

Unveiling Excellence: Exploring the Driving Factors Shaping Junior High School Teachers' Performance

Hasliah*

Department of Management, Sekolah Tinggi Ilmu Ekonomi LPI Makassar, Indonesia

Abstract

The purpose of this research is to determine the influence of compensation, work discipline, and work environment on the job performance of private junior high school teachers in the North Pillau Dullah Subdistrict of Tual City. The population in this study consists of private junior high school teachers in the North Pillau Dullah Subdistrict of Tual City, with a total sample size of 66 individuals. The data collection methods used in this study include questionnaires, interviews, and documentation. The data analysis method employed involves both descriptive analysis and quantitative analysis, specifically multiple linear regression analysis. This method is utilized to measure the impact of Compensation, Work Discipline, and Work Environment on the job performance of private junior high school teachers in the North Pillau Dullah Subdistrict of Tual City. Based on the F-test results, the independent variables (compensation, motivation, and work discipline) collectively exhibit a positive and significant influence on the dependent variable (teacher job performance). The correlation coefficient testing reveals a high level of correlation or relationship between compensation, motivation, and work discipline with teacher job performance, amounting to 72.1%. Additionally, motivation stands out as the most dominant factor influencing the job performance of private junior high school teachers in the North Pillau Dullah Subdistrict of Tual City.

Keywords: Compensation, Job Performance, Motivation, Work Discipline

Introduction

The job performance of educators within an educational institution always emphasizes the execution of teaching tasks, while the tasks that must be carried out are integral parts of the job or position within the educational institution (Sholeh, 2017). Leaders within an educational institution routinely assess individual effectiveness through the performance evaluation process. This evaluation serves as the basis for salary increases, promotions, incentives, compensation, and other types of rewards provided by the educational institution (Hermanto, 2017). Effective performance will boost the morale of a teacher to perform better, leading to high achievement (Rusdianti et al., 2022). This high achievement is a manifestation of job performance, and as such, performance significantly influences a teacher's job satisfaction.

The teaching profession encompasses educating, instructing, and training (Sumiati, 2018). Educating involves conveying and developing life values, instructing involves transmitting and developing knowledge, and training involves honing skills in students. In fulfilling their duties, teachers collaborate with parents and the community. To effectively fulfill their responsibilities, teachers are required to possess specific abilities and skills, which are integral components of a teacher's professional competence. Competence is an essential capacity that teachers must possess to effectively carry out their roles as educators (Abrar, 2020).

Recognizing the importance of human resources in achieving the organizational goals of an educational institution effectively and efficiently, it is essential to establish a maintenance system that considers diverse needs and aims to improve the well-being of teachers. Compensation is one such aspect that plays a crucial role. Irvani et al. (2021) emphasizes the necessity of providing compensation to employees, stating that "compensation needs to be given by the organization, not only to ensure the

*Corresponding Author: Hasliah (hasliah@stie-lpi.ac.id)

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organization's survival but also to provide satisfaction and contentment to employees in performing their duties." The compensation provided should align with the contributions made by teachers toward achieving the goals of the educational institution.

The third phenomenon is that teachers, especially honorary teachers, experience a decline in their job performance due to insufficient work motivation. This is because honorary teachers receive limited attention from the government regarding compensation issues. Therefore, it is expected that there should be a balanced reciprocity between compensation and the efforts of a teacher who dedicates themselves to teaching. When compensation is balanced with the results of their work, teachers will naturally be motivated, thus enhancing job performance.

There are numerous factors that contribute to employee job performance. One of the factors influencing this is work motivation; the strength or weakness of an employee's motivation will determine their work productivity (Kuswati, 2020). Previous research conducted by Rivaldo and Ratnasari (2020) titled "The Influence of Leadership and Motivation On Job Satisfaction And Its Impact On Employee Performance" concluded that there is a positive and significant influence, particularly between the variable of work motivation and job performance.

Based on the aforementioned overview, the researcher can formulate a title based on observations within private junior high schools in the North Pulau Dullah Subdistrict of Tual City. The title could be "The Influence of Compensation, Work Discipline, and Motivation on the Job Performance of Private Junior High School Teachers in the North Pulau Dullah Subdistrict of Tual City."

