



# Unveiling the Impact of School Culture and Information Technology Usage on Teacher Performance: The Role of Work Motivation

Ika Setiyaningrum<sup>✉</sup>, Haryono Haryono, Arief Yulianto

Universitas Negeri Semarang, Indonesia

### Article Info

#### Article History:

Received 20<sup>th</sup> January 2022

Accepted 02<sup>th</sup> March 2022

Published 15<sup>th</sup> August 2022

#### Keywords:

School culture, Information Technology, Work Motivation, Teacher Performance

### Abstract

The purpose of this research was to investigate the ways in which school culture, information technology use, and teacher motivation all influence teacher performance, with teacher motivation serving as a mediating variable. The effectiveness of a teacher is measured by how well they carry out their job responsibilities, which include, but are not limited to, classroom management, planning, grading, and grading, as well as school administration, student counseling, and service delivery. School climate, information technology utilization, and educator motivation all have a role in how well teachers do their jobs. The research strategy used in this study is quantitative. There was a total of 110 teachers used for the study, all of them worked in public junior high schools in the Temanggung area. Cluster proportional sampling was used for the data collection. The questionnaire used as the study instrument was previously tested for its validity and reliability. In data analysis for hypothesis testing, path analysis and the Sobel test are used to examine potential mediating variables. Teachers' output is found to be affected by factors including school climate, information technology use, and job satisfaction. School culture and the use of technology serve as mediators between teachers' job motivation and students' learning outcomes. The conclusion is that the effect of independent variables on the dependent variable may be moderated by the effect of school culture and the use of information technology on teacher performance and work motivation.

<sup>✉</sup>Correspondence Address:

Kampus Unnes Jl. Kelud Utara III Semarang 50237, Indonesia  
E-mail: nipusti@gmail.com

**p-ISSN 2252-7001**

**e-ISSN 2502-454X**

## INTRODUCTION

It should be the responsibility of every educational institution to investigate the causes of inadequate teacher performance in regards to the problem of teacher performance. According to Tabrani (2000: 17), teacher performance entails carrying out the learning process both inside and outside of the classroom, as well as working on school administration and learning administration, providing guidance and services to students, and conducting assessments.

Low teacher performance is caused by several of factors, including organizational culture, principal leadership, teacher competence, and others (Indajang et al., 2020). The culture of a school is shaped by the daily work patterns of all of its members. Where the work culture encourages every school community to have a sense that the school is a "home" that must be kept in good name, and maintained in good condition, and the quality of work must be enhanced for the survival of the people who reside there (Suhardan, 2010: 120).

Schools and organizational culture are closely related because organizational culture influences every activity conducted in schools. In addition, it is a school characteristic that can be observed through the values upheld and the actions of all school members (Jannah & Kardiyo, 2020).

Febriantina (2018) demonstrates that organizational culture has not progressed positively because there are still numerous instructors who violate school rules. Research by Priyono (2018), Nurviza et al. (2019), Zulkarnaen (2020), and Selfiati et al. (2021) demonstrates that school culture has a positive and statistically significant impact on teacher performance. Observations and interviews with public junior high school teachers in the district of Temanggung revealed that there was excellent cooperation between teachers and principals, as well as between teachers and students, in carrying out all school activities.

The use of information technology is another factor that impacts teacher performance. The Minister of National Education's Regulation No. 16 of 2007 stipulates that educators must utilize information and communication technology for educational purposes.

Utilizing information technology is hampered by the fact that technological advancements are not accompanied by improvements in human capital. It is difficult to implement Destiana's (2019) research to harmonize technological advancements and teacher quality because instructors are accustomed to traditional learning methods.

According to research conducted by Nuskiya (2018) and Yunus (2019), the use of information technology has a significant and robust impact on teacher performance. In contrast to the findings of Nugroho's (2019) research, both high and low information technology usage cannot enhance performance.

Observations and interviews with public junior high school teachers in the Temanggung district revealed the following phenomena: inadequate infrastructure maintenance, a lack of comprehension of the evolution of technology and information, and a predominantly traditional approach to education.

Based on the theory of reasoned action (TRA) by Icek Ajzen and Martin Fishbein (1980), it explains that individuals act because they have an interest or desire to do so, or in other words, their behavior will be determined by their behavioral interests. According to the theory of reasoned action (TRA), a person's level of intention increases the effort required to conduct an actual behavior. Therefore, it is essential to provide support and motivation for performance improvement (Putra & Wibawa, 2019).

