better tasks in daily life so that the goals set are achieved properly. Sutrisno (2010: 150) states that performance is a record of the results obtained from certain job functions or certain activities over a certain period of time.

According to Sonnentag and Frese (2002:1) that *"performance is highly important for an organization as a whole and for the individuals working in it."*

This quote can be interpreted that performance is very important for an organization as a whole and for the individuals who work in it.

Meanwhile, according to Sutermeister in Husaini Usman (2010: 488) suggests that teacher performance, *"we have recognized that employee performance depend on both motivation and ability"*. It can be concluded that the performance of teachers depends on their motivation and ability.

Performance or work performance is the end result of an activity that has been carried out by someone to achieve a goal. The achievement of this work is also a form of

comparison between the results of one's work and the standards that have been set. If the work done by someone is in accordance with work standards or even exceeds standards, it can be said that the performance has achieved good performance.

B. Performance Appraisal

Performance Appraisal is a method used to assess the work performance of an employee whether he or she has achieved the work target assigned to him. Performance appraisal is an organizational process to assess the performance of its employees. The purpose of the performance appraisal is to provide good feedback to employees in an effort to improve performance and increase organizational productivity, especially those related to policies for employees such as for promotion purposes, salary increases, education and training.

Mathis dan Jackson (2011:329) state that *Performance appraisals are used to assess an employee's performance and provide a platform for feedback about past, current, and future performance expectations.* The quote above emphasizes that performance is a feedback and an expectation of future performance.

C. Organizational Culture

Organizational culture is the values and norms held by members that distinguish an organization from other organizations that serve as a reference for a set of main characteristics that are valued by an organization.

According to Stephen P. Robbins (2003: 525) Organizational culture is a system of shared meanings held by members that distinguishes the organization from other organizations. The following are indicators of organizational culture: 1) *Innovation and risk taking*: the extent to which employees are encouraged to be innovative and take risks. 2) *Attention to details*: the extent to which employees are expected to demonstrate accuracy, analysis, and depth of attention to detail. 3) *Outcome orientation*: the

extent to which management focuses on results or outcomes rather than the techniques and processes to achieve these results. 4) *People orientation*: the extent to which management decisions consider the impact of work results on people in the organization. 5) *Team orientation*: the extent to which work activities are coordinated in teams rather than individually. 6) *Aggressiveness*: the extent to which people are aggressive and competitive rather than just looking for something easy. 7) *Stability*: the extent to which organizational activities emphasize the importance of maintaining the status quo rather than for growth.

Organizational culture is the values and norms held by members that distinguish an organization from other organizations. These values and norms, on closer inspection, constitute a set of key characteristics that are valued by an organization.

Ijins, J., Skvarciany, V., & Gaile-Sarkane, E (2015: 944 – 950) defines organizational culture as Culture as a pattern of basic assumptions that have been determined or developed to learn ways to integrate, which have functioned properly. which has been considered new should therefore be taught to new members as a great way to think about, view and feel concerned about the issue.

Robbins and Judge (2013: 167) argue that personality is a characteristic of a person who is eternal in behavior. There are personality dimensions according to Robbins and Judge, namely: *extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience.*

Goetsch and Davis (2012: 180) state that the term personality is used to describe a relatively stable pattern of behavior, thoughts, motives, emotions and a person's unique perspective so that it is different from other (creative) individuals.

In an organizational context, personality is defined as a relatively stable combination of physical and mental characteristics that give an individual a sense of identity.

D. Motivation

Motivation is a force that drives, directs, moves both from within and from outside so that it will influence to do work. Many factors can affect a person's work motivation, both from within and from outside him.

Robbins, S.P (2006 : 214), defines motivation as a process that plays a role in the intensity, direction, and duration of individual efforts towards achieving goals. Increased motivation can be seen from the process of intensity, direction and persistence in work.

Luthans, F (2006 : 37- 40), defines motivation as the process as a person's first step in taking action due to physical and psychological deficiencies or in other words is an encouragement that is shown to fulfill certain goals.

