



## THE INFLUENCE OF INFORMATION AND COMMUNICATION TECHNOLOGY ABILITY FACTORS ON EDUCATOR PERFORMANCE THAT HAVE AN IMPACT ON THE QUALITY OF LEARNING

Imam Shofwan, Ghanis Putra Widhanarto, Farid Ahmadi

Email: [ishofwan@mail.unnes.ac.id](mailto:ishofwan@mail.unnes.ac.id)

Non-formal Education, Faculty of education, Semarang State University, Indonesia

Education Technology, Faculty of Education, Semarang State University, Indonesia

Primary Teacher Education, Faculty of Education, Semarang State University, Indonesia

Article history:	Abstract:
<p><b>Received</b> 14<sup>th</sup> August 2022 <b>Accepted:</b> 14<sup>th</sup> September 2022 <b>Published:</b> 20<sup>th</sup> October 2022</p>	<p>The purpose of the study is the influence of social factors in the use of information and communication technology (ICT) on the performance of educators, to determine the influence of task suitability factors in the use of information and communication technology (ICT) on the performance of educators, to determine the influence of long-term consequences in the use of information and communication technology (ICT) on the performance of educators, to determine the influence of affect factors in the use of information technology and communication (ICT) on the performance of educators, to determine the influence of complexity factors in the use of information and communication technology (ICT) on the performance of educators, to determine the influence of educator performance on the quality of learning. This study uses a quantitative descriptive approach by knowing how much influence each variable dimension of social factors, dimensions of task suitability factors, dimensions of long-term consequences factors, dimensions of affect factors, and dimensions of complexity factors. This research was conducted on educators and the research was conducted from March to October 2022. Tests carried out Multicholnearity Test, Autocorrelation Test, Heterochedasticity Test, Normality Test. Technical data analysis using multiple regression analysis. Based on the results of data analysis using multivariate structural equation modeling techniques and discussion of hypothesis test results and influence analysis in the previous chapter, conclusions can be drawn, namely (1) The results of the Goodness of Fit test related to the difference between the sample and the population are small and insignificant where the chi square is 17,400 with a significance probability of 0.600 at <math>\sigma = 5\%</math>. However, the test results of the Goodnes-Of-Fit Criteria such as Probability, RMSEA, GFI, AGFI, TLI and CMIN / DF, all of whose values have been qualified to be accepted as a model, because they do not exceed the limit of their critical values of <math>0.888 &gt; 0.04</math>, respectively; <math>0.000 \leq 0.08</math>; <math>0.506 \geq 0.90</math>; <math>0.704 \geq 0.90</math>; <math>1.073 \geq 0.65</math>; and <math>0.789 \leq 2.00</math>. This informs that the models used in this study have a good fit. The formulation results of the Causality Test (Regresson Weight) in this study were <math>Y1 = 0.450 X1 + 0.281 X2</math> and <math>Y2 = -0.112 X1 - 0.056 X2 + 0.332 Y1</math>. (2) Hypothesis There is an Influence of ICT Ability Factors (Information and Communication Technology) on Educator Performance That Has an Impact on The Quality Of Learning Received.</p>

**Keywords:** Influence of technology, educator performance, quality of learning

### INTRODUCTION

Employee performance is the result of work over a certain period compared to various possibilities, for example standards, targets / goals or criteria that have been mutually agreed upon (Ni'mah, 2017). Performance is the desired result of behavior, kindividual work is the basis of organizational performance. Performance as a result of a person's efforts is achieved in the presence of abilities and deeds in certain situations. So it can be said that work performance is the result of the relationship between effort, ability and perception of tasks. Effort is the result of motivation that shows the amount of energy (physical or mental) used by an individual in carrying out a task. While ability is an

individual characteristic used in carrying out a job. Ability usually cannot be directly affected in the short term (Setiyono, 2018).

Furthermore, the perception of tasks is a clue that individuals believe that they can realize their efforts in work. Performance is a result achieved by workers in their work according to certain criteria that apply to a job. Performance is considered more than just productivity because performance concerns the natural behavior that a person has to be free to perform actions as he sees fit. This free-to-act behavior still cannot be separated from the formal conditions of the role of an employee to improve the effective functioning of an organization. Performance as a record of the production results of a certain work or certain activities in a certain period of time. Performance as a systematic evaluation of employee work and potential that can be developed (Fitriani et. all, 2020).

Performance appraisal has an important role in increasing motivation in the workplace. This performance appraisal is basically a key factor in developing an organization effectively and efficiently (Sufyan, et. all, 2019). Employees want and require feedback with respect to their achievements and assessments provide an opportunity to provide feedback to them if performance does not comply with the standards, then assessments provide an opportunity to review the progress of employees and to draw up a performance improvement plan. Performance is the result of work, that is in quality and quantity, achieved by an employee in carrying out his duties in accordance with the responsibilities assigned to him. A person's performance is a combination of ability, effort, and opportunity that can be