

The Effect of Work Motivation, School Culture and School Based Management on Teacher's Performance

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Abstract

This research was conducted with the aim to 1) determine the effect of work motivation on teacher's performance; 2) determine the influence of school culture on teacher's performance; 3) determine the effect of school-based management on teacher's performance; 4) determine the effect of work motivation, school culture and school-based management on teacher's performance. This study used quantitative methods. Data were analyzed using multiple linear regression formula using SPSS version 22.0 for windows. This study showed that 1) there is an influence of work motivation on teacher's performance; 2) there is an influence of school culture on teacher's performance; 3) there is an influence of school-based management on teacher's performance; 4) there is an influence of work motivation, school culture and school-based management on teacher's performance.

Keywords: Work Motivation, School Culture, School Based Management, Teacher's Performance

Introduction:

The serious problem in education in our country today is the low quality in various types and levels of education. The low quality of education is one of the factors that hinders the provision of human resources who have the expertise and skills to meet the demands of national development in various fields. That is, the future of the nation depends on the quality of education today, and quality education will emerge if education at the school level is also of high quality.

To improve the quality of schools carried out by increasing teacher's performance, which from work motivation, school culture and school-based management. Performance is achievement, work results. Teacher's performance refers to the behavior from the beginning

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of coming to school after teaching in class. Teacher motivation will arise within the teacher if there is smooth communication between the teacher and the principal, as well as the teacher and the teacher, it will improve performance. School is a formal educational institution held in order to realize national education that is developing the potential of students to become human beings of faith, devotion to God Almighty, having noble, healthy, knowledgeable, capable, creative, independent and making citizens who are democratic and responsible (Law on National Education System No. 20 of 2003; Fitria et al, 2019; Kristiawan et al, 2019; Lian et al, 2018).

This research was conducted because according to Ernalinda (2011) the correlation coefficient of school culture with teacher's performance 0.820 and the coefficient of determination 0.673 with t-count 16.848, t table at alpha 0.05 = 1.96 and for alpha 0.01 = 2.576. Based on these data means there is an influence between school culture on teacher's performance, then teacher's performance can be determined by school culture by 67.30%, the rest is influenced by other factors.

The results of other studies conducted by Wahyudi, Thomas and Radiana (2012) revealed that there was a simultaneous influence of work discipline, work motivation and supervision of school principals on teacher's performance by 65.4%. There is a partial influence of work discipline by 17.56%, work motivation by 27.7% and supervision of the principal by 15.21% on teacher's performance. With work discipline, work motivation and supervision by school principals can improve teacher's performance. Subsequent research conducted by Fatimah (2009) found that there was a positive and significant effect of the implementation of School Based Management (SBM) partially on the quality of SMA Negeri 1 Rambutan with an effect of 0.525 or 52.5%. The three variables related to this study, school culture influence very dominant on teacher's performance, when compared with other variables studied. The next order is work motivation and School Based Management.

Teacher's performance is important because it shows what the teacher has done to achieve educational goals in school. Optimal teacher's performance is the hope of all parties, but the reality in the field shows that there are still some teachers whose performance is still not optimal. Based on initial observations on 11 April 2018 at SMA Negeri 1 Rambutan, Banyuasin, the teacher's performance can be seen from student's learning outcomes through portfolio. Data in the school shows that teachers who have low work motivation in teaching, 70% student grades do not reach the minimum standard criteria. Whereas teachers who have high work motivation while teaching, the student scores of 70% reach the minimum standard criteria. Therefore, work motivation is a factor that plays an important role in the learning process.

School culture is a source of strength and discipline for a school. The importance of school culture arises when people begin to talk about the cultivation of new values and how to maintain culture (Tobari 2016). While school culture is a set of values that underlies the behavior, traditions, habits, daily life, and symbols practiced by school principals, teachers, students, and school employees. According to Kristiawan (2017) School culture is something that is built from the results of the meeting between the values held by the principal as a leader with the values shared by the teachers and staff in the school both internally and externally. Externally and the existence of good management is important to achieve the school's vision, mission and goals effectively and efficiently.