Job performance or performance is the outcome of a work process/activity that relates to the effective development and empowerment of human resources, aimed at supporting the predetermined goals and objectives of the organization. The interconnectedness of various human resource elements with other resources will yield the desired work outcome, which in itself serves as a measure of job performance. Several experts provide definitions of performance. According to Layuk et al. (2019), performance is the result that is achieved through diligent work. In essence, performance signifies the outcomes that have been attained from a task that has been executed. On the other hand, Catio and Sunarsi (2020) defines performance as equivalent to capability, effort, and opportunity.

Based on the opinions presented above, it can be concluded that performance is the outcome of a tangible activity, encompassing abilities/capabilities, efforts, and opportunities, or the value that has been acquired/achieved from a completed task. These changes are constantly increasing and aim to attain something better than before. Consequently, the more effort put into acquiring education and training, the greater and more positive changes are obtained, leading to heightened motivation.

Employee job performance is influenced by various personal traits of each individual. In a competitive and globalizing environment, companies require highly performing employees while employees, in turn, require feedback on their performance as guidance for future actions. Therefore, assessments should depict employee performance. Thus, it can be said that employees with higher levels of performance tend to complete their tasks more swiftly. The results of their work can be evaluated by authorities to determine whether they meet the established standards.

According to Sitopu et al. (2021), compensation is defined as "all income in the form of money, direct or indirect goods that employees receive as a reward for the services they provide to the company." Compensation in the form of money means that wages are paid in a certain amount of currency to the respective employee. Compensation in the form of goods means that wages are paid with goods. For example, wages paid could be 10% of the production yield. In West Java, rice harvesters are paid 10% of the harvested rice.

Compensation is a term related to financial rewards received by individuals through their employment relationship with an organization. Generally, compensation takes the form of financial rewards due to monetary expenditures made by the organization. Compensation can be provided directly to employees or indirectly, where employees receive compensation in non-monetary forms. Several terminologies within compensation include: wages/salary, incentives (additional rewards beyond salary or wages), benefits (allowances such as health insurance, life insurance, company-sponsored vacations, retirement programs, and other allowances), and facilities (perks such as company cars, club memberships, designated parking spaces).

Two aspects need to be considered by companies in providing compensation. Firstly, the compensation offered by the company should be perceived as fair by employees. Secondly, the amount of compensation should not significantly differ from what employees expect. If both of these aspects are fulfilled, employees will feel satisfied. Satisfaction will motivate employees to improve their job performance, leading to the achievement of both company objectives and employee needs.

Kresmawan et al. (2021) stated that compensation has a positive impact on employee job performance. This research suggests that providing compensation will enhance employee job performance. Catio and Sunarsi (2020) also indicates that there is an influence of compensation on employee job performance

Motivation is defined as "the provision of individual impulses to act, causing the person to behave in a certain way that leads to a goal" (Sapele & Obu, 2019; Sulistyan, 2017). Providing motivation is one of the goals to ensure that motivated employees work in alignment with given work references and responsibilities, thereby achieving the company's objectives effectively. Additionally, it contains elements of effort, which refers to high-quality efforts directed and consistent with the organizational objectives. From the above description, it can be summarized that motivation etymologically signifies the drive or force within an individual that compels them to take action in order to achieve a goal.

A motivated employee tends to be energetic and enthusiastic in carrying out assigned tasks. Conversely, employees with low motivation often display discomfort and dissatisfaction with their work. As a result, their performance deteriorates and the company's objectives remain unfulfilled. Kuswati (2020) states that there is a positive relationship between motivation and employee job performance. The study discovered that high levels of work motivation correlate with a tendency towards achieving relatively high levels of job performance. Employees with high motivation will strive to achieve the goals set by the company to the best of their abilities.

Work discipline in a well-functioning company reflects the extent of an individual's responsibility towards assigned tasks. This fosters enthusiasm and contributes to achieving the company's objectives. According to Sitopu et al. (2021), work discipline is a tool used by managers to communicate with employees, encouraging them to change behavior and to enhance awareness and willingness to adhere to all company rules along with prevailing social norms.

Intent can also be defined as the desire to do something or the willingness to conform to rules. Attitudes and behaviors related to work discipline are characterized by various initiatives, willingness, and intentions to adhere to regulations. This means that someone with high discipline is not only rigidly obedient and compliant with rules, but also possesses the intention to align themselves with organizational regulations.