Abraham Sperling defines motivation as an inclination to act, beginning with an internal drive and concluding with self-adjustment. It is said that self-adjustment satisfies the motivation. In addition, according to William J. Stanton, motivations are needs that are

stimulated and directed toward achieving individual objectives (Mangkunegara, 2011: 93).

Research by Suroso et al. (2015), Habibi (2019), and Purni Astiti (2019) demonstrates that work motivation has a positive and significant effect on teacher performance. Based on interviews with the principals of public junior high schools in the district of Temanggung, it was discovered that there are still instructors who do not fully prepare their teaching materials. This indicates that teacher work motivation remains poor.

Given the above context, the gap between actual and ideal conditions (phenomenon gap), and differences in previous research results (research gap), it is imperative to conduct research on the district of Temanggung's low teacher performance. In Temanggung district, comparable research on the effect of school culture, the use of information technology, and motivation on teacher performance has never been conducted.

This study was conducted with the goals of determining the following: (1) the effect of school culture and the use of information technology on the work motivation of teachers in public junior high schools located in the Temanggung district; (2) the effect of school culture, the use of information technology, and work motivation on the performance of teachers located in public junior high schools located in the Temanggung district; and (3) the effect of school culture and the use of information technology on the performance of teachers located in public junior high schools located in the Temanggung district

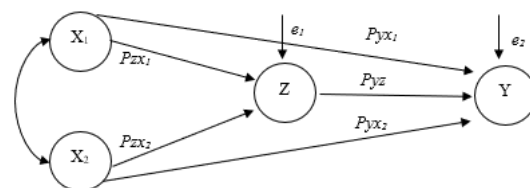
**METHOD**

Research of this type is known as quantitative research, and the purpose of this particular investigation is to ascertain the degree to which factors such as school culture, the application of information technology, and job motivation influence the performance of

teachers. The sample for this study consisted of 110 instructors hailing from eight different public junior high schools located within the Temanggung area. The method of sampling that was utilized in this experiment was known as cluster proportional random sampling. The second step of mapping schools and determining the number of teachers who will act as data sources will be finished once the first two phases of mapping the Temanggung district based on its physical position, which is subdivided into plains, hills, slopes, and mountains, have been finished. The Temanggung district is subdivided into plains, hills, slopes, and mountains. A questionnaire served as the study instrument, and before it could even be used, its reliability and validity had to be established.

There are two approaches to conducting regression analysis: the first is a direct regression, which is used to determine the effect of school culture and the use of information technology on work motivation, as well as to determine the effect of school culture, the use of information technology, and work motivation on teacher performance. The second approach is regression analysis with mediating variables (path analysis), which is carried out to learn the intention of learning the effect of school culture and the use of information technology.

From the description above, a correlation scheme between variables can be described which is an analytical framework on Figure 1. following:



**Figure 1.** Schematic of correlation between variables

Description:

X<sub>1</sub> = Organizational Culture

X<sub>2</sub> = Use of Information Technology

Z = Work Motivation

Y = Teacher Performance

**RESULTS AND DISCUSSIONS**

Through the use of path analysis, the research hypothesis will be put to the test in an effort to establish whether or not there is a direct effect between the independent variable and the intervening variable and the intervening variable on the dependent variable, or whether or not there is an indirect effect between the independent variable and the dependent through the intervening variable. The results of numerous linear regression tests are summed up as follows: Table 1. Regression Analysis Results Model 1 and Table 2. Regression Analysis Results Model 2

**Table 1.** Regression Analysis Results Model 1

Variabel	Unstandardized Coefficients	t	Sig
(Constant)	9.932	1.850	0.067
School Culture	0.256	4.236	0.000
Information Technology Usage	0.416	8.070	0.000
R	= 0.801	F	=
R Square	= 0.642	Sig	95.75
Adjusted R Square	= 0.635		5
			=
			0.000

**Table 2.** Regression Analysis Results Model 2

Variabel	Unstandardized Coefficients	t	Sig
(Constant)	9.902	1.242	0.217

School Culture	0.228	2.396	0.018
Information Technology Usage	0.285	2.988	0.003
Motivation	0.350	2.476	0.015
R	= 0.721	F	=
R Square	= 0.520	Sig	38.27
Adjusted R Square	= 0.506		1
			=
			0.000

**Effect of School Culture on Work Motivation**

The findings suggested that the culture of the school has a direct effect on the work motivation of teachers with a Sig. value of 0.000 (0.05) and a t-count value that was higher than the t-table (4.236>1.98). The influence of the culture of the school on the level of work motivation that instructors possess is 25.6%. The findings of this research show that the outcomes are both favorable and substantial. This suggests that as the culture of the school gets better, so does the motivation of the teachers to execute their jobs.