School Based Management is one form of educational reform that offers schools to provide better and adequate education for students. Autonomy in management is a potential

for schools to improve staff performance, offer direct participation to related groups, and increase community understanding of education. In line with the spirit of decentralization and autonomy in the field of education, school authority also plays a role in accommodating a general consensus which believes that decisions should be made by those who have the best access to local information, who are responsible for implementing policies, and who are affected by the consequences of the policy.

According to Fattah (2003) SBM is a political approach that aims to redesign school management by giving power to school principals and increasing community participation to improve school performance that includes teachers, students, school committees, parents of students and the community. School is one form of educational reform that offers to provide better and adequate education for students.

According to the teacher's performance, it needs to be examined using t-test, whether it is influenced by work motivation, school culture or by SBM. With the reasons and based on the description of the background of the problem above, we concern on the effect of work motivation, school culture and school-based management (SBM) on teacher's performance in SMA Negeri 1 Rambutan, Banyuasin.

Theoretical Framework:

Teacher Performance:

Performance is the willingness of a person or group of people to do an activity and perfect it in accordance with their responsibilities with the results as expected (Veithzal, 2008; Fitria et al, 2017). Performance in general is the face and image of employees reflected in an organization, but in its proper application it is not easy, because human nature consists of various characteristics and has different feelings, characters and abilities (Ruky, 2006). Mulyasa (2007) states that performance is the result of a process. Mulyasa further said that performance can be interpreted as work performance, work achievement, work results.

From the explanation above, it can be stated that the teacher's performance is the teacher's willingness to carry out an activity and perfect it according to his responsibilities with the results as expected. Teacher's performance is the work that can be achieved by the teacher in learning activities in accordance with their respective authorities and responsibilities in the effort to achieve school goals. Performance is a condition that must be known and confirmed to certain parties to determine the level of achievement of an agency's results associated with the vision carried out by an organization or company and to know the positive and negative impacts of a policy set.

Performance is a multi-dimensional construction that includes many factors influence it. Jasmani (2013) states that there are three factors that affect the performance of employees (teachers), 1) ability; 2) effort devoted; and 3) organizational support. Meanwhile, according to Hasibuan (2011) factors that affect performance 1) mental attitude (work motivation, work discipline, work ethics); 2) education; 3) skills; 4) leadership management; 5) level of income, 6) salary and health; 7) social security; 8) work climate; 9) infrastructure; 10) technology; and 11) chance of achievement. According to Mulyasa (2009: 139) there are at least ten factors that can improve teacher's performance, both internal and external factors 1) encouragement to work; 2) responsibility for the task; 3) interest in tasks; 4) appreciation of duties; 5) opportunities for growth; 6) attention from the principal; 7) interpersonal relationships with fellow teachers; 8) MGMP and KKG; 9) guided discussion groups as well;

10) library services. A fundamental factor that is closely related to teacher professional performance is job satisfaction which is closely related to teacher welfare. This satisfaction is motivated by factors 1) service fees; 2) security; 3) interpersonal relationships; 4) working environment conditions; 5) opportunities for self-development and improvement.

From the opinion above, it can be stated that, the factors influence teacher's performance consist of internal factors and external factors. Internal factors include elements of knowledge, skills, self-confidence, motivation, and commitment possessed by teachers and external factors include leadership, team, system, school organizational culture and contextual factors, pressure from environmental changes.

Handoko (2010) explains that performance appraisal is the process through which organizations evaluate or assess employee work performance. Basically, performance appraisal is a key factor for developing an organization effectively and efficiently, because there is a better policy or program on human resources in the organization. Rusman (2013) argues that the evaluation of teacher's performance is essentially an activity to foster and develop professional teachers conducted from teachers, by teachers and for teachers. A person's performance appraisal is to find out how much they work through a formal and structured system, such as assessing, measuring, and influencing traits related to work, behavior, and results of absence. Then Mulyasa (2007) states that the information obtained from performance appraisal is used for 1) Feedback on someone's work; 2) determine satisfaction for conducting development programs; 3) approve compensation; 4) determine decisions about job transfers and promotions; and 5) improvement of employee discipline programs.

From the opinion above, teacher's performance appraisal is an assessment in the form of work with various kinds of competencies, tasks and responsibilities of teachers that will describe the quality of teachers in a certain period. For this reason, in evaluating teacher's performance, teacher's competency is a point that must be assessed. Performance appraisal can also be a systematic description of the condition of the teacher based on his pedagogical competence, personal competence, social competence, professional competence.

