



Influence of work culture and work motivation reminding the performance of the teaching staff

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ABSTRACT

This study aims to analyze the influence of work culture, and work motivation in improving the performance of teaching staff. The population in this study is all teaching staff in Indonesia. Data collection uses the literature reviewed several journal articles to compile this scientific work. The results of this study show that work culture and work motivation can affect the performance of teaching staff.

KEYWORDS

Work culture; Work motivation; Teaching staff performance

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Introduction

Teachers are one of the human resources in schools, teachers are human resource figures who occupy positions and play an important role in education. When everyone questions the issue of education, teachers should be involved in the agenda of the talks, especially those related to the issue of formal education in schools. Educators or teachers are professionals who are in charge of planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, and conducting research and community service, especially for educators in universities (Muhammad Dahlan et al, 2020).

This is undeniable because formal educational institutions are the world of teacher life. Most of the time teachers are at school, the rest are at home and in the community. Therefore, the government always encourages improvement and improvement in terms of quality and quantity, such as the curriculum which is a guide for teachers in teaching. In addition to the efforts that have been and are being made by the government towards curriculum renewal, teachers must be included to develop and improve their knowledge in carrying out their duties as educators, so as to improve the performance of the teachers themselves to the maximum.

Teacher performance in schools has an important role in achieving school goals. Various efforts were made to achieve good performance. The Government's attention to Education has been socialized, the education budget mandated by the law, which is 20 percent, has begun to be implemented. Therefore, teachers must be truly competent in their fields and must be able to serve optimally. Optimally the performance of teachers is influenced by various factors.

The success of the School is determined by a variety of factors including the leadership of the Principal. The leadership of the principal provides work motivation to increase teacher work productivity and student learning outcomes. Furthermore, the Principal shall have at least the following roles and functions: (1) *Leader*; (2) *Manager*; (3) *Administrator*; (4) *Supervisor*; (5), *Mediator*, (6) *Innovator*, and (7) *Motivator* (Herlina et al., 2020).

Teacher performance refers to how teachers plan learning or design learning programs, carry out learning activities and conduct assessments of learning outcomes in order to achieve predetermined learning goals. Teachers who have achievements are teachers who are able to (1) compile learning plans, (2) carry out learning interactions, (3) assess student learning achievements, (4) carry out follow-up results of student learning achievement assessments, (5) develop professions, (6) understand educational insights, (7) master academic subject matter. (Oktaviani, 2015)

In addition to mastery in learning, teacher performance is also appointed from how much competencies such as pedagogical, personal, professional and social competencies as mandated by Law no. 14 of 2005 can be fulfilled by

a teacher. The successful performance shown by teachers is the foundation for improving the quality of education. The teacher's performance is the highlight.

Through this research will be presented the influence of work culture and work motivation, namely the advantages, wealth and characteristics of the school that distinguish it from other educational institutions, in relation to improving teacher performance.

It is hoped that with the emergence of the role of school culture, it can be a benchmark for other schools to see the role of school culture in their respective educational institutions and make this a means of improving the performance of school residents and the quality of schools.

Literature Review

Writer	Title	Country	Study Design
Abdul Komar, Zainul Hasan Genggong Islamic University Probolinggo, 2020	Improving Teacher Performance Based on School Culture and Teacher Work Motivation	Indonesian	qualitative research sourced from existing theories and previous research journals relevant to variables in the study.
Siti Nurlaili Chasanah (SMP Negeri 9 Purworejo) 2019	Managerial Competence of Principals in Improving Teacher Performance	Indonesian	A qualitative approach in the form of words or statements that correspond to the actual circumstances. Interview, observation and documentation. Descriptive, qualitative
Hasyim Gani State Junior High School 8 Gorontalo 2019	Efforts to Improve the Work Culture of Education and Workforce	Indonesian	
Hardono, Haryono, Amin Yusuf Education Management Study Postgraduate Program, Semarang State University Indonesia 2017	Principal Leadership, Academic Supervision, and Work Motivation in Improving Teacher Performance	Indonesian	questionnaires, and the analytical techniques used are validity, reliability, regression analysis and path analysis.

Method

This research is a qualitative research with a literature review approach sourced from existing theories from previous research journals that are relevant to find out between the variables to be studied.