This study's findings are consistent with those of Masykur et al. (2019), Suryadi (2020), and Stiawati (2022), which indicate that school culture and organizational culture influence work motivation. According to Zamroni (2011: 111), school culture consists of values, principles, traditions, and practices developed by schools over a long period of time and adopted by all school community members as a guide that encourages the emergence of school community behavior. Increased teacher work motivation will result in organizational culture behaviors geared toward accomplishing organizational objectives. The utmost amount of work is accomplished when teachers have a strong work ethic.

This study indicates that the school culture at the public junior high school in the district of Temanggung has been thriving. This is evident from the indicators of efforts to promote independence and opportunities for

initiative, control, work-related pride, and an openness to conflict and criticism.

It can be concluded that fostering the enthusiasm or motivation of instructors requires the establishment of a positive school culture. This can be achieved through a variety of attitudes and behaviors exhibited by all school elements in order to encourage teacher performance in enhancing the quality of education, particularly the quality of learning as expected.

The results of this study's findings and testing of its hypotheses corroborate the findings of previous research by Musran et al. (2019) that school culture affects teacher work motivation because the relationship established between fellow teachers or between teachers and principals is crucial. In addition, school culture is necessary for motivating teachers to create an extraordinary level of motivation in order to provide students with the finest education possible.

### **The Effect of Information Technology Use on Work Motivation**

The findings showed that the variable usage of information technology has a direct effect on teacher work motivation with a Sig. value of 0.000 (0.05) and a value of  $t_{count} > t_{table}$  ( $8,070 > 1.98$ ). These values indicated that the relationship between the two is causal. The use of information technology has a positive impact on the work motivation of educators to the tune of 41.6%. The findings of this research show that the outcomes are both favorable and substantial. This suggests that instructors will have a higher level of job motivation if they are allowed to make better use of information technology in their classrooms.

The findings of this study are in line with those found by Musran et al. (2019) and Pratiwi (2021), who found that the use of information technology influences work motivation, and that work motivation, in turn, influences the use of information technology. These findings are consistent with one another.

According to the findings of this study, the utilization of information technology by

teachers in public junior high schools located within the Temanggung area is relatively robust. This is demonstrated by a number of indications, such as the extent to which information technology is utilized, the simplicity with which information technology can be utilized, and the rate at which information technology apparatus is utilized.

According to (Mulyasa, 2013: 112), the level of a teacher's motivation is a measure of how seriously they take their job. If a teacher has a high level of motivation, it is because they take their job seriously. Motivation is highly significant. When a person's level of motivation is high, their performance will be high as well, and vice versa. If instructors have a strong work motivation, they will be encouraged to try to enhance their abilities to organize, implement, and assess each lesson that they carry out in the classroom in order to accomplish the learning objectives that have been established.

Teachers must be able to use technology to keep up with the times in the education era. Teachers who have the ability to use good information technology will certainly be able to carry out their duties professionally, especially when accompanied by good / high work motivation as well then the learning process will run well.

### **The Effect of School Culture on Teacher Performance**

The findings demonstrated that school culture variables have a direct effect on teacher performance, with a Sig. value of 0.018 (0.05) and a  $t$ -count value that was higher than the  $t$ -table ( $2.396 > 1.98$ ). The influence of the school's culture on instructor performance is equal to 22.8%. The findings of this research show that the outcomes are both favorable and substantial. This illustrates that the efficacy of teachers improves along with the culture of the school as a whole.

The conclusions of this study are in agreement with the findings of Firdaus, Muntasir, and Yusuf (2021), who discovered that the culture of the school has an effect on the performance of the teachers. In a similar

vein, research carried out by Zulkarnaen et al., Darusman et al., and Selfiati et al. reveals that the culture of the school has a positive and significant influence on the performance of the teachers.