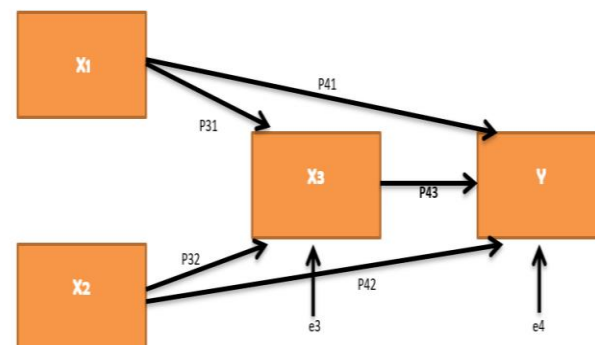
J.A. Colcuitt, J.A, et. Al (2015 : 168), Motivation is defined as a set of energetic forces that originate both within and outside the employee, initiate work-related efforts, and determine its direction, intensity and persistence.

METHOD

This research was conducted on teachers of SMP Negeri in Purwakarta Regency, West Java Province. This research method uses Path Analysis and SITOREM Analysis. Research Path Analysis (Path Analysis) and SITOREM Analysis is a combination research method that combines the research method Path analysis whose results are strengthened by using SITOREM analysis. Through the SITOREM analysis, the results of the Path Analysis research are analyzed in more detail on the indicators of the research variables, so as to find indicators that need to be immediately improved and maintained or developed.

Quantitative research can measure all variables on the basis of theoretical descriptions in obtaining measurable concepts. There are four variables that are measured, namely; two endogenous variables and two exogenous

variables. The variables are; 1. Teacher Performance (Y), 2. Motivation (X₃) 3. Organizational Culture (X₁) 4. Personality (X₂)



Information :

X₁ : Organizational Culture

X₂: Personality

X₃: Motivation

Y : Teacher Performance

Figure 1. Constellation between Variables

The design and constellation of this research uses path analysis research flow which is analyzed using SITOREM analysis. The research steps carried out are listed in the following chart :

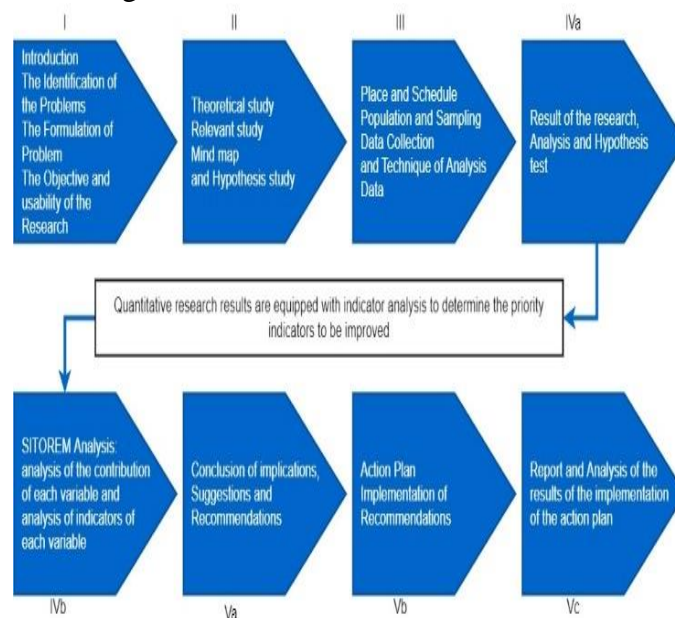


Figure 2. Path analysis research design and SITOREM analysis

**Widodo Sunaryo and Sri Setyaningsih
(2018)**

The population in this study were all public junior high school teachers in Purwakarta Regency, West Java Province as many as 1,831 teachers spread over 78 schools and located in 17 sub-districts, namely Jatiluhur District, Maniis District, Tegal Waru District, Plered District, Sukatani District, Darangdan District, Bojong District, Wanayasa District, Pasawahan District, Purwakarta District, Campaka District, Sukasari District, Kiarapedes District, Babakancikao District, Cibatu District, Bungursari District, and Pondok Salam District. The sample size used is based on the calculation of the affordable population through a multistage random sampling procedure. The sample size was calculated using the Taro Yamane formula so that a sample of 155 was obtained.