The purpose of the assessment is to find out whether an education program, teaching or training has been attended by participants or not. Specific numbers or values are usually used as a benchmark, to determine mastery the program. If deemed not mastered, then he was declared not passed. In the Ministry of National Education (2010) states that the purpose of performance appraisal is to help in 1) teacher's professional development and career; 2) policy making per school; 3) how to improve teacher's performance; 4) assignments more suited to the teacher's career; 5) identify potential teachers for in-service training programs; 6) guidance and counseling services on the performance of teachers who have performance problems; 7) improving school management; 8) provision of information for schools. Mangkupawira (2001) states the benefits of employee performance appraisal are 1) performance improvement; 2) compensation adjustment; 3) decision on designation; 4) training and development needs; 5) career planning and development; 6) efficient staffing process; 7) inaccuracy of information; 8) work design errors; 9) equal employment opportunities; 10) external challenges; 11) feedback on Human Resources.

From the opinions above, the objectives of evaluating teacher's performance in schools 1) knowing the level of teacher's achievement in developing pedagogical, professional, personal and social competence; 2) provide teacher learning tools to become professional teachers; 3) improve teacher's performance next period; 4) give consideration to

the Principal, supervisor or the Education Office in giving rewards and punishment to teachers; and 5) motivating teachers to work optimally.

Work Motivation:

Work motivation is the drive, effort and desire that exists in humans that activate, provide power and direct behavior in the implementation of tasks in the work environment. The essence of work motivation is the drive to do things better than others in carrying out activities to achieve goals (Husein, 2002). Motivation is the desire in a person that causes the person to take action (Malthias and Jacson, 2001). Motivation is a series of attitudes and values that influence individuals to achieve specific results in accordance with individual goals (Veithzal, 2008; Andriani et al, 2018; Salwa et al, 2019; Renata et al, 2018).

Motivation is termed as encouragement. Encouragement or energy is the movement of the soul and body to act, so that the motivation is the driving moves people to behave and has a specific purpose (As'ad, 2005). Motivation can simply be interpreted as motivating which implicitly means that the leadership of an organization is in the midst of his subordinates, thus can provide guidance, instruction, advice and correction if necessary (Siagian, 2005; Murtiningsih et al, 2019).

Motivation can also be interpreted as a power resource that drives and controls human behavior. Motivation as an effort that can provide encouragement to someone to take an action that is desired, while to take an action that is desired, as a motive and motive power of someone to do. Because one's behavior tends to be goal oriented and driven by the desire to achieve certain goals. The same understanding was expressed by Arsyad (2006) that motivation is seen as an encouragement that encourages behavior, and underlies the tendency to survive.

Based on the above understanding it can be concluded that work motivation is a condition that drives a person to carry out an activity to achieve organizational goals and individual goals. With the high work motivation in a person the employee will encourage work spirit to be able to complete their tasks well.

School Culture:

According to Mullins (2005: 891) school culture or organizational culture is a collection of habits, values, wisdom, beliefs, attitudes that are easily absorbed for everything that is done and thought in an organization. Stephen and Judge (2009). Explain that organizational culture is a field of study that investigates the influence individuals, groups, and structures have an organizational behavior, which aims to apply science to improve organizational effectiveness.

In connection with organizational culture Matondang (2008) argues that organizational culture, both in a simple sense and in a broad sense, consists of elements of the value system, basic assumptions, shared beliefs, norms, ritual patterns, guidelines for behavior in overcoming problem. Thus, organizational culture may be in the form of written rules or unwritten rules, but the truth is recognized together.

The function of organizational culture, according to Kreitner and Kinicki (2003) are (1) giving members an organizational identity, making the company recognized as an innovative company by developing new products, (2) facilitating collective commitment, the company is able to make its workers proud to be part of it, (3) increasing the stability of the

social system so that it reflects that the work environment is felt to be positive and strengthened, conflict and change can be managed effectively, (4) shaping behavior by helping members become aware of their environment.

From the discussion above, it can be argued that school culture is the shared meaning of all members of an organization in an organization that is related to the values, norms, beliefs, traditions and unique ways of thinking adopted and seen in their behavior, thus distinguishing between one organization and another. An organization including schools must have a pattern of basic assumptions that is shared by all school members. Then, school culture can be defined as deep patterns, beliefs in values, ceremonies, symbols and traditions formed from school sequences, habits and history, as well as perspectives in solving problems in schools.

