



COMMITMENT, MOTIVATION, LEADERSHIP AND WORK CULTURE ON JOB SATISFACTION AND TEACHER PERFORMANCE AT SMK MULTI MEKANIK MASMUR PEKANBARU

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Aulia Ramadona^a, Rizaldi Putra^{a*}, Dadi Komardi^a

^aBusiness Faculty, Institut Bisnis dan Teknologi Pelita Indonesia

*Corresponding author

rizaldi.putra@lecturer.pelitaindonesia.ac.id

Abstract

The purpose of this study was to examine the effect of analysis of commitment, motivation, and leadership and work culture on job satisfaction and teacher performance at SMK Multi Mekanik Masmur Pekanbaru. The sampling technique used in this research is purposive sampling. The sampling criteria in this study were all educators at the Masmur Multi-Mechanical School. There are 100 teachers in this school. The remaining 20 people are education personnel. So the respondents in this study were 100 people who were all education personnel. Data collection techniques using a questionnaire (questionnaire), interviews and documentation. The data analysis technique used descriptive analysis and hypothesis analysis using SPSS and SEM PLS analysis. The results obtained indicate that there is an insignificant effect of commitment on job satisfaction, motivation has no significant effect on job satisfaction, leadership has no significant effect on job satisfaction and work culture has a significant effect on job satisfaction. Furthermore, commitment has no significant effect on teacher performance, motivation has no significant effect on teacher performance, leadership has no significant effect on teacher performance, work culture has a significant effect on teacher performance, and job satisfaction has a significant effect on teacher performance.

Keywords: Commitment, Motivation, Leadership, Work Culture, Job Satisfaction, Teacher Performance

1.0 INTRODUCTION

The teacher is the most important and decisive component in efforts to improve (Renaldo, Sudarno, & Hutahuruk, 2020a) the quality of human resources. The success of implementing education in a school is largely determined by the readiness of teachers in preparing their students through teaching and learning activities. The government through UU RI No. 14, (2005) has issued a Law on teachers and lecturers which contains the rules for the requirements to become teachers and lecturers.

Article 8 of the law states that teachers must have academic qualifications, competencies, and educator certificates, be physically and mentally healthy, and have the ability to realize national education goals. In chapter IV article 20 (a) law number 14 of 2005 above, states that the standard of teacher performance in carrying out their professional duties, the teacher is obliged to plan learning, carry out quality learning processes and assess and evaluate learning outcomes. The main task of the teacher which is manifested in teaching and learning activities is a form of Teacher Performance. Teachers who have good and professional performance in curriculum implementation have characteristics: designing learning programs, implementing learning and assessing student learning outcomes (Supardi, 2014: 59, citing Basyirudin and Usman, 2002: 83).

Based on the achievement data of the Masmur Multi-Mechanical Vocational High School in 2016-2017, the national exam has increased with an average score of 52.19. But this increase in performance could not be maintained, so that teacher performance up to 44.07 in 2017-2018 was a decrease, while in 2018-2019 it rose again, namely 45.07, this increase was very significant when compared to the previous year.

Based on the results of a survey on teacher job satisfaction at Masmur Multi Mechanic Vocational School Pekanbaru, it shows that most of the teachers said they were dissatisfied with working at this school. This shows that there are several factors that can affect employee satisfaction. One of them is commitment (Andi, Sudarno, & Nyoto, 2019), motivation (Irawati, Sudarno, & Komardi, 2019), leadership (Putra & Renaldo, 2020) and work culture (Hosan, Komardi, & Panjaitan, 2019). The purpose of this study was to determine and analyze the influence

of commitment, motivation, and leadership and work culture on job satisfaction and teacher performance at Masmur Multi Mechanic Vocational School Pekanbaru.

2.0 LITERATURE REVIEW

Commitment

According to Allen and Meyer (2016) that commitment means an individual's strong acceptance of the goals and values of the organization, and the individual tries and works and has a strong desire to remain in the organization.

This is in line with research conducted by Aulia Rahmat (2019) whose research results show that work commitment to the performance of Islamic Religious Education teachers in high schools throughout Pidie Regency has a positive effect. This means that the higher the work commitment, the better the performance of Islamic religious education teachers.

The three indicators of work commitment will be described as follows: a. Affective commitment is the degree to which an employee is emotionally attached to, knows, and is involved in the organization. b. Continuance commitment is an assessment of the costs associated with leaving the organization. c. Normative commitment refers to the degree to which a person is psychologically bound to become an employee and an organization based on feelings such as loyalty, warmth, ownership, pride, pleasure, happiness.

Motivation

Motivation is defined as behavior aimed at the target. Looking for income, developing self-potential, actualization, and the need for appreciation (Priansa, 2018).

This research is in line with research that aims to determine the effect of work motivation on teacher performance (Ardiana, 2017; Sari, 2018; Windasari & Yahya, 2019). The results of the study show that work motivation has a positive effect on teacher performance. Basically this motivation is a person's desire to do and complete the task. Someone who has high motivation at work will try to improve his performance in carrying out tasks to achieve the desired goals (Azzahrati, 2018).