Based on the hypothesis generated from the research framework, this research is a path model research. The relationship model between variables consists of 3 substructures, the first substructure consists of one teacher performance variable (Y) as an endogenous variable and three exogenous variables that are causal variables, namely organizational culture (X₁), personality (X₂), work motivation (X₃). The second substructure consists of one endogenous variable, namely work motivation (X₃) and two exogenous variables, namely organizational culture (X₁) and personality (X₂). The third substructure consists of two exogenous variables, namely organizational culture (X₁) and personality (X₂). Based on this relationship, the path model for the first substructure, second substructure, and third substructure is as follows :

$$X_2 = \rho_{21} X_1 + e_2$$

$$X_3 = \rho_{31} X_1 + \rho_{32} X_2 + e_3$$

$$X_4 = \rho_{41} X_1 + \rho_{42} X_2 + \rho_{43} X_3 + e_4$$

RESULT AND DISCUSSION

The research data were obtained from the results of measurements of teacher performance, organizational culture, personality and motivation based on the responses of respondents to the items of the variable instrument. The data collected from the unit of

analysis were 155 respondents.

Description of the research data that has been obtained from each variable of teacher performance (Y), organizational culture (X₁), personality (X₂), and motivation (X₃), which were obtained from the answers to the research sample, after which they were processed with descriptive statistical calculations.

The data that is used as the basis for the description of the results of this study is the instrument score which refers to four research variables, namely teacher performance (Y) as an endogenous variable, organizational culture (X₁), and personality (X₂) as an exogenous variable, motivation (X₃), as an exogenous variable. intervention variable. Based on the results of the statistical description analysis for the research variables, it can be expressed as listed in table 1 below :

Table. 1 Summary of Research Variable Statistics

No	Statistik	Y	X ₁	X ₂	X ₃
1	Lots of Data	155	155	155	155
2	Average	136.95	123,08	136,37	131,64
3	Median	139	122	135	131
4	Mode	142	116	128	133
5	Deviation Raw	9,70	9,80	9,35	9,31
6	Sampel Variance	94	96,03	87,00	87
7	Lowest Score	96	101	121	105
8	Highest Score	162	160	165	162
9	Range	66	59	44	57
10	Multiple Class	8	8	8	8
11	Class Length	8	7	5	7
12	Total	21227	19077	21137	20404

Furthermore, to calculate the regression equation from the relationship model between variables, it is known by looking at the probability value (sig) $0.000 < 0.05$ value, thus the regression equation from the relationship model between variables is said to be significant. The model can be seen in table 2 below.

Table 2. Summary of Regression Model

No	Relationship Model Between Variables	Regression Model	Significance Test Results
1.	Y over X_1	$\hat{y} = 100.4 + 0.30X_1$	Significan
2.	Y over X_2	$\hat{y} = 70,43 + 0,49X_2$	Significan
3.	Y over X_3	$\hat{y} = 87,01 + 0,38X_3$	Significan
4.	X_3 over X_1	$\hat{y} = 63,37 + 0,55 X_1$	Significan
5.	X_3 over X_2	$\hat{y} = 44,85 + 0,63X_2$	Significan
6.	X_2 over X_1	$\hat{y} = 73,92 + 0,50X_2$	Significan
7.	Y over X_1 via X_3	$\hat{y} = 81.46 + 0.13X_1 + 0.30X_3$	Significan
8.	Y atas X_2 via X_3	$\hat{y} = 65.44 + 0,42X_2 + 0,11X_3$	Significan

Table 3. Summary of Regression Model Significance Test Results

No	Model Hubungan Antar Variabel	Sig	$\alpha = 0,05$	Hasil Uji Signifikansi
1.	Y over X_1	0,175	.000 ^b	Significan
2.	Y over X_2	0,308	.000 ^b	Significan
3.	Y over X_3	0,314	.000 ^b	Significan
4.	X_3 over X_1	0,122	.000 ^b	Significan
5.	X_3 over X_2	0,048	.000 ^b	Significan
6.	X_2 over X_1	0,393	.000 ^b	Significan
7.	Y over X_1 via X_3	0,814	.000 ^b	Significan
8.	Y over X_2 via X_3	0,654	.000 ^b	Significan
Significant Terms : Sig > α				