In the research titled " Unveiling Excellence: Exploring the Driving Factors Shaping Junior High School Teachers' Performance," the conceptual framework represents a synthesis of relationships between variables derived from various described theories (Sugiyono, 2017) (Sugiyono, 2017). The conceptual framework aims to provide a general overview of this research's object, with Compensation as variable (X1), Motivation as variable (X2), Work Discipline as variable (X3), and Job Performance as variable (Y).

For further clarity, the conceptual framework is as follows:

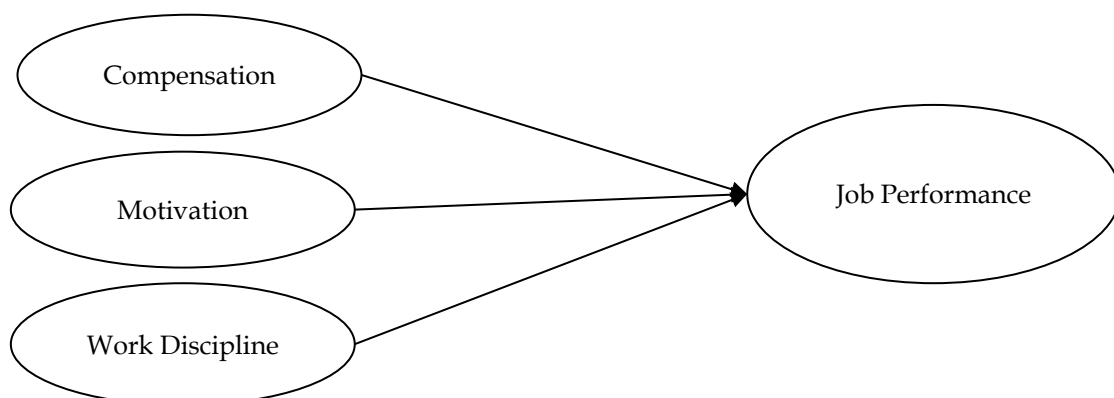


Figure 1. Research Conceptual Framework
Source: Data Processed (2022)

Methods

This research was conducted at a Private Junior High School in the North Pulau Dullah Subdistrict of Tual City. The research period was 2 (two) months, from August to October 2022.

Types and Sources of Data

1. Data Types The data used in this research consist of primary and secondary data, in both quantitative and qualitative forms. Quantitative data involves numerical figures, scales, tables, formulas, and other mathematical elements, while qualitative data consists of non-numerical, non-exact information that cannot be measured in numbers or other precise units.
2. Data Sources Data sources play a crucial role in research, as they provide information for understanding various aspects related to the conducted study. Data sources that support answers to research questions are obtained as follows:
 1. Primary data sources: These are data collected through questionnaires and from the direct source, in this case, the Private Junior High School in the North Pulau Dullah Subdistrict of Tual City.
 2. Secondary data sources: These are data obtained from records, books, papers, reports, archives, and other documents.

Population refers to the total number of objects (units/individuals) whose characteristics are under investigation (Sugiyono, 2015). The population encompasses all teachers in the Private Junior High School located in the North Pulau Dullah Subdistrict of Tual City, amounting to 66 individuals. Research sample refers to a subset of the population from which data is collected, aiming to represent the entire population. Out of the total population of 66 individuals, this research employs a full-sample approach, meaning the entire population is considered as the sample, thus called a "saturated sample" study.

Table 1. List of Private Junior High Schools in the North Pulau Dullah Subdistrict of Tual City

No.	School Names	Number of Teachers
1	SMP Utantel Timur	32
2	SMP Al-Hillal	34
Total		66

Source: Tual City Education Office (2022)

Data Analysis Method

Data Analysis was conducted using the analysis process concept developed by Ghazali (2005:160). To test the effect of variables, multiple linear regression analysis was employed:

$$Y = b_0 + b_1X_1 + b_2X_2 + b_3X_3 + \varepsilon$$

Information:

Y = Teacher Job Performance

X₁ = Compensation

X₂ = Motivation

X₃ = Work Discipline

b₀ = Regression constant

b₁, b₂, b₃ = Regression coefficients

ε = Error term

Prior to data processing for hypothesis testing, validity (error testing) and reliability (consistency testing) tests were performed to ensure the reliability of respondents' answers in this study.

a. Validity Test

Validity testing is conducted to measure the accuracy of a test (measurement tool) in performing its measurement function. Validity is assessed by correlating construct scores with total scores. The correlation technique used in this study is the product-moment correlation technique, as follows (Sugiyono, 2017).