Priansa (2018) put forward an indicator of motivation based on the theory of motivation developed by Maslow, that every human being consists of five levels or a hierarchy of needs, namely: a). Physiological Needs (Physiological Needs), is the lowest level needs or also known as the most basic needs. For example the need for food, drink, physical protection, breathing, sex, etc. b). Safety Needs. The need for protection from threats, danger, conflict and the environment, not only in the physical sense, but also mentally, psychologically and intellectually. c). Social (Suyono, Suhardjo, Renaldo, Sudarno, & Sari, 2021) needs, the need to feel belonging, namely the need to be accepted in groups, affiliation, interaction, and the need to love and be loved. d). The need for self-esteem or recognition (Esteem Needs), this need is related to the need to be respected and valued by others. e). Self-Actualization Needs (Self-Actualization Needs), the need to use abilities, skills, potential, the need to express opinions, to express ideas, to provide judgment and criticism of something.

Leadership

Leadership is the ability to influence a group towards the achievement of a set vision or goal. A process of one's activities to move others by leading, guiding, influencing others, to do something in order to achieve the expected results (Sutrisno, 2017). This is in line with research conducted by Abu Hasyim and Supardi (2018) whose research results show that partially, the principal's leadership variable has a significant influence on teacher performance at MTs Negeri Muara Kelingi, Musi Rawas Regency.

Wukir (2013) Leadership indicators include: a). Develop a learning program, b). Carry out learning programs, c). Carry out a learning evaluation, d). Carry out learning evaluation analysis, e). Carry out improvement and enrichment programs, f). Develop and implement programs and g). Open to receiving input for improvement in learning.

Work Culture

Work culture is a habit that is carried out repeatedly by employees in an organization. A philosophy based on a view of life as values that become traits, habits and driving forces, entrenched in the life of a community group or organization, then reflected from attitudes into behavior, beliefs, ideals, opinions and actions that manifest as "work" (Gering & Tri Guno, 2011 in Aisyah & Ariefiantoro, 2019).

This is in line with research conducted by Dwi Murti (2021), the results of his research show that there is a positive and significant influence of teacher work culture on teacher performance.

Work culture is a perspective that fosters confidence on the basis of values believed by teachers to achieve the best work performance with indicators (Journal of Education Management Accountability: Volume 3, No 2, September 2015: 158-172) as follows: (1) Honesty shows an attitude teachers on honesty in the workplace with the following criteria: (a) honest culture in every word and deed with full responsibility in carrying out tasks; (b) a culture of giving awards to honest teachers. (2) Diligence shows the teacher's behavior (Renaldo, Andi, Nur, Junaedi, & Panjaitan, 2021) towards persistence in the workplace with the criteria; (a) a culture of conscientiousness, diligently exploring a job or task consistently and continuously; (b) a culture of attention to the

little things at work. (3) Creativity shows the teacher's behavior towards creativity in the workplace with criteria; (a) the culture of creating new ideas at work; (b) the culture of giving awards to creative teachers; (c) culture presents a variety of appropriate solutions to overcome problems in carrying out tasks. (4) Discipline shows the teacher's behavior towards discipline in the workplace with the following criteria; (a) a culture of attitude not to go against the rules and norms that apply; (b) law enforcement culture with strict sanctions. (5) Science and technology shows the attitude and behavior of teachers towards science and technology in the workplace with the following criteria; (a) science and technology mastery culture is something that must be owned by every teacher in order to accelerate service assignments; (b) utilization of scientific and technological advances to accelerate service tasks.

Job Satisfaction

According to Robbin in Akhmad Abidin (2019): "Job satisfaction is a general attitude towards one's work which shows the difference between the numbers of.

This is supported by the results of research conducted by Sucipno, Rambat Nur Sasongko, Zakaria (2017) which shows that job satisfaction has a significant effect on performance. Novita & Ruhana, (2016) revealed that there are a number of indicators of job satisfaction, namely: a). The job itself job satisfaction is the main source of satisfaction. b). Salary wages and salaries are known to be significant, but cognitively complex and a multidimensional factor in job satisfaction. c). Promotion of promotion opportunities is likely to have a different effect on job satisfaction because promotions take a number of different forms and have various rewards. d). Supervision is another important source of job satisfaction. There are two dimensions of supervisory style that affect job satisfaction (Hafni, Renaldo, Chandra, & Thaief, 2020). The first is employee-centered and the other dimension is participation or influence, as illustrated by managers enabling people to participate in decision-making. e). Cooperative co-workers or team members are the simplest source of job satisfaction for individual employees. Work groups, especially strong teams, act as a source of support, comfort, advice, and assistance to individual members. f). Working conditions the effect of the work environment on job satisfaction is the same as that of the work group. If everything goes well, there is no job satisfaction problem."

Teacher performance

According to Simamora in Tamami (2016), performance refers to the level of achievement of the tasks that make up an employee's job. According to Supardi (2016) which can be used as indicators of teacher performance standards include the ability to develop lesson plans, the ability to carry out learning, the ability to hold interpersonal relationships, the ability to carry out assessments of learning outcomes, the ability to carry out enrichment and the ability to carry out remedial.

Influence between Variables

The Effect of Commitment on Job Satisfaction and Teacher Performance

Research journals found that work commitment greatly influences teacher performance (Bulan, Chandra, & Komara, 2018) and improves teaching and learning outcomes in schools. In this study it was found that with commitment government agencies will also prioritize employees who have high dedication and commitment to these agencies to be able to realize higher productivity and employee satisfaction (Mahayasa et al., 2018). Therefore, sometimes agencies will give high appreciation to employees who have served their agencies for a long time, they will also receive more trust from their superiors. Furthermore, Rahman (2019) argues that the achievement of organizational goals is largely determined by the performance and effectiveness of employees in carrying out their duties.