The complete correlation between variables tested using SPSS is shown in table 4 below :

Table 4. Correlation Test Between Variables

		Correlations			
		(Y)	(X1)	(X2)	(X3)
(Y)	Pearson Correlation	1	.300**	.471**	.364**
	Sig. (2-tailed)		.000	.000	.000
	N	155	155	155	155
(X1)	Pearson Correlation	.300**	1	.532**	.584**
	Sig. (2-tailed)	.000		.000	.000
	N	155	155	155	155
(X2)	Pearson Correlation	.471**	.532**	1	.639**
	Sig. (2-tailed)	.000	.000		.000
	N	155	155	155	155
(X3)	Pearson Correlation	.364**	.584**	.639**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	155	155	155	155

** . Correlation is significant at the 0.01 level (2-tailed).

The results of the correlation test can be described in the arrangement of variables arranged as a constellation of research variables as follows:

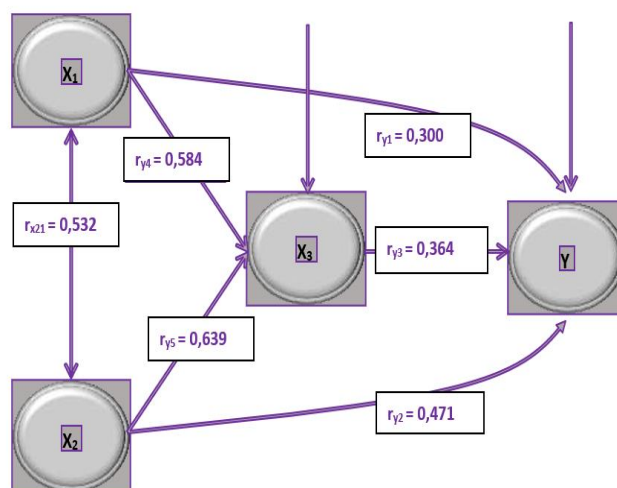


Figure 3. Correlation test results between variables

The effect of the complete path by combining the results of the analysis on each substructure, can be described as follows :

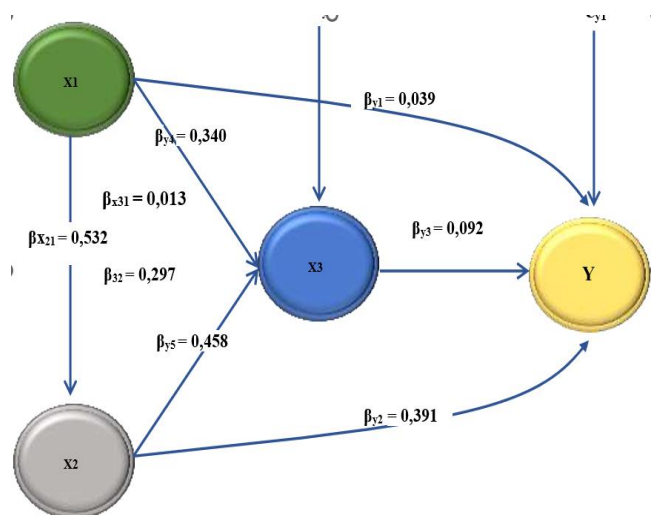


Figure 4. Path Coefficient

Based on the constellation of influence between variables, a statistical mathematical model is produced as follows:

1) Substructural Equation 1

$$\hat{y} = \beta_{y1}x_1 + \beta_{y2}x_2 + \beta_{y3}x_3 + \beta_{y4}x_4 + \varepsilon_y$$

$$\hat{y} = 0,039x_1 + 0,391x_2 + 0,092x_3 + \varepsilon_y$$

2) Substructural Equation 2

$$X_3 = \beta_{31}x_1 + \beta_{32}x_2 + \varepsilon_{y3}$$

$$X_3 = 0,340x_1 + 0,458x_2 + \varepsilon_{y3}$$

3) Substructural Equation 3

$$X_1 = \beta_{41}x_4 + \varepsilon_{y1}$$

$$X_1 = 0,532x_2 + \varepsilon_{y1}$$

Hypothesis Testing

After the structural model analysis has been carried out, the calculation results obtained are used to test hypotheses in order to determine the direct and indirect effects between variables. The following is a summary of the results of hypothesis testing