Question items in the questionnaire are considered valid if the calculated r-value > table r-value. If the calculated r-value < table r-value, then the question items are considered not valid (Sugiyono, 2017).

b. Reliability Test

Reliability analysis indicates whether an instrument can consistently measure what it intends to measure over time. A measurement is considered reliable if it produces consistent results.

Reliability is considered acceptable if the Cronbach's alpha value is greater than (> 0.60). Data for each variable must be available to perform regression predictions effectively. Calculations are most effective when done using statistical software such as SPSS, which assists in regression analysis (Rusdianti, 2018).

c. t-test (Partial)

The t-test is conducted to determine the partial significant influence of independent variables on the dependent variable. The t-test value can be obtained from the sig value in the Coefficients table in the SPSS for Windows regression output.

The hypotheses are:

Ho: $b_i = 0$ (factor X_i has no influence on Y)

Hi: $b_i \neq 0$ (factor X_i influences Y)

If an X factor influences Y, the calculated t-value is greater than the tabulated t-value, or the calculated probability value is smaller than α ($\alpha=5\%$). Influence is indicated by the rejection of Ho. Conversely, if the calculated t-value is smaller than the tabulated t-value, or the calculated probability value is greater than α ($\alpha=5\%$), it indicates that the factor X has no influence on Y. t-calculated $>$ t-tabulated or P value $<$ α : Reject Ho t-calculated $<$ t-tabulated or P value $>$ α : Accept Ho

d. F-test

The F-test is performed to determine the simultaneous significant influence of factors affecting job performance, consisting of compensation, motivation, and work discipline. The F-test value can be obtained from the sig value in the ANOVA table in the SPSS for Windows regression output.

If an X factor has a substantial influence on Y and the calculated F-value is greater than the tabulated F-value, then at least one X factor significantly influences Y. Conversely, if the calculated F-value is smaller than the tabulated F-value, it indicates that none of the X factors significantly influences Y.

F-calculated $<$ F-tabulated: Accept Ho (no significant combined influence) F-calculated $>$ F-tabulated: Reject Ho (at least one factor significantly influences Y). Coefficient of Determination Analysis (R²) The coefficient of determination analysis is used to determine the proportion of independent variable contribution to the dependent variable, presented as a percentage. The coefficient of determination value can be obtained from the adjusted R-square value in the Model Summary table in the SPSS for Windows regression output.

Results and Discussion

Based on the results of the classical assumption tests, which include tests for normality, multicollinearity, and heteroskedasticity, it is indicated that the multiple regression estimated meets the classical assumption criteria. Therefore, it is anticipated that the results will be favorable in analyzing the influence of independent variables on the dependent variable. The testing of the regression results is conducted both simultaneously using the F-test and partially using the t-test. To provide a clearer understanding:

The purpose of this testing is to examine the influence of leadership and motivation on the job performance of teachers in Private Junior High Schools in the North Pulau Dullah Subdistrict of Tual City by observing the calculated F-value. The simultaneous testing results can be seen in the following figure.

Based on Figure 2, it shows that compensation has an effect on job performance, motivation has an effect on job performance. However, work discipline has no effect on job performance. Simultaneously it shows that all variables (compensation, motivation, and work discipline affect job performance).

Based on the results of the determination test in the figure 2, it can be explained that the value of the coefficient of determination (R²) is 0.520. This coefficient of determination value indicates that the variables of compensation, motivation, and work discipline can only explain or contribute to 52.0% of the variation in teachers' job performance. The remaining 48% is influenced by other variables that were not considered in this study.