According to the findings of this survey, the school culture in the public junior high schools located in the Temanggung area has been favorable during the course of this academic year. It is clear that this is the case based on the replies of the teachers, who consider that the school's culture has been successfully integrated into the instructional process of the school. According to Kosim and 2020's research, a healthy organizational culture will have an effect on teacher conduct, which in turn will have an effect on teacher performance. According to Syafrinanda (2022), it is crucial for teachers to develop a culture in their classrooms that emphasizes the importance of ethical and disciplinary standards when attempting to foster personal relationships among the many components of the school.

#### **The Effect of Information Technology Use on Teacher Performance**

The findings showed that the variable use of information technology has a direct effect on teacher performance with a Sig. value of 0.003 (0.05) and a t-count value of 1 (2.988 > 1.98). These values indicated that the relationship is statistically significant. There is a positive impact of 28.5% on teacher efficacy brought on by the usage of information technology. The findings of this research show that the outcomes are both favorable and substantial. This suggests that an increase in the usage of information technology will lead to an increase in the efficacy of teachers. This conclusion is in line with the findings of Musran et al. (2019), Pratiwi (2021), Harahap (2020), and Diah Marliani (2021), all of which show that the utilization of information technology has an effect on the performance of teachers. Similarly, Nuskiya (2018) and Yunus (2019) came to the conclusion that there is a favorable and statistically significant

association between performance and the utilization of information technology.

According to the findings of this study, the implementation of information technology in the public junior high schools located within Temanggung Regency is adequate. This is made abundantly clear by the degree to which instructors make use of information technology in order to finish school-assigned work, as well as by the school's provision of information technology instruments for teachers to utilize in the performance of their duties and obligations. The application of information technology makes a substantial contribution to the progress toward higher educational standards. It is anticipated of teachers who make efficient use of information technology that they will generate the highest possible quality of work in order for the school's mission to be carried out successfully. According to the findings of Diah Marliani's (2021) research, which reveals that the use of information technology has a positive and substantial influence on the performance of teachers, the use of information technology has a positive and substantial influence on teacher performance. One of the teachers needs to understand how information technology may serve as a driver of morale in the classroom so that the other teachers can benefit from the increased competency the results.

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

The findings indicated that the variable representing work motivation has a direct influence on the performance of teachers, as shown by a Sig value of 0.015 (0.05) and a t-count value that was higher than the t-table (2.476 > 1.98). The use of information technology has a positive effect of 35% on the job motivation of teachers. The results of this study indicate that they are favorable and substantial, as shown by the findings. This demonstrates that the level of work motivation held by teachers directly correlates to the level of performance held by those teachers.

This finding is consistent with the findings of research carried out by Giantoro, et

al (2019), Priyono (2020), Fitrianingrum (2022), and Firdaus (2021), which demonstrates that work motivation influences teacher performance in a way that is both favorably and significantly. In a similar vein, the findings of research conducted by Irawati et al. (2019) and Hidayat et al. (2020) indicate that the level of work motivation a teacher possesses has a favorable and significant impact on the teacher's overall performance. According to Edwin B. Flippo's definition, work motivation is a skill in directing employees and organizations to want to work successfully, so that the wishes of employees and organizational goals can be concurrently accomplished (Suhendra & Hayati, 2006: 9). Suhendra and Hayati (2006) define work motivation as a skill in directing employees and organizations to want to work successfully.

The results indicated that teachers at Temanggung Regency State Junior High School are already highly motivated to enhance student achievement. This relates to responsibility in completing tasks on target, specifically taking responsibility for designated tasks and completing them in accordance with priorities. In addition, as it relates to work performance, it demonstrates that teachers work hard to achieve the best results, and the selection of exemplary teachers encourages self-development so that teachers always take initiative and participate in providing ideas or suggestions for the advancement of the school, and teachers enjoy working in a supportive work environment.

According to the findings of Handayani and Rasyid (2015), teacher performance is influenced by work motivation, and schools with highly motivated instructors who demonstrate work interest and achievement motivation will devote all of their resources. A teacher who has motivational factors will teach with zeal, educate as well as teach, and will always advance their careers through innovative ideas and methods of instruction that stimulate the fervor of teacher performance.