The Effect of Motivation on Job Satisfaction and Teacher Performance

Research journals found that motivation greatly influences teacher performance (Hidayat, Chandra, & Panjaitan, 2018) and improves teaching and learning outcomes in schools. In this study it was found that with the motivation of the workforce, both employees and teachers will have practical strategies in completing all work and achieving predetermined targets (Han & Yin, 2016). In a study written by Reena Ali and M.Shakil Ahmed in 2009, this research found that decent rewards, opportunities for promotions, gain recognition and security at work are indicators of employee motivation at work. These indicators are stated as indicators that have been tested statistically (Ali & Ahmed, 2009).

The Influence of Leadership on Job Satisfaction and Teacher Performance

In a journal written by Abdul Basit, Veronica Sebastian and Zubair Hassan in 2017, it was found that the leadership style adopted by leaders greatly influences employee performance. The increase in employee performance can be seen from the increased creativity and innovation of employees in completing work. Not only that, employees are also more motivated to work as a team (Basit et al., 2017). Indicators in leadership style in this case is transformational leadership is charisma, individual wisdom, intellectual ability and inspiration. In the research journal Transformational Leadership and Its Predictive Effects on Leadership Effectiveness written by Amir Sadeghi and Zaidatul Akmaliah Lope Pihie in 2012 it was found that charisma and inspiration have a very large influence

on teacher performance, while the other two indicators are individual policy and the intellectual ability of a leader has a lower influence than the other two indicators, namely charisma and inspiration (Sadeghi & Pihie, 2012).

The Influence of Work Culture on Job Satisfaction and Teacher Performance

In research conducted by Anozie Obinna Paschal and Ismail Nizam in 2016 with the theme Effects of Organizational Culture on Employees Performance: Case of Singapore Telecommunication, it was found that organizational culture has a very large influence on employee performance. With an organizational culture where every employee has the desire to compete in a healthy manner with their co-workers, better performance will automatically be created and have high motivation to achieve collective work goals (Paschal & Nizam, 2016). In other research also written by Muhammad Alfani, Sulastini, Dwi Wahyu Artiningsih in 2016 with the title Team Work, Respect for People, Outcome Orientation, Innovation, Stability and Attention to Details in Determining Employees' Organizational Commitment. From this study, researchers found that innovation and taking risks, attention to details, result orientation, human orientation, team orientation, aggressiveness and stability are indicators or determining factors that influence organizational culture (Alfani et al., 2016).

The Effect of Job Satisfaction on Performance

Research on job satisfaction is clearly exposed in a research journal entitled Impact of Working Environment on Job Satisfaction written by Abdul Raziq and Raheela Maulabakhsh in 2015. In this research journal it is certain that with job satisfaction, work achievements and targets can automatically be achieved realized more efficiently and effectively (Raziq & Maulabakhsh, 2015b).

In another study written by Muhammad Shabbir and Song Wei entitled Job Satisfaction Variance among Public and Private School Teachers, Case of Pakistan Administrative Kashmir in 2015, the research journal found that salary, additional allowances, employment, career development, supervision, relatives work and work environment are indicators of teacher job satisfaction. Salary, additional allowances, employment, career development, supervision, work relatives and work environment are the determining factors, in which the study found that many teachers were still dissatisfied with what they got from the school where they worked. In the absence of satisfaction at work, of course this will hinder the work performance of teachers (Shabbir & Wei, 2015). In a research journal entitled The Determinant Factors That Effect Teacher Performance of Public Senior High School in Deli Serdang District, written by Miska Gewasari, Belferik Manullang and Abdul Muin Sibuea in 2017 stated that teacher job satisfaction has a direct effect on teacher work performance, teacher performance determined from the competence possessed by the teacher and the better the quality of the teacher's work, this will have an impact on increasing the quality of learning in schools. With good performance from a teacher, the quality of professionalism of a teacher will automatically be maintained properly. Not only that, researchers also found that with increased performance, teachers will always carry out self-development in terms of curriculum and create a better learning system for their students (Gewasari et al., 2017). Research on performance has also been conducted by Arman, Syamsul Bachri Thalib, and Darman Manda in 2016, the research was written under the title The effect of school supervisors competence and school principals competence on work motivation and performance of Junior High School teachers in Maros Regency, Indonesia, in this study the researchers found that performance indicators were quality of work, speed or accuracy of work, initiative in work, work ability and communication. By fulfilling all the indicators above, the teacher is considered to have good performance and is able to create a quality learning system (Arman et al., 2016).

Hypothesis

The hypothesis that has been formulated is as follows:

- H1: Commitment has no significant effect on job satisfaction
- H2: Motivation has no significant effect on job satisfaction
- H3: Leadership has no significant effect on job satisfaction
- H4: Work culture has a significant effect on job satisfaction
- H5: Commitment has no significant effect on teacher performance
- H6: Motivation has no significant effect on teacher performance
- H7: Leadership has no significant effect on teacher performance
- H8: Work culture has a significant effect on teacher performance
- H9: Job satisfaction has a significant effect on teacher performance

3.0 METHODOLOGY

Place and time of research

This research was conducted at Masmur Multi-Mechanical Vocational High School (SMK) Pekanbaru. Its address is at Jalan K. H. Ahmad Dahlan number 96 Sukajadi Pekanbaru. The Masmur Multi-Mechanical Vocational School in Pekanbaru is established under the auspices of the Riau Regional Masmur Foundation. Research time starts from March 2021 until completion.