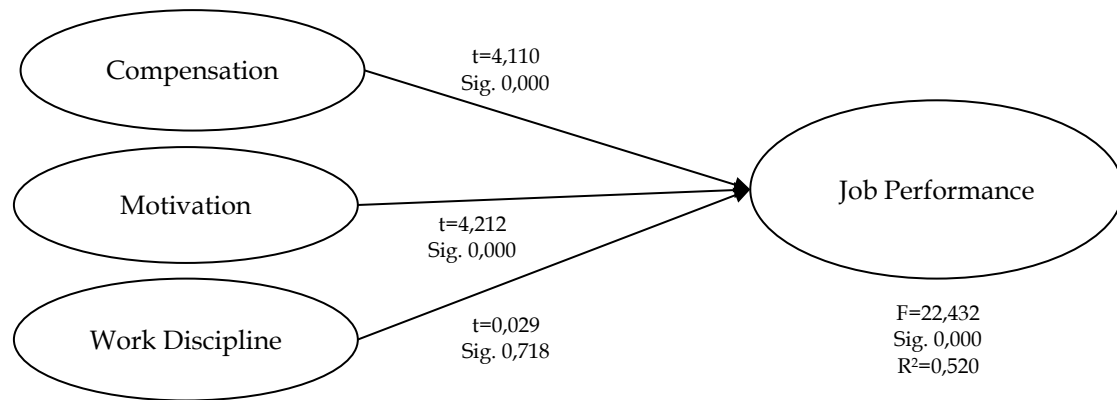


Figure 2. Test Result
Source: Data Processed (2022)

Influence of Compensation on Teachers' Job Performance in Private Junior High Schools in the North Pulau Dullah Subdistrict of Tual City.

Partially, compensation has a positive influence on the job performance of teachers in Private Junior High Schools in the North Pulau Dullah Subdistrict of Tual City. This statistical test proves that there is a positive influence between the compensation variable and teachers' job performance. This is supported by Harahap and Khair (2019), who stated that "One of the management methods to improve job performance, job satisfaction, and employee motivation is through compensation". These results align with previous research by Sitopu et al. (2021) titled "The Influence of The Influence of Motivation, Work Discipline, and Compensation on Employee Performance." His research found that compensation partially has a positive influence on enhancing employee job performance. However, it's worth noting that if compensation doesn't effectively support employees' tasks, it might not lead to good job performance.

The study of the effect of compensation on work performance of private junior high school teachers in Pillau Dullah Utara District, Tual City, presents a significant discussion in the context of human resource management. This phenomenon illustrates the importance of recognizing the role of compensation in influencing teacher performance. When teachers feel that their work efforts are rewarded through adequate compensation, their motivation to give their best work can increase. The main implication of this research is the need to adjust the compensation system so that it is more in line with the contributions and responsibilities of teachers. In these situations, increased compensation, benefits or even non-financial incentives may be considered. Nevertheless, the effect of compensation on work performance can also be influenced by other factors, such as the work environment, professional development, and involvement in decision making. Therefore, the results of this study can be a basis for educational institutions to develop a more holistic strategy in improving teacher performance. Efforts to improve teacher performance through compensation must also be balanced with other efforts, such as developing training programs that focus on developing teaching and leadership skills, as well as increasing teacher participation in school-related decision-making.

Influence of Motivation on Teachers' Job Performance in Private Junior High Schools in the North Pulau Dullah Subdistrict of Tual City.

Partially, motivation has a positive influence on the job performance of teachers in Private Junior High Schools in the North Pulau Dullah Subdistrict of Tual City. This means that there is a positive and significant influence between the motivation variable and teachers' job performance. This finding supports previous research by Anggraeni (2020) that someone with high motivation will work hard and have self-directed behavior towards important goals. Thus, a teacher's high motivation in their work will lead to high job performance. Conversely, lacking motivation to support each task of the teacher will not result in good job performance. Motivation, according to Supomo (2018), is the driving force that creates a person's enthusiasm for working, cooperating effectively, and integrating all their efforts to achieve job performance.

The importance of motivation in influencing teacher performance in private junior high schools in Pillau Dullah Utara District, Tual City, illustrates a crucial issue in human resource management. This study shows that strong motivation can act as the main driver in pushing teachers to give better

performance. When teachers feel inspired and have an intrinsic drive to do a good job, they tend to be more dedicated to teaching and mentoring students. The implication that arises is the need for a holistic approach in motivation management. Efforts to improve teacher performance need to consider various aspects of motivation, such as recognition for their contribution, professional development, a positive work environment, and opportunities to participate in school-related decision-making. Therefore, educational institutions need to design programs that encourage teacher intrinsic motivation, such as ongoing training, achievement-based promotions, and provide more involvement in curriculum development plans. In this context, human resource management must create an environment that supports and maintains teacher motivation, because the positive impact will have a direct impact on improving the quality of education provided by the institution.

Influence of Work Discipline on Teachers' Job Performance in Private Junior High Schools in the North Pulau Dullah Subdistrict of Tual City.