### **The Effect of School Culture through Work Motivation on Teacher Performance**

There is a 21.7% direct effect that school culture has on the performance of teachers, while there is an 8.4% indirect effect that school culture has on teacher performance through job motivation. As a result, the cumulative effect of school culture on teacher performance was 31.7%, and it was achieved through work motivation. The findings of this research show that the outcomes are both favorable and substantial. The direction of the relationship is positive; teacher performance improves or increases as school culture improves. [T]here is a positive direction to the relationship. There will be a comparable shift in teacher performance if there is a change in the culture of the school and the incentive for teachers to do their jobs.

In public junior high schools in Temanggung Regency, the calculation using the Sobel test revealed a z value of 2.14557934 ( $> 1.98$ ), showing that work motivation can moderate the effect of school culture on teacher performance. This is in line with the findings of Hamzah and Sarwoko's (2020) study, which suggests that the effect of organizational culture on teacher performance can be moderated by the level of job motivation that an educator possesses. In a similar vein, the findings of Sri Laksmi et al. (2019) and Antony & Hariyanto (2021) demonstrate that work motivation can help to attenuate the effect that organizational culture has on performance. It has been determined that the school culture that has been developed so far at Temanggung Regency State Junior High School is functioning well. This is due to the fact that all elements of the school are able to successfully carry out their individual duties and responsibilities and communicate effectively with the principals, teachers, and students.

### **The Effect of Information Technology Use through Work Motivation on Teacher Performance**

There is a direct effect of using information technology on teacher performance

that is equal to 31.7% of the whole effect, while there is an indirect effect of using information technology on teacher performance that is equal to 16.5% of the overall effect. As a consequence of this, the employment of information technology has a cumulative effect of 43% on the performance of teachers as measured by their level of work motivation. The findings of this research show that the outcomes are both favorable and substantial.

The calculation using the Sobel test produced a z value of 2.37076761, which is greater than 1.98. This indicates that work motivation can act as a mediator in the association between the usage of information technology and teacher performance in public junior high schools located in the Temanggung Regency. This finding is in line with the findings of Pratiwi (2021), Diah Marliani (2021), and Musran et al. (2019), which suggest that a teacher's job motivation can act as a mediator between the effect of using information technology and their overall performance as a teacher.

According to the results of this research, one of the roles that motivation can play is that of a mediator between the impact that the use of information technology has on the performance of teachers and the relationship between performance and motivation. Teachers who are highly motivated to work and who are able to make efficient use of information technology will be able to improve their performance in the course of carrying out their obligations. The effectiveness of instructors will enhance when their job motivation is boosted as a result of increased usage of information technology in their classrooms.

Because teachers in public junior high schools in Temanggung Regency have integrated the use of information technology into their daily job as well as the lessons that they teach and the activities that their students participate in, it is possible to assert that the use of information technology in these schools is efficient. In a similar vein, the motivation of workers such as teachers, who are always working to improve their work performance by eagerly performing duties that have been delegated to them. This is a prerequisite for instructors to carry out their responsibilities as educators in order for the school to be able to achieve its intended goals with satisfactory outcomes and have an effect on the overall quality of education.

## CONCLUSION

The findings showed that (1) both the culture of the school and the use of information technology have a direct effect on the level of work motivation that individuals exhibit. (2) The use of information technology, the school's culture, and the level of work motivation all have direct effects on the performance of teachers. Work motivation acts as a mediator between the interaction between school culture and the usage of information technology and the performance of teachers. On the basis of these findings, it is possible to make the following predictions: (1) Work motivation will result in improved teacher performance; (2) School culture and the use of information technology will influence work motivation; and (3) Work motivation will result in improved work motivation.

## REFERENCES

- Antony, & Hariyanto. (2021). The Effect of Work Environment and Organizational Culture on Employee Performance with Work Motivation as a Mediating