The form of school culture emerges as a unique and interesting phenomenon, because the views, attitudes and behaviors that live and develop at school reflect the deep and distinctive beliefs of school members that can function as a spirit to build the character of their students. According to Ahyar (2000) classifying elements of school culture in two categories, visible and not visible. The visible element consists of visual verbal and visual material. Verbal visuals include (1) vision, mission, goals and objectives, (2) curriculum, (3) language and communication, (4) school narratives, (5) narratives of figures, (6) organizational structure, (7) rituals, (8) ceremonies, (9) teaching and learning procedures, (10) appropriateness, reward and punishment systems, (11) social psychology services, (12) patterns of school interactions with parents. The visual material (1) facilities and equipment, (2) artifacts and memorials, (3) uniforms. While the invisible elements include philosophy or the basic view of the school. All elements are considered important and must be fought by the school.

School Based Management (SBM):

This term first appeared in the United States when people began to question the relevance of education to the demands and development of local communities. According to Mulyasa (2007) SBM is one form of education reform that offers to provide better and adequate education for students. According to Sudjanto (2004) SBM is an educational management model that provides greater autonomy to schools. In addition, SBM also encourages participatory decision-making that directly involves all school residents who are served by staying aligned with national education policies.

SBM is a concept that describes the formal change in the structure of school administration as a form of decentralization that identifies the school itself as the main unit of improvement and relies on the redistribution of decision-making authority as an important means by which improvements can be pushed and cut (Mulyasa, 2007).

SBM according to Suparman (2001) are 1) participatory decision making by schools in planning, organizing, implementing and monitoring to achieve education quality targets; 2) teaching and learning process, which is about learning models that are active, creative, effective and fun; 3) education community participation regarding the intensity of school committee meetings and active community participation in schools; 4) education bureaucrat support, which is about implementing the SBM program, both directly and indirectly.

From these various definitions, it can be concluded that school-based management is a model of education management that gives more authority to schools to manage their own schools that are supported by the participation of school residents and the community in

accordance with the national education policy framework. SBM is a strategy for advancing education by transferring important decisions giving authority from the state and local government to individual implementers in schools. SBM provides principals, teachers, students, and parents enormous control in the education process by giving them the responsibility to decide on the budget, personnel, and curriculum. It can also be said that school-based management is essentially the harmonization of resources carried out independently by the school by involving all the relevant interest stakeholders with the school directly in the decision-making process to meet achieving school goals.

Mulyasa (2007) said that SBM is a new paradigm of education that has a character that needs to be understood by schools that will apply it. SBM has characteristics 1) granting broad autonomy to schools; 2) community and parent participation; 3) democratic and professional leadership; 4) team-work that is compact and transparent. In line with the interpretation that the school is a system, so the decomposition of school-based management characteristics must be based on 1) educational inputs, in this educational input includes (a) has clear quality policies, goals and objectives, (b) available and ready resources, (c) highly competent and dedicated staff, (d) has high expectations of achievement, (e) customer focus, 2) in the process there are a number of characters (a) learning has a high level of effectiveness, (b) strong school leadership, (c) safe and orderly school environment, (d) effective management of the teaching force, (e) schools have a quality culture, (f) schools have compact, smart and dynamic team work. 3) expected outputs, school outputs are school achievements generated through the learning process and management in schools. In general, the output can be classified into two, output in the form of academic achievement, adolescent scientific work competition, ways of thinking (Critical, Creative, Reason, Rational, Inductive, Deductive and Scientific). And non-academic output, in the form of high curiosity, self-esteem, honesty, good cooperation, tolerance, discipline, sports achievements, arts from students and so on. The characteristics of SBM can be known how schools can optimize their performance, the learning process, the management of learning resources, the professionalism of the teaching staff, and the administration system as a whole. In line with that according to Mulyasa (2007) based on the implementation in developed countries stated that the basic characteristics of SBM are giving broad autonomy to schools, community participation and parents of high students, democratic and professional school leadership, and the existence of teamwork who is tall and professional.