Population

The population in this study were 120 people at Masmur Multi-Mechanical School Pekanbaru.

Sample

The sampling technique used in this research is purposive sampling. The sampling criteria in this study were all teaching staff at the Masmur Multi-Mechanical School. There are 100 teachers in this school. The remaining 20 people are educational staff. So the sample in this study is 100 people who are all teaching staff.

Data Types and Sources

The types and sources of data used in this thesis research consist of:

1. Primary Data: Is data in the form of information obtained directly from the Masmur Multi-Mechanical Vocational High School Pekanbaru in the form of interviews, questionnaires with all teachers directly.
2. Secondary Data: Is data or information that has been compiled by researchers, previous research journals.

Data Collection Technique

In this study the data collection technique that the researchers used was a questionnaire which was distributed to respondents who were at Masmur Multi-Mechanical Vocational High School Pekanbaru.

Data Analysis Technique

The data analysis technique in this study used a purposive sampling technique, which is a sampling technique that takes part of the population as a sample. That is, only teachers are sampled and will be tested.

Descriptive Analysis

The descriptive analysis in this study contains a discussion of the characteristics of the respondents associated with the responses of the respondents.

1. Analysis of the characteristics of the respondents. Respondent characteristic analysis consisted of respondent's age, gender, respondent's position and respondent's certification. The analysis to be carried out is in the form of analysis using the mode.
2. Analysis of respondents' responses. The analysis of the respondents' responses contains a discussion of the respondents' responses associated with the characteristics of the respondents. Analysis of respondents' responses is used to determine the level of respondents' perceptions of the research variables. Descriptive analysis with the average value calculated at 5 (five) levels of mapping where the mapping range is as large as $(5-1)/5 = 0.8$.

Hypothesis Analysis

Hypothesis analysis in this study consisted of validity test, reliability test, multicollinearity test, coefficient of determination test, structural equation analysis, and path analysis test.

Validity Test

Validity test is a questionnaire test conducted to measure validity. Sugiyono (2017) said, the validity test shows the degree of accuracy between the data that actually occurs on the object and the data collected by the researcher to find the validity of an item, we correlate the item scores with the total of these items. If the coefficient between items and total items is equal to or above 0.3 then the item is declared valid, but if the correlation value is below 0.3 then the item is declared invalid. To find the coefficient value, the researcher used PLS software to analyze the validity test of this research plan. The minimum requirement to be considered a valid instrument item is a valid index value that is a validity index value > 0.3 Sugiyono (2017).

Reliability Test

Reliability test is the extent to which measurement results using the same object will produce the same data Sugiyono (2017). The reliability test of the questionnaire in this study used the Cronbach's Alpha statistical test. If the Cronbach's Alpha value is ≥ 0.7 then the item is said to provide a sufficient level of reliability, otherwise if the correlation value is below 0.7 then the item is said to be less reliable.

Multicollinearity Test

Ghozali (2011) said that the multicollinearity test aims to test whether the regression model found a correlation between the independent (free) variables. A good regression model should not have a correlation between the independent (free) variables. If the independent variables are correlated, then these variables are not orthogonal. Orthogonal variables are independent variables whose correlation values between all independent variables are equal to zero. To detect the presence or absence of Multicollinearity, it can be seen in the Variance Inflation Factor (VIF) and Tolerance. The guideline for a multicollinearity-free regression model is to have a tolerance number close to 1, the VIF limit is 10, if the VIF value is below 10, then there are no symptoms of multicollinearity.

Determination Coefficient Test

The Coefficient of Determination Test (R²) is a test that aims to assess the percentage of the influence of the indicators that affect the dependent variable, while the rest can be influenced by other indicators that are not explained in this study. Ghozali (2013) said, the coefficient of determination (R²) basically measures how far the model is in explaining the variation of the dependent variable. The value of the coefficient of determination is between zero and one. The small value of R² means that the ability of the independent variables to explain the variation in the dependent variable is very limited. A value close to one means that the independent variables provide almost all the information (Chandra, Renaldo, & Putra, 2018) needed to predict the variation of the dependent variable.

Structural Equation Analysis Test

The stages of structural equation analysis are 5 steps, namely:

1. Development of a model based on theory
2. Compile path diagrams and structural equations. The form of a function or equation, namely as follows:

$$Y_1 = \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e_1$$

$$Y_2 = \beta_5 X_1 + \beta_6 X_2 + \beta_7 X_3 + \beta_8 X_4 + \beta_9 Y_1 + e_2$$

where:

Y₁ : job satisfaction

Y₂ : performance

X₁ : commitment

X₂ : motivation

X₃ : leadership

X₄ : work culture

β₁... β₉ : standardized coefficient

e₁...e₂ : error term

3. Test the assumptions in structural equation modeling. Path analysis or Path Analysis was first developed in the 1920s by a geneticist, namely Sewall Wright. The path analysis model is used to analyze the relationship pattern between variables with the aim of knowing the direct and indirect effect of a set of independent (exogenous) variables on the dependent (endogenous) variable Ghozali (2016). There are several basic assumptions for conducting research using the path analysis method:
 - a. The relationship between variables must be linear.
 - b. The research model has a causality relationship with a one-way arrow, there is no inverse relationship.
 - c. Minimal endogenous variables on the interval scale. The research instrument must be valid.
 - d. Using a probability sample, which is a sampling technique to give each member of the population the same opportunity to be selected as a member of the sample.
4. Measurement of Capital Fit. The final step of the SEM assumption test is the measurement of each construct to assess the unidimensionality and reliability of the construct. Unidimensionality is the assumption that underlies the calculation of reliability and is shown when the indicator of a construct has an acceptable fit of one single factor model. The Cronbach alpha measurement does not guarantee unidimensionality but assumes unidimensionality. The approach to assessing the measurement model is to measure the composite reliability and variance extracted for each construct. Reliability is a measure of the internal (Renaldo, Sudarno, & Hutahuruk, 2020b) consistency indicator of a construct. High reliability results provide confidence that the individual indicators are all consistent with their measurements. Generally accepted level of reliability is > 0.70 while reliability < 0.70 is accepted for exploratory research Ghozali (2017). Variance extracted is a measure of validity. Validity is a measure of the extent to which all indicators accurately measure what is to be measured. The recommended figure for the variance extracted is > 0.50 Ghozali (2017). Reliability is an indicator of internal consistency in a construction. High reliability results provide confidence that all indicators are consistent with their measurements. In addition, there is another measure of reliability, namely variance extracted, which is a measure of validity. Validity is a measure to the extent that all indicators accurately measure what is meant to be measured. The recommended value for the variance extracted is > 0.50, with the following formula Ghozali (2017):
5. Data processing and hypothesis testing. The next step is to process the data using PLS. The results obtained can be directly used to test the hypothesis.

4.0 RESULTS AND DISCUSSION

Respondent Characteristic Analysis

Respondents in this study were all teachers, totaling 100 people. Respondent characteristics in this study consisted of four criteria in the form of respondent characteristics based on gender, age, level of education, and years of service. The collection of data on the characteristics of the respondents was carried out by distributing questionnaires to all teachers. Next will be explained one by one.

Characteristics of Respondents by Gender

There are 100 teachers who are female, namely 59 people or 59%. While men are only 41 people or 41%. A very big difference. But this is understandable considering that women have personality traits that are very suitable as educators.

Characteristics of Respondents by Age

The highest number of teachers is at the age of over 40 years, namely 41 people or 41%, ages 31-40 years amounting to 39 people or 39% and the lowest number of teachers is at the age of 21-30 years, namely 20 people or 20%.

Characteristics of Respondents According to Education

The highest number of teachers is in undergraduate education, namely 94 people or 94% and the lowest number of teachers is in masters education, namely 6 people or 6%.

Characteristics of Respondents According to Working Period

The lowest number of teachers at 1-2 years of service is 11 people or 11%, 3-5 years 26 or 26%, 6 -10 years is 30 people or 30% and the highest number of teachers is at work over 10 years, namely 33 people or 33%.

Respondents' Responses to the Commitment Variable (X1)

Responses from 100 respondents to the statements summarized in the commitment indicators. On average, respondents gave very good responses to commitment, the highest response was found in statement 1, which was equal to 4.76, that was "responsible for a job". It can be concluded that respondents gave the opinion that it was very good to have a commitment to give responsibility for work at Masmur Multi Mechanic Vocational School Pekanbaru.

Respondents' Responses to Motivational Variables (X2)

The average respondent gave very good responses to each respondent's perception of teacher motivation. However, there is still a range between the statements with the highest score (4.70) and the lowest (3.98) so there are still things that need to be addressed to increase work motivation at Masmur Multi Mechanic Vocational School Pekanbaru.

Respondents' Responses to Leadership Variables (X3)

Of the 100 respondents at Masmur Multi Mechanic Vocational School Pekanbaru, on average the respondents gave very good responses to the leadership variable. It can be concluded that the respondents gave the opinion that the leadership at Masmur Multi Mechanic Vocational School Pekanbaru was very good with the perceptions of each respondent.

Respondents' Responses to Work Culture Variables (X4)

Of the 100 respondents at Masmur Multi Mechanic Vocational School Pekanbaru, on average they gave very high responses to work culture variables. From the results of this data processing, it can be concluded that the respondents gave the assumption with their respective perceptions that the teacher's work culture at Masmur Multi Mechanic Vocational School Pekanbaru is very high.

Respondents' Responses to Job Satisfaction Variables (Y1)

The teacher job satisfaction variable of 100 teachers, on average, is very high. Direct assessment was given by the Principal in accordance with the perceptions of each teacher at Masmur Multi-Mechanical Vocational School Pekanbaru.

Respondents' Responses to Teacher Performance Variables (Y2)

The teacher performance variable of 100 teachers, on average, is very high. Direct assessment was given by the Principal in accordance with the perceptions of each teacher at Masmur Multi-Mechanical Vocational School Pekanbaru.

Instrument Testing (Questionary Test)**Validity test**

Validity test is used to determine whether the statement is valid (valid) or not. The decision criterion is to compare the Corrected Item - Total Correlation value compared to the r table value with a level of (α) 0.03. If the Corrected Item–Total Correlation value is greater than the table then the indicator is valid (valid) and vice versa (Ghozali, 2005).

In order to find out if the data is valid, the data must first be processed through a test using a program. Through the validity test with the SPSS program to obtain r tables is done by looking at the r table with $n = 100$ at $\alpha = 3\%$. If $r_{count} > r_{table} = \text{Valid}$ and $r_{count} < r_{table} = \text{Invalid}$. R table (Corrected Item – Total Correlation).