- Variable at Four-Star Hotels in Batam City. *Jesya (Journal of Sharia Economics & Economics)*, 4(2), 1276-1287.
- Darusman, Harapan, E., & Tahrin. (2020). The Relationship between Teacher Professional Competence and Organizational Culture with Teacher Performance in SD Gugus 10 Prabumulih City. *Journal of Education Research*, 1(3), 188-192.
- Destiana, B. (2019). Determinants of ICT Utilization and its Effect on the Performance of Vocational Teachers in Gunung Kidul Regency. *Journal of Vocational Education -*, 4(3), 285-299.
- Diah Marliani, N. W. (2021). The Effect of Motivation and Use of Information Technology on Teacher Performance in the Era of the Covid-19 Pandemic at SMK Teknologi Wira Bhakti Denpasar. *Journal Research of Management (JARMA)*, 3(1), 77-85.
- Febriantina, S., Lutfiani, F., & Zein, N. (2018). The Effect of Organizational Culture on Teacher Performance. *Journal of Applied Management Science*, 1(1), 31-37.
- Firdaus, N. (2021). The Effect of Principal Leadership, Organizational Culture and Work Motivation on Teacher Performance at Madrasah Aliyah Muhammadiyah Lakitan, South Coastal Regency. *Journal of Social Studies Research and Education (JPPI)* 1, 19, 1-17.
- Fitrianiingrum, N. S., Aminin, S., & Riyanto. (2022). The Influence of Work Motivation and School Culture on the Performance of High School Teachers in Purbolinggo Subdistrict. *Journal of Humanities and Education Sciences (Jahidik)*, 1(2), 71-83.
- Giantoro, H. M., Haryadi, H., & Purnomo, R. (2019). The Effect of Teacher Competence, Principal Leadership According to Teacher Perceptions and Work Motivation on the Performance of State SMK Teachers in Purbalingga Regency. *Journal of Economics, Business, and Accounting*, 21(2).
- Habibi, B., Raharjo, T. J., Rifa'i, A., & Rusdarti, R. (2019). The Influence of Compensation, Academic Supervision, Pedagogic Competency, and Work Motivation on the Performance of Business and Management Teachers of Vocational Schools. *The Journal of Educational Development*, 6(1), 16-24.
- Hamzah, M. I., & Sarwoko, E. (2020). Leadership, organizational culture and performance: the mediating role of work motivation. *Journal of Modernization Economics*, 16(1), 41-53.
- Handayani, T., & Rasyid, A. (2015). The Effect of Principal Leadership, Teacher Motivation, and Organizational Culture on the Performance of Wonosobo State High School Teachers. *Journal of Accountability in Education Management*, 3(2).
- Harahap, L. P. (2020). The Effect of Madrasah Head Supervision and Ability to Use Technology on the Performance of Man Teachers in Medan City. *EduTech: Journal of Education and Social Sciences*, 6(1), 10-17.
- Hidayat, T., Tanjung, H., & Juliandi, A. (2020). Work Motivation, Organizational Culture and Competence on Teacher Performance at SMK Muhammadiyah 3 Aek Kanopan. *Journal of Business Management*, 17(2), 189.
- Indajang, K., Jufrizen, J., & Juliandi, A. (2020). The Effect of Organizational Culture and Principal Leadership on Teacher Competence and Performance at the Sultan Agung Pematangsiantar College Foundation. *Jupii: Journal of Social Sciences Education*, 12(2), 393.
- Irawati, Sudarno, & Komardi, D. (2019). Effect of Work Motivation, Organizational Culture on Work Satisfaction and Performance of Teachers in Public Junior High School Pekanbaru.