The model used in this study being supported by theories as described. Research conducted by Citra (2017) entitled *The Influence of School Culture, Learning Facilities and Continuing Professional Development Program (PPKB) on PAUD Teacher's performance in Teluk Betung Utara District Bandar Lampung*, shows that school culture, learning facilities and sustainable professional development programs (PPKB) jointly influenced the performance of PAUD teachers in the North Betung Bay District of Bandar Lampung. Research conducted by Angella (2017) with the title *Effect of Organizational Motivation and Culture on Organizational Commitment and Employee Performance*. The results of the regression analysis say that organizational motivation and culture significantly influence organizational commitment, motivation and organizational culture significantly influence employee performance. Research conducted by Fatimah (2009) with the title *Effect of Implementation of School-Based Management on the Quality of State Senior High School 1 Rambutan*, the results found that there is a positive and significant effect of the

implementation of SBM (X) partially on the Quality of SMA Negeri 1 Rambutan (Y) with an influence of 0.525 or 52.5%.

Research conducted by Hernita, R (2018) with the title Principal Leadership in developing School Culture through School Based Management (SBM). Research conducted by Yuliandri and Kristiawan (2016) with the title Role of Principal Leadership on improving teacher's performance. Data collection methods using interviews and observation.

Leniwati & Arafat Y's research (2017) with the title Implementation of Principal Academic Supervision to Improve Teacher's performance. This research uses a descriptive method with a qualitative approach, with data collection methods using interviews and documentation. The results showed that teachers responded positively to academic supervision by the principal because supervision activities were very important to change teacher's performance for the better.

Theoretically there are several factors that can affect the performance of human resources, motivation, discipline, ability, training, skills, social security, compensation, environment, work culture, production facilities, technology and opportunities for achievement (Sedarmayanti, 2001). Among several factors that influence the performance, this research focused on the variables studied were work motivation, school culture, school-based management and teacher's performance.

Methods:

The object of this research is SMA Negeri 1 Rambutan, Banyuasin, South Sumatera Province, which has been operating since April 17, 2003, with the Principal named Drs. H. Firman with 33 teachers per January 2019, 23 civil servant teachers, and 10 honorarium teachers. The time used by us for this research was carried out from the date of issuance of the research permit within a period of approximately 2 (two) months, 1 month of data collection and 1 month of data management which included the presentation in the form of thesis proposal and the guidance process took place.

This research used quantitative, survey methods and correlational techniques. The independent variables are (X_1), (X_2) and (X_3) and the dependent variable is Y. According to Sugiyono (2015) quantitative research methods are research methods that are based on the philosophy of positivism, used to examine populations or specific samples, data analysis quantitative and statistical in order to test the hypothesis that has been set.

According to Sugiyono (2015) population is a generalization area that consists of that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions. Furthermore Arikunto (2016) suggests that the population is the whole subject of research. The population in this study were all teachers in SMA Negeri 1 Rambutan, amounting to 33 people. According to Sugiyono (2015) sample is part of the number and characteristics possessed by the population. Samples are part or representative of the population under study, called sample research if it intends to generalize the results of sample research. According to Arikunto (2010) that if the subject is less than one hundred, it is better to take all of it so that the research is population. If the subject is more than one hundred, then it is taken 20-30% of the total population. This opinion is in accordance with the opinion of Sugiyono (2012), because the total population is below 100 then the entire population in this study was taken as a research sample. Thus the sample in this study amounted to 33 teachers in SMA Negeri 1 Rambutan.

Testing requirements analysis is done first before the analysis because it is a requirement that must be met so that the analysis can be done, both for the purposes of prediction and for testing hypotheses. There are three conditions that must be met before conducting a regression analysis 1) test for normality, 2) homogeneity test, and 3) linearity test. Then as one of the requirements to do multiple linear regression analysis homogeneity needs to be done. Homogeneity testing is necessary to determine whether the data comes from homogeneous populations. Homogeneity testers in this study were performed using the Chi-Square test by setting the significance of 5% ($\alpha = 0.05$) interpretation of the homogeneity of the calculated data. Based on the Asymptotic Significant value obtained. If the linearity of the data is carried out provided that $F_{count} < F_{table}$, then the independent variable with the dependent variable has a linear relationship (Duwi, 2010).