Commitment Variable Instrument Validity Test (X1)

Based on the study of commitment theory, 6 (six) dimensions were determined which were represented in 12 statements in the form of a questionnaire given to 100 respondents to answer them. The results of the answers are declared valid because the calculated r value is greater than the r-critical value of 0.254.

Instrument Validity Test Motivation Variable (X2)

In general, employee motivation at work is to earn income, develop self-potential, actualization, and the need for appreciation, Priansa (2018). Based on theoretical studies and case studies regarding teacher motivation, 2 (two) dimensions were determined which were represented by 16 statements in the form of a questionnaire given to 100 respondents to answer them. The answer results are declared valid because the r-count value is greater than the r-critical value, which is 0.254.

Test the Validity of the Leadership Variable Instrument (X3)

According to Sutrisno, 2017 leadership is a process of one's activities to move others in leading, guiding, influencing others, to do something in order to achieve the expected results. Leadership in this study is expressed in 3 (three) dimensions which are represented in 16 statements. The answer results are declared valid because the r-count value is greater than the r-critical value, which is 0.254.

Test the Validity of Work Culture Variable Instruments (X4)

The work culture variable is defined in 5 (five) dimensions which are represented by 22 statements in the form of a questionnaire given to 100 respondents. The answer results are declared valid because the r-count value is greater than the r-critical value, which is 0.254.

Test the Instrument Validity Variable Job satisfaction (Y1)

Basically job satisfaction is an individual thing. Each individual will have a different level of satisfaction according to the value system that applies to him. The more aspects of work that are in accordance with the wishes of the individual, the higher the level of satisfaction he feels and vice versa.

Job satisfaction in this study, defined 3 (three) dimensions which are represented by 24 statements. The answer results are declared valid because the r-count value is greater than the r-critical value, which is 0.254.

Instrumental Validity Test of Teacher Performance Variables (Y2)

Performance is the result obtained from an organization, whether the organization is profit oriented or nonprofit oriented, which is produced over a period of time. Based on the definition above, performance is a strategic concept in order to establish a cooperative relationship between management and employees/teachers to achieve good performance. The most dominant element is human resources. or personnel who carry out the work are not qualified and do not have high morale, then the plans that have been prepared will be in vain.

Performance in this study, determined by 2 (two) dimensions which are represented by 24 statements. The answer results are declared valid because the r-count value is greater than the r-critical value, which is 0.254.

Reliability Test Results

The reliability test is a questionnaire test that is intended to measure the consistency (reliability) of the respondents' answers. If measurements are made with the same object, it will produce the same data. The reliability test of the questionnaire in this study used the Cronbach's Alpha statistical test. If the Cronbach's Alpha value is ≥ 0.7 then the item is said to provide a sufficient level of reliability, otherwise if the correlation value is below 0.7 then the item is said to be less reliable.

Table 1. Test the Reliability of All Variables

Variable	Cronbach's Alpha	r table	Reliability
Work Culture (X4)	0,923	0,70	Reliable
Leadership (X3)	0,886	0,70	Reliable
Job Satisfaction (Y1)	0,933	0,70	Reliable
Teacher Performance (Y2)	0,942	0,70	Reliable
Commitment (X1)	0,817	0,70	Reliable
Motivation (X2)	0,900	0,70	Reliable

Source: Processed data, 2020

Discriminant Validity Test

The individual reflexive measure is said to be valid if it has a loading value with the latent variable you want to measure ≥ 0.5 .

Table 2. Discriminant Validity

Variable	Construct Reliability	Variance Extracted
Work Culture (X4)	0,935	0,569
Leadership (X3)	0,906	0,520
Job Satisfaction (Y1)	0,942	0,598
Teacher Performance (Y2)	0,950	0,614
Commitment (X1)	0,851	0,493
Motivation (X2)	0,919	0,588

Source: Processed data, 2020

Determination Coefficient Test (R2)

The coefficient of determination (adjusted R square) is used to measure how far the model's ability to explain the variation of the dependent variable. The value of the coefficient of determination is between zero and one ($0 < R^2 < 1$).

Table 3. Determination Coefficient Test (R2)

	R Square Adjusted	Persentase
Kepuasan Kerja (y1)	0,401	40 %
Kinerja guru (y2)	0,266	26 %

Source: Processed data, 2020

Multicollinearity Test

According to Sugiyono (2017) the multicollinearity test aims to test whether a regression model finds a correlation between independent (independent) variables. To find whether or not there is multicollinearity in the regression model, it can be seen from the tolerance value and the Variance Inflation Factor (VIF) value.