- Scientific Journal of Management, 7(2), 210-221.
- Jannah, A. R., & Kardoyo, K. (2020). The Effect of Principal Leadership, Education Costs, School Committee, School Culture on School Performance. *Business and Accounting Education Journal*, 1(1), 14-26.
- Kosim, N. (2020). The Effect of Organizational Culture and Work Motivation on Teacher Performance. *Jambura Islamic Education Management*, 2(1), 97-113.
- Mangkunegara. (2011). *Company Resource Management*. Bandung: PT Remaja Rosdakarya.
- Masykur, R., Septuri, & Setiawan, Y. (2019). The influence of organizational culture on teacher work motivation at ar-raudah elementary school bandar lampung. *Al-Idarah: Journal of Islamic Education*, 9.
- Mulyasa. (2013). *Competency Test and Teacher Performance Assessment*. Bandung: PT. Remaja Rosdakarya.
- Muntasir, M., & Yusuf, M. (2021). The Effect of School Organizational Culture, Teacher Competence and Teacher Motivation on Teacher Performance in State Senior High Schools in Samalanga District, Bireuen Regency. *Journal of Master of Management*, 2(3), 21-31.
- Musran, Makrus, M., & Wargianto. (2019). The Effect of Compensation, Work Environment, Organizational Culture and Information Technology Utilization on Work Motivation and its Impact on Performance. *JEM: Journal of Economics and Management STIE Pertiba Pangkalpinang*, 05(02), 1-19.
- Nugroho, W. S., H.S, E. W., & Taufiq, M. (2019). Organizational Commitment Mediates the Effect of Information Technology and Competence on Employee Performance (Empirical Study at PT. Deksha Orla Tranggana Regional Java). *Journal of Management Economics and Accounting*, 26(46), 68-81.
- Nurviza, C., Yusrizal, & Usman, N. (2019). The Effect of Organizational Culture and Principal Leadership on Teacher Performance at Sma Unggul Negeri 2 Boarding School, Banda Aceh City. *Journal of Master of Educational Administration Postgraduate Syiah Kuala University*, 7(1), 41.
- Nuskiya, A. F. (2018). The Effect of Information Technology on Employees' Performance in the Banking Industry in Sri Lanka. Empirical Study Based on the Banks in Ampara District. *European Journal of Business and Management*, 10(16), 47-52-52.
- Pratiwi, M. S. (2021). The Effect of Information Technology Use, Work Motivation, and Job Satisfaction on the Performance of Teachers of SMA Negeri 82 Jakarta During the Covid-19 Pandemic. *Journal of Sustainable Community Development (JSCD)*, 3(2), 119-130.
- Priyono, B. H., Qomariah, N., & Winahyu, P. (2020). The Effect of Leadership Style, Teacher Motivation and Physical Work Environment on Teacher Performance Sman 1 Tanggul Jember. *Indonesian Journal of Management and Business*, 4(2), 144.
- Purni Astiti, N. W., Wilian, S., & Sridana, N. (2019). The Effect of Professional Allowances and Work Motivation on the Performance of High School Cultural Arts Teachers in Mataram City. *Scientific Journal of Education Profession*, 4(1), 40-48.
- Putra, & Wibawa (2019). The Effect of Job Satisfaction on Turnover Intention with Organizational Commitment as an Intervenin Variable. *E-Journal of Management Unud*, 4(4), 1100-1118.
- Selfiati, F., Lian, B., & Wardarita, R. (2021). The Effect of Principal Leadership and Organizational Culture on the Performance of Junior High School Teachers in Sako District Palembang. *Journal of Education*, 9(1), 1-10.

- Sri Laksmi, N. L. P., Gede Agung, A. A., & Sudirman, S. (2019). The Relationship between Servant Leadership, Principal Managerial Competence, Organizational Culture, and Work Motivation with Teacher Performance in the Tunjung PAUD Cluster, North Denpasar District. *Indonesian Journal of Educational Administration*, 10(2), 148-156.
- Stiawati, T. I. M. (2022). The Effect of School Culture on Teacher Work Motivation at MAN 1 Cilegon City. *Journal of Education and Counseling*, 4, 952-959.
- Suhardan, D. (2010). *Professional Supervision (Services in Improving Teaching Quality in the Era of Regional Autonomy)*. Bandung: Alfabeta.
- Suhendra, & Hayati, M. (2006). *Human Resource Management*. Jakarta: UIN Jakarta Press.
- Suroso, S., Rusdarti, & Budi Utomo, C. (2015). The Effect of Academic Supervision, Education and Training, Teacher Professional Competence on Teacher Performance Through Work Motivation as an Intervening Variable. *Educational Management*, 4(2), 144-150.
- Suryadi, R. N. (2020). The Effect of Organizational Culture, Work Motivation and Work Discipline on the Performance of State Senior High School Teachers in Makassar City. *Indonesian Journal of Economics, Entrepreneurship, and Innovation*, 1(1), 14-28.
- Syafriananda, A. (2022). Application of Organizational Culture in Improving Teacher Performance at MTsN 2 Kabuoaten Labuhan Batu Utara. *Journal of Islamic and General Education Management*, 2(2).
- Tabrani, R. (2000). *efforts to improve teacher performance culture*. Cianjur: CV. Dinamika Karya Cipta.
- Yunus, M. K. (2019). The Effect of Information Technology and Leadership Style on Organizational Performance at PT Bosowa Semen. *Economics Bosowa Journal*, 5(001), 14-32.
- Zamroni. (2011). *The Dynamics of Quality Improvement*. Yogyakarta: Gavin Kalam Utama.
- Zulkarnaen, Z., Supriyati, Y., & Sudiarditha, I. K. R. (2020). The influence of school culture, transformational leadership style, and work motivation on vocational teacher performance. *Journal of Accountability in Education Management*, 8(2), 175-185.