Results

Writer (Year)	Title	Country	Study design	Subject/ Population	Result
Abdul komar (2020)	Performance improvements Teacher-Based School culture and Motivation of the work of the teacher	Indonesia	Qualitative		School culture positively affects teacher performance. The success of an educational institution is not only related to complete facilities and infrastructure that support learning activities, competent and qualified teachers and good student input, but also cannot be separated from the role of school culture in increasing effectiveness. learning activities at school.
Siti Nurlaili Chasanah	Managerial competence of the principal in improving teacher performance	Indonesia	Observation, in-depth interviews, and documentation	Principal, vice principal, and teacher of SMP N 9 Purworejo	The technical ability of the principal of SMP Negeri 9 Purworejo Regency in improving teacher performance has gone well. The human ability of the head of SMP Negeri 9 Purworejo Regency in improving teacher performance is going well. The conceptual ability of the principal

Writer (Year)	Title	Country	Study design	Subject/ Population	Result
Hashim Gani (2019)	Efforts to improve the work culture of education personnel through the application of reward and punishment at SMP N 8 Gorontalo	Indonesia	Live Interviews	Residents of SMP N 8 Gorontalo	of SMP Negeri 9 Purworejo Regency in improving teacher performance has gone well. The interview results discussed school members, both educators and education staff, whose work culture is increasing due to the growing sense of community due to the great concern of the principal and its citizens.
Hardono, Haryono, Amin yusuf (2017)	Principal leadership, academic supervision, and work motivation in improving teacher performance	Indonesia	Correlational Method	teachers in Bima city, namely SMA Negeri 1 as many as 73 people, SMA Negeri 2 as many as 63 people and SMA Negeri 5 as many as 56 people so that the total population is 192 people. The samples in this study were taken using the Krijcie and Morgan Tables so that the total sample was 123 people. Tool	There is an influence of principal leadership and academic supervision on work motivation both partially and simultaneously. The test also showed that there was an influence of principal leadership, academic supervision and work motivation on performance both partially and simultaneously. The results of the path analysis test show that there is a leadership influence

Discussion

Teacher performance is closely related to teacher competence. Teachers can be said to have good performance if they can master teacher competencies and are able to apply them in classroom learning activities. Indicators of teacher performance assessment can be seen in two classroom learning activities. First, planning a program of learning activities related to the teacher's ability to master teaching materials such as in compiling a syllabus and learning implementation plan (RPP).

At this stage, it is also explained in more detail about the identity of rpp, competency standards (SK), basic competencies (KD), learning objectives, learning materials, learning methods, activity steps, and learning resources. Second, the implementation of learning activities, namely as the core of the implementation of education carried out by classroom management, the use of learning media, learning resources, learning methods and learning strategies.

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A. The Influence of Work Culture on Teacher Performance in the School Environment

Work culture is a philosophy that is based on a person's outlook on life to create values that are habitual and also act as a driving force that is fostered in an organization and is reflected in attitudes so that it becomes a behavior and even an opinion that has views and actions that are realized as teaching staff.

The school will influence the way the school behaves in carrying out its duties. Thus, the school culture is owned by all school members who have an important role in improving the performance of members in it. A good school culture will result in good performance as well.

School culture must be based on attitudes, norms, and values as expectations, which if all these elements are formed, behaviors and expectations tend to be stable so that the atmosphere created will be more conducive. This atmosphere will provide comfort for teaching staff such as teachers in carrying out their duties. Abdul Komar. (2020)

B. the effect of work motivation on teacher performance

Teacher work motivation can be interpreted as a force or impulse that comes from internal or external to the teacher himself. The motivation then serves to move and provide strength to complete a task as much as possible in order to produce better work results. The government has made various efforts to improve teacher performance, some of these efforts are by providing certification allowances and teacher performance appraisals.

Performance is the performance of the functions that a person demands for the duties and responsibilities he has. Teacher performance can be defined as a picture of what the teacher performs in relation to what duties are imposed on him and are his responsibility. So it can be understood that a person's performance is often related to the tasks he has completed. The performance of teachers in general can also be known from their activities in compiling lesson plans, conducting interpersonal relationships and evaluating the results of teacher work.

Conclusion

It can be concluded that work culture and work motivation are very influential in improving teacher performance. This can be seen from the behavior of teachers who show attitudes as teachers where teachers manage learning and use media and learning resources to the fullest, and also as educators who transfer values to students.

students through an exemplary attitude, a good work culture shown by maximum work discipline and student mentoring, a way of communicating that conveys friendliness, an appearance that reflects the quality of service, a willingness to develop self-competence, loyalty to the institution, and upholding a work ethic.

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