Table 5. Summary of Hypothesis Testing Results

No	Hypothesis	Path Coefficient	Statistic test	Decision	Conclusion
1.	Organizational Culture (X1) on Teacher Performance (Y)	0,039	$H_0 : \beta_{y1} \leq 0$ $H_1 : \beta_{y1} > 0$	H_0 ditolak H_1 diterima	Positive Direct Effect
2.	Personality (X2) on Teacher Performance (Y)	0,391	$H_0 : \beta_{y2} \leq 0$ $H_1 : \beta_{y2} > 0$	H_0 ditolak H_1 diterima	Positive Direct Effect
3.	Motivation (X3) on Teacher Performance (Y)	0,092	$H_0 : \beta_{y3} \leq 0$ $H_1 : \beta_{y3} > 0$	H_0 ditolak H_1 diterima	Positive Direct Effect
4.	Organizational Culture (X1) on Motivation (X3)	0,340	$H_0 : \beta_{y4} \leq 0$ $H_1 : \beta_{y4} > 0$	H_0 ditolak H_1 diterima	Positive Direct Effect
5.	Personality (X2) on Motivation (X3)	0,458	$H_0 : \beta_{y5} \leq 0$ $H_1 : \beta_{y5} > 0$	H_0 ditolak H_1 diterima	Positive Direct Effect
6.	Organizational Culture (X1) on Personality (X2)	0,532	$H_0 : \beta_{y21} \leq 0$ $H_1 : \beta_{y21} > 0$	H_0 ditolak H_1 diterima	Positive Direct Effect
7.	Organizational Culture (X1) on Teacher Performance (Y) through Motivation (X3)	0,013	$H_0 : \beta_{x13y} \leq 0$ $H_1 : \beta_{x13y} > 0$	H_0 ditolak H_1 diterima	Positive Direct Effect
8.	Personality (X2) on Teacher Performance (Y) through Motivation (X3)	0,179	$H_0 : \beta_{x23y} \leq 0$ $H_1 : \beta_{x23y} > 0$	H_0 ditolak H_1 diterima	Positive Indirect Effect

Cytorem Analysis

The use of SITOREM analysis is carried out through the following stages:

1. Contribution Analysis (Coefficient of Determination).

At this stage, an analysis of the contribution of the independent variables to the dependent variable is carried out, namely by using the formula for calculating the coefficient of determination. The magnitude of the coefficient of determination is calculated from the square of the correlation coefficient (or the correlation coefficient squared). Furthermore, based on the results of the contribution analysis, the order of influence between variables is arranged starting with the variable that has the highest correlation coefficient.

2. Analysis of Research Variables Indicators.

At this stage an analysis of the value of the research results for each research variable indicator is calculated from the average score of each indicator of each research variable.

1. Analysis of Research Variable Indicator Weights.

At this stage, the weight analysis of each indicator is calculated based on the judgment of one or several experts based on the criteria of "Cost, Benefit, Urgency and Importance" on each indicator of its variables (each variable consists of several indicators)

2. Analysis of Determining the Classification of Indicators.

After obtaining the average score of the research results on each indicator and the weight (%) of each indicator, then the next step can be carried out to determine the classification of the indicators of the research variables, namely into (a) Groups of indicators that need to be corrected (high weight

and low score), and (b) Group of indicators that need to be maintained or developed (high weight and High score).

Based on the path analysis research design in this study, the contribution analysis can be designed as described in Table 6 below :

Table 6. Contribution Analysis of Research Variables

No	Effects Between Research Variables	Path Coefficient	Coefficient of Determination	Contribution (%)
1	Influence between Organizational Culture and Teacher Performance	0,300	0.090	9%
2	Influence between Personality and Teacher Performance	0,471	0.2218	22,18%
3	The Influence between Motivation and Teacher Performance	0,364	0.1324	13,24%

Source: Analysis Results

After that proceed to do Analysis of Research Variables Indicators, Analysis of Research Variable Indicator Weights, and Analysis of Determining the Classification of Indicators.