Before testing the hypothesis, the descriptive statistical test is first performed on the data variables of this study. Descriptive method aims to describe systematically and factual about the facts that exist. Descriptive analysis is used to describe the development of existing data, both data in the form of tables and graphs. To strengthen the empirical analysis adjusted to the results of the answers of the respondents. Descriptive statistical analysis techniques in this study use the effectiveness criteria to determine the ranking of each research variable can be seen from the comparison between the actual score with the ideal score. According to Sugiyono (2015: 192) Multiple linear regression is used to find out how much influence the independent variable of this research is work motivation, school culture and school-based management on the dependent variable, namely teacher's performance.

Results and Discussion:

The effect of the independent variable with the dependent variable, where one of the independent variables is controlled (fixed) (Sugiyono, 2015). The variables examined in this study were work motivation (variable X_1), school culture (variable X_2), school-based management (variable X_3) and teacher's performance (variable Y). Then this research was carried out at SMA Negeri 1 Rambutan. The samples in this study were all teachers in SMA Negeri 1 Rambutan.

Before distributing questionnaires to respondents, the researchers first made initial observations to determine what variables were the object of study. After that the researchers then collected material in the form of school data and prior research studies as a research reference for subsequent stages. Then the researchers conducted a research tool compilation a questionnaire as a data collection tool. The questionnaire that became a research tool was then validated in two stages. The first stage is to validate the questionnaire to the experts who have been selected and considered by researchers to have the capacity to validate the questionnaire. The experts who validated this research tool (questionnaire) consisted of three validators. Then the second stage of validation is to test 20 respondents taken from a portion of the research sample. after the validation and reliability test is done then sorting the question items that are declared valid based on trials that have been done. To simplify the analysis process, the data analysis process in this study uses the SPSS 22.00 For Windows program.

Data requirements testing is one part that is needed in analyzing data. The requirements test conducted by researchers is a normality test that aims to determine the condition of the data obtained in normal distribution or vice versa. This test needs to be done to classify whether this data is included in the parametric or non-parametric categories. Then

the homogeneity test aims to determine whether the object (three or more samples) studied have the same variant or come from a homogeneous or non-homogeneous variant population (Suharsaputra, 2012: 49). The third requirement test is the multicollinearity test which aims to determine the relationship between independent variables contained in the research model that has a perfect or near perfect relationship. The results of the data requirements test in this study are 1) Normality Test, the normality test in this study used the Kolmogorov-Smirnov test using SPSS 22.00. The normality test analysis results in this study can be seen in the following table.

From the table above, it can be stated that all sig values for each variable are greater than 0.05, thus it can be stated that all data are normally distributed. 2. Homogeneity Test Homogeneity test in this study using test of homogeneity of variances using SPSS 22.00. assuming the following a) if the probability or value is significant ≥ 0.05 , then the sample variance is declared homogeneous b) if the probability or value is significant ≥ 0.05 , then the sample variance is declared homogeneous (Basrowi, et al, 2007). 4) the joint effect of work motivation, school culture and SBM on the performance of teachers in SMA Negeri 1 Rambutan. Based on the results of the multiple regression test, the constant value of the regression equation (a) is 9,202 and the coefficient value of the independent variable (b1) is 1,174 and the value (b2) is 0.429, the value (b3) is 0.127 then the regression equation is obtained $Y = a + b1X_1 + b2X_2 + b3X_3$ $Y = 9,202 + 1,174X_1 + 0.429 X_2 + 0.127X_3$. That is, the performance of teachers has increased positively with work motivation, school culture, and SBM. To find out the truth of hypothesis testing, a simultaneous test was performed using the F test to determine the effect of work motivation, school culture and SBM variables on teacher's performance variables. The testing criteria are a) if the probability value (significant) < 0.005 , then H_0 is rejected; b) if the probability value (significant) > 0.005 , then H_0 is accepted.

Based on the results of the analysis above, it can be stated that from the results of the statistics analysis the description of the work motivation variables of the teachers of SMA Negeri 1 Rambutan can be stated that from 33 respondents obtained by 4 respondents with a score of 60 in the criteria very well, there were 5 respondents with a score of 59 included in very good criteria, 5 respondents with a score of 58 included in the very good category, 4 respondents with a score included in 56 included in the very good criteria, 3 respondents with a score of 55 included in the criteria of good, 3 respondents with a score of 52 included in the criteria of good, 2 respondents with score 51 included in good criteria, 1 respondent with a score of 50 included in good criteria, 2 respondents with a score of 49 included in good criteria. Total overall score of 1836 and ideal score of 2145. The percentage of effectiveness of $85\% > 84\%$ then included in the criteria is very good. Thus, it can be stated that overall the work motivation of teachers in SMA Negeri 1 Rambutan is in the very good category. In other words, teachers of SMA Negeri 1 Rambutan have very high work motivation.