Table 4. Multicollinearity Test

Endogenous		Exogenous	VIF	Information
Work Culture (X4)	→	Job Satisfaction	1.261	No Multicollinearity
Work Culture (X4)	→	Teacher Performance	1.763	No Multicollinearity
Leadership (X3)	→	Job Satisfaction	1.276	No Multicollinearity
Leadership (X3)	→	Teacher Performance	1.276	No Multicollinearity
Job Satisfaction (Y1)	→	Teacher Performance	1.741	No Multicollinearity
Commitment (X1)	→	Job Satisfaction	1.063	No Multicollinearity
Commitment (X1)	→	Teacher Performance	1.075	No Multicollinearity
Motivation (X2)	→	Job Satisfaction	1.480	No Multicollinearity
Motivation (X2)	→	Teacher Performance	1.532	No Multicollinearity

Source: Processed data, 2020

Path Analysis

The two structural equations produced in this study can be seen from the PLS 21 output on the total effect as presented in table 5 below:

Table 5. Total Effects

No	Endogenous		Exogenous	Estimate	Conclusion
1	Work Culture (X4)	→	Job Satisfaction (Y1)	0,537	Positive
2	Work Culture (X4)	→	Teacher Performance (Y2)	0,421	Positive
3	Leadership (X3)	→	Job Satisfaction (Y1)	0,001	Positive
4	Leadership (X3)	→	Teacher Performance (Y2)	0,058	Positive
5	Job Satisfaction (Y1)	→	Teacher Performance (Y2)	-0,423	Negative
6	Commitment (X1)	→	Job Satisfaction (Y1)	0,084	Positive
7	Commitment (X1)	→	Teacher Performance (Y2)	0,114	Positive
8	Motivation (X2)	→	Job Satisfaction (Y1)	0,172	Positive
9	Motivation (X2)	→	Teacher Performance (Y2)	0,351	Positive

Source: Processed data, 2020

From the results of the SEM PLS Path Analysis in the figure above, a relationship or model equation in this study can be made as follows:

1. Structure of Equation I

$$Y1 = \beta_1 X1 + \beta_2 X2 + \beta_3 X3 + \beta_4 X4$$

$$Y1 = 0.084X1 + 0.172 X2 + 0.001X3 + 0.537X4$$

2. Structure of Equation II

$$Y2 = \beta_1 X1 + \beta_2 X2 + \beta_3 X3 + \beta_4 X4 + Y1$$

$$Y2 = 0.078X1 + 0.278 X2 + 0.057X3 + 0.194 X4 - 0,423 Y1$$

Based on the structural equation of the model can be explained as follows:

1. The commitment variable has a positive relationship to job satisfaction of 0.084. This value means that if commitment considers other factors constant, it can increase commitment by 0.084.
2. Variable motivation has a positive relationship to job satisfaction of 0.172. This value means that if motivation assumes other factors are constant, it can increase motivation by 0.172.
3. The leadership variable has a positive relationship to job satisfaction of 0.001. This value means that if leadership considers other factors constant, it can increase job satisfaction by 0.001.
4. The work culture variable has a positive relationship to teacher job satisfaction of 0.537. This value means that if the work culture assumes other factors are constant, it can increase teacher job satisfaction by 0.537.
5. The positive relationship commitment variable to teacher performance is 0.078. This value means that if commitment considers other factors constant, it can increase teacher performance by 0.078.
6. The motivation variable has a positive relationship to teacher performance of 0.278. This value means that if motivation assumes other factors are constant, it can increase teacher performance by 0.278.
7. The leadership variable has a positive relationship to improving teacher performance by 0.057. This value means that if leadership assumes other factors are constant, it can increase teacher performance by 0.057.
8. The work culture variable has a positive relationship to improving teacher performance by 0.194. This value means that if the work culture assumes other factors are constant, it can increase teacher performance by 0.194.
9. The job satisfaction variable has a positive relationship to improving teacher performance by -0.423. This value means that if job satisfaction assumes other factors are constant, it can increase teacher performance by -0.423.

Hypothesis Testing with SEM PLS

Table 6. Hypothesis Test

Hypothesis	Endogenous Variable	Exogenous Variable	T Statistic	P Value	Conclusion
H ₁	Work Culture	Job Satisfaction	4,043	0,000	Significant
H ₂	Work Culture	Teacher Performance	3,515	0,000	Significant

Hypothesis	Endogenous Variable	Exogenous Variable	T Statistic	P Value	Conclusion
H ₃	Leadership	Job Satisfaction	0,008	0,994	Insignificant
H ₄	Leadership	Teacher Performance	0,304	0,761	Insignificant
H ₅	Job Satisfaction	Teacher Performance	1,835	0,067	Significant
H ₆	Commitment	Job Satisfaction	0,501	0,616	Insignificant
H ₇	Commitment	Teacher Performance	0,471	0,638	Insignificant
H ₈	Motivation	Job Satisfaction	0,788	0,431	Insignificant
H ₉	Motivation	Teacher Performance	1,539	0,124	Insignificant

Source: Processed data, 2020

Based on the table above, the results of testing all hypotheses can be explained as follows:

1. The Effect of Commitment on Job Satisfaction

Based on the results of testing the commitment variable on job satisfaction, it shows an insignificant value of 0.616 or greater than the value of 0.07, because the insignificant level is greater than 0.1. It can be concluded that the commitment variable has no significant effect on job satisfaction. this means that the proposed hypothesis is rejected.

2. The Effect of Motivation on Job Satisfaction

Based on the results of testing the motivation variable on job satisfaction, it shows an insignificant value of 0.638 or greater than the value of 0.1, because the non-significance level is greater than 0.1. It can be concluded that the motivational variable has an insignificant effect on job satisfaction so that the proposed hypothesis is rejected.

3. The Influence of Leadership on Job Satisfaction

Based on the results of testing the leadership variable on job satisfaction, it shows an insignificant value of 0.994 or greater than the value of 0.1, because it has no significance greater than 0.1. It can be concluded that the leadership variable has a significant influence on job satisfaction so that the proposed hypothesis is rejected.

4. Effect of work culture on job satisfaction

Based on the results of testing the work culture variable on job satisfaction, it shows a significance value of 0.000 or less than 0.1, because the significance level is less than 0.1. It can be concluded that the work culture variable has a significant influence on job satisfaction so that the proposed hypothesis is accepted.

5. The Effect of Commitment on Teacher Performance

Based on the results of testing the variable commitment to teacher performance, it shows an insignificant value of 0.638 or greater than the value of 0.1, because the non-significance level is greater than 0.1. It can be concluded that the commitment variable has no significant effect on teacher performance. so that the proposed hypothesis is rejected.

6. The Effect of Motivation on Teacher Performance

Based on the results of testing the motivational variable on teacher performance, it shows an insignificant value of 0.124 or greater than the value of 0.1, because the non-significance level is greater than 0.1. So it can be concluded that the motivation variable has a significant influence on teacher performance so that the proposed hypothesis is rejected.

7. The Influence of Leadership on Teacher Performance

Based on the results of testing the leadership variable on teacher performance, it shows an insignificant value of 0.761 or greater than the value of 0.1, because the significance level is greater than 0.1. Thus leadership has an insignificant influence on teacher performance, so that the proposed hypothesis is rejected.

8. The influence of work culture on teacher performance

Based on the results of testing the work culture variable on teacher performance, it shows a significance value of 0.000 or less than 0.1, because the significance level is less than 0.1. Thus work culture has a significant influence on teacher performance, so that the proposed hypothesis is accepted.

9. The Effect of Job Satisfaction on Teacher Performance

Based on the results of testing the variable job satisfaction on teacher performance, it shows a significance value of 0.067 or greater than the value of 0.1, because the significance level is greater than 0.1. Thus job satisfaction has a significant influence on teacher performance, so that the proposed hypothesis is accepted.

Analysis of the results of the research and discussion in this study entitled "The Influence of Commitment, Motivation, Leadership and Work Culture on Job Satisfaction and Teacher Performance at Multi Mechanic Vocational High School Masmur Pekanbaru".

Discussion and Research Results

The Effect of Commitment (X1) on Job Satisfaction (Y1)

The results of this study indicate that commitment has a positive effect on teacher job satisfaction at Masmur Multi-Mechanical Vocational High School Pekanbaru.

The Effect of Motivation (X2) on Job Satisfaction (Y1)

Relating to the Variables of Motivation and Job Satisfaction Variables, this study resulted in motivation having a positive effect on Job Satisfaction of Teachers at Multi Mechanic Vocational High School Masmur Pekanbaru. This means that strong motivation will be able to provide high job satisfaction.

The Effect of Leadership (X3) on Job Satisfaction (Y1)

Testing the leadership hypothesis on job satisfaction in this study gave the result that leadership has a positive effect on teacher job satisfaction at SMK Multi Mekanik Masmur Pekanbaru.

Effect of Work Culture (X4) on Job Satisfaction (Y1)

Through hypothesis testing, the results show that work culture has a positive effect on teacher job satisfaction at SMK Mullti Mekanik Masmur Pekanbaru.

The Effect of Commitment (X1) on Teacher Performance (Y2)

The results of this study indicate that commitment has a positive effect on Teacher Performance at Multi-Mechanical SMK Masmur Pekanbaru.

Effect of Motivation (X2) on Teacher Performance (Y2)

With regard to the Variables of Motivation and Teacher Performance Variables, this study resulted in motivation having a positive effect on Teacher Performance at Multi Mechanic Vocational High School Masmur Pekanbaru. This means that strong motivation will be able to provide high teacher performance.

The Effect of Leadership (X3) on Teacher Performance (Y2)

Testing the leadership hypothesis on teacher performance in this study gave the result that leadership has a positive effect on teacher performance at Masmur Multi Mechanic Vocational School Pekanbaru.

Effect of Work Culture (X4) on Teacher Performance (Y2)

Through hypothesis testing, the results show that work culture has a positive effect on teacher performance at SMK Mullti Mekanik Masmur Pekanbaru.

Effect of Job Satisfaction (Y1) on Teacher Performance (Y2)

The test results on Job Satisfaction on Teacher Performance show that Job Satisfaction has a negative effect on Teacher Performance.

5.0 CONCLUSION

Based on the test results and discussion in this study, a conclusion can be made as follows: (1) Commitment variable has no significant effect on job satisfaction at SMK Multi Mechanik Masmur Pekanbaru. (2) Variable motivation has no significant effect on job satisfaction at SMK Multi Mechanik Masmur Pekanbaru. (3) Leadership variable has no significant effect on job satisfaction at Masmur Multi Mechanic Vocational School Pekanbaru. (4) Work culture variable has a significant effect on job satisfaction at Masmur Multi Mechanic Vocational School Pekanbaru. (5) Commitment variable has no significant effect on teacher performance at Masmur Multi-Mechanical Vocational School Pekanbaru. (6) The variable of motivation has no significant effect on teacher performance at Masmur Multi Mechanic Vocational School Pekanbaru. (7) Leadership variable has no significant effect on teacher performance at Masmur Multi-Mechanical Vocational School Pekanbaru. (8) The work culture variable has no significant effect on teacher performance at Masmur Multi Mechanic Vocational School Pekanbaru. (9) The Job Satisfaction Variable has a significant effect on teacher performance at Masmur Multi Mechanic Vocational School Pekanbaru.

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