After obtaining the average score of the research results on each indicator and the weight (%) of each indicator, then an analysis can then be carried out to determine the classification of the indicators of the research variables, namely into (a) Groups of indicators that need to be improved immediately (high weight and low score), and (b) Group of indicators that need to be maintained or developed (high weight and high score) as shown in table 7 below:

Tabel 7. SITOREM ANALYSIS RESULT

SITOREM ANALYSIS RESULT	
Priority order of indicator to be Strengthened	Indicator remain to be maintained
Norms and behavior	<i>Conscientiousness</i>
Innovation and risk taking)	<i>Agreeableness</i>
Outcome orientation	<i>Emotional Stability</i>
Attention to detail	Results of Planning and Teaching Preparation
Team orientation	Application of teaching methods and strategies
Aggressiveness	Use of learning media
Stability	Behavior in managing class
Openness to Experience	Role Model (dealized influence)
Extraversion	Customer Communication
Achievement	
Confession	
Responsibility	

Progress	
Compensation	
Working Condition	
Status	
Organizational Procedur	
Behavior in presenting material	
Behavior in guidance to students	
Behavior in evaluating	
Behavioral follow-up assessment	

CONCLUSION

Findings from research results, discussions, conclusions, and implications that have been described can be seen that organizational culture, personality, and motivation can be improved.

Improving teacher performance can be done by improving the quality of organizational culture, personality, and motivation of state junior high school teachers in Purwakarta Regency, Indonesia. Based on the results of SITOREM analysis, it is known that the indicators of Conscientiousness, Agreeableness, Emotional Stability, Results of Teaching Planning and Preparation, Application of teaching methods and strategies, Use of learning media, Behavior in managing the classroom, Idealized influence, and Customer Communication have values - score which are maintained or developed are: (1) Conscientiousness, (2) Agreeableness, (3) Emotional Stability, (4) Results of Teaching Planning and Preparation, (5) Application of teaching methods and strategies, (6) Use of learning media, (7) Behavior in managing class, (8) Role model (Idealized influence), and (9) Customer Communication. While the indicator *norms and behavior, innovation and risk taking, innovation and risk taking, attention to detail, team orientation, aggressiveness, Stability, Openness to Experience, Extraversion, Achievement, Conscientiousness, Responsibility, Progress, Compensation, Working Condition, Status, Organizational Procedure*, Behavior in presenting material, Behavior in guidance to students, Behavior in conducting assessments, and Behavioral follow-up assessments have low scores, and efforts are needed to strengthen and improve.

Activities that need to be carried out to improve teacher performance through increasing organizational culture variables that will be strengthened include: Schools must make clear rules and SOPs so that organizational behavior goes well, Schools must have distinctive characteristics to become accustomed characteristics so that they will become culture

itself, Schools must be able to convey starting from the vision, mission and goals comprehensively to all stakeholders in the school, schools must provide direction on short-term and long-term programs. With principals often delegating teachers to participate in professional activities and directing principals to teachers, will contribute to improving teacher performance both directly and indirectly, schools must also be able to build trust in all school components from teachers to the lowest employees. so of course these efforts can improve teacher performance.

Meanwhile, to improve teacher performance through strengthening personality variables that will be strengthened, teachers must be willing to be included in all activities to increase their knowledge and competence, teachers must be able to carry out their duties as educators, carry out tasks in accordance with applicable procedures and can provide role models for students. so that there is trust from students and their parents in order to create a sense of responsibility and trustworthiness, teachers must be able to work together and uphold the values of deliberation to find agreement so of course these efforts can improve teacher performance. while the efforts made to improve teacher performance through increasing motivational variables that will be strengthened include teachers participating in activities MGMP, WORKSHOP so that it will look more professional in its field which makes teachers motivated and produces positive performance and of course has an impact on schools and students. The next effort is that teachers can use effective learning methods that involve students in the learning process, use tools or media and complete facilities and infrastructure and books that support learning activities, and teachers must be active in the learning process

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