Partially, work discipline has a positive influence on the job performance of teachers in Private Junior High Schools in the North Pulau Dullah Subdistrict of Tual City. This means that there is a positive and significant influence between the work discipline variable and teachers' job performance. According to Santoso (2017), work discipline is a tool used by managers to communicate with employees to encourage them to change their behavior and increase their awareness and willingness to adhere to company rules and social norms. This is in line with the statement by Catio and Sunarsi (2020) that work discipline has a positive influence on improving employee job performance. The results must be balanced between what employees expect and desire compared to what is provided by the Private Junior High Schools in the North Pulau Dullah Subdistrict of Tual City. Usually, unsatisfied employees have low work discipline, leading to lack of enthusiasm, laziness, tardiness, and even mistakes, which are negative and lead to wastage of costs, time, and effort for the institution.

The statement that work discipline has no effect on work performance among private junior high school teachers in Pillau Dullah Utara District, Tual City, brings us to an important debate about the factors that influence performance in the educational context. Although work discipline is usually regarded as an important factor in achieving high job performance, the results of this study indicate that it may not be fully relevant in the situations studied. The implication is that in certain contexts, other factors such as intrinsic motivation, knowledge, teaching skills, and work environment may have a more dominant influence on teacher performance. Therefore, educational institutions need to carry out a more in-depth analysis to understand why work discipline does not have a significant impact in this regard. Further research may be needed to look at other factors that may be the main determinants of teacher performance in Pillau Dullah Utara District. Nonetheless, it is important for educational institutions to ensure that the management of work discipline continues properly, because even though it does not have a direct impact on work performance, poor work discipline can have a negative impact on the work environment and school culture as a whole.

The Influence of Compensation, Motivation, and Work Discipline on Teachers' Job Performance in Private Junior High Schools in the North Pulau Dullah Subdistrict of Tual City.

It can be concluded that there is a linear relationship between Compensation, Motivation, and Work Discipline towards Job Performance, and it shows a positive relationship between the variables Compensation, Motivation, and Work Discipline towards job performance.

The calculated value of the coefficient of determination is greater than the table value, or it can be concluded that there is a positive and significant relationship between the variables Compensation, Motivation, and Work Discipline towards teachers' job performance in Private Junior High Schools in the North Pulau Dullah Subdistrict of Tual City. Meanwhile, the contribution of these three variables to job performance is evident in the coefficient of determination, obtained by squaring the concordance coefficient, resulting in 52.0%. Therefore, it can be concluded that the collective relationship between the variables Compensation, Motivation, and Work Discipline is 52%, while the remaining 48% is influenced by other factors. In line with the opinion of Sibarani and Suryalena (2018) stated that there is a positive relationship between motivation and teachers' job performance. In that study, it was found that high levels of teacher's job motivation are related to a tendency for achieving a relatively high level of job performance.

Conclusion

The research results indicate that the variables Compensation, Motivation, and Work Discipline collectively have a positive and significant impact on the Job Performance of teachers in Private Junior High Schools in the North Pulau Dullah Subdistrict of Tual City. The most dominant factor influencing teachers in Private Junior High Schools in the North Pulau Dullah Subdistrict of Tual City is Motivation. Thus, an individual with high motivation will work hard and exhibit self-controlled behavior directed towards important goals. Therefore, high motivation possessed by a teacher will result in high job performance. Conversely, the absence of motivation supporting every task of a teacher will not lead to good job performance.

The contribution of the Compensation, Motivation, and Work Discipline variables to job performance in Private Junior High Schools in the North Pulau Dullah Subdistrict of Tual City, expressed by a percentage value of 52%, indicates that the variation in job performance is explained by Compensation, Motivation, and Work Discipline. Hence, it can be concluded that the variables selected in the study provide insights into the factors influencing teachers' job performance.

Recommendations:

Based on the conclusions drawn, the following recommendations are suggested, (1) Compensation should be consistently provided to every teacher, even from the beginning of their placement. This will help teachers adapt to the working conditions and prevent potential surprises, while also ensuring that compensation aligns with job demands to prevent decreases in productivity. (2) Motivational practices by leaders should be maintained, with leaders paying serious attention to teacher behavior and addressing any needs, including providing organizational and individual support to facilitate smooth job execution. (3) Work discipline should be enhanced by providing guidance and motivation to all members, while also enforcing sanctions or warnings to teachers who violate rules or arrive late to work. This will promote awareness and improve work discipline to support teachers' job performance in Private Junior High Schools in the North Pulau Dullah Subdistrict of Tual City.

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