Based on the results of quantitative descriptive analysis of SBM variables, it can be stated that from 33 respondents obtained 2 respondents with a score of 61 included in the excellent criteria, there were 5 respondents with a score of 59 included in the excellent criteria, 4 respondents with a score of 59 included in the very good category, 1 respondent with a score of 58 included in the criteria very well, 2 respondents with a score of 57 included in the criteria well, 4 respondents with a score of 62 included in the criteria very well, 4 respondents with a score of 55 included in the criteria well, 3 respondents with a score of 54 included in the criteria good, 1 respondent with a score of 53 included in the criteria well, 4

respondents with a score of 62 included in the criteria very well, 3 respondents with a score of 52 included in the criteria well, 2 respondents with a score of 51 included in the criteria well, 1 respondent with a score of 50 included in the criteria good criteria, 2 respondents with a score of 48 are included in the total good criteria. An overall score of 1835 and an ideal score of 2145. The percentage of effectiveness of $85\% > 84\%$ is included in the criteria very well. Thus, it can be stated that overall SBM in SMA Negeri 1 Rambutan is in the very good category.

Conclusion:

From the results of the research and discussion described in the previous chapter, there are a number of important points that are the conclusions of the implementation of this research. These points are hypothesis test results of work motivation variables on teacher's performance in SMA Negeri 1 Rambutan obtained t count value of $15.968 > t$ table price of 2.034 where the price of t-count is greater than t-table then H_{a1} is accepted so there is a significant influence between work motivation on the performance of teachers in SMA Negeri 1 Rambutan; hypothesis test results of school culture variables (X_2) on teacher's performance (Y) in SMA Negeri 1 Rambutan obtained t count value of $3.696 \geq t$ table price of 2.034 where the price of t calculated is greater than t table then H_{a2} is accepted so there is a significant influence between school culture and the performance of SMA 1 1 Rambutan teachers. Then the results of the SBS variable (X_3) hypothesis test on teacher's performance (Y) in SMA Negeri 1 Rambutan obtained t-value of $0.955 < t$ -table price of 2.035 where the price of t calculated is greater than t-table then H_{a3} is rejected so there is no influence which is significant between SBM on the performance of teachers in SMA Negeri 1 Rambutan.

From the ANOVA test, obtained an F count of 196,011 with a significance level of $0,000 < \text{probability value } \alpha 0.05$ while the F table corresponds to a significance level of 0.05 (3.29) of 2.29 so that the F count $> F$ table ($196.011 > 2,29$) so that H_{03} is rejected, meaning that there is a significant influence jointly between work motivation, school culture and SBM on the performance of teachers in SMA Negeri 1 Rambutan. Based on the table, it can be obtained the value of R square of 0.953 so that the coefficient is reflected at 95.3% so that it can be concluded that the influence of work motivation, school culture on the performance of teachers in SMA Negeri 1 Rambutan together at 95.3% and the remaining 5 7% were influenced by other factors not examined in this study.

Effects of work motivation, school culture and school-based management on teacher's performance, It has been tested through this study that work motivation affects the performance of teachers in SMA Negeri 1 Rambutan. If you want to improve performance, you first need to increase work motivation. Work motivation that needs to be improved includes: Work morale, giving rewards, always participating, happy with the tasks given. It has been tested through this research that school culture influences the performance of teachers in SMA Negeri 1 Rambutan. If you want to create good performance, then the culture in a school must also be good. A good school culture can be done by planting characters including caring for the school environment, creating a beautiful and clean school atmosphere, instilling mutual cooperation behavior. It has also been tested through this research that school-based management plays an important role in the performance of SMA Negeri 1 Rambutan teachers. If in a school has implemented good school-based management, the school management will be neatly arranged. School-based management that needs to be improved is teacher professionalism and punishment as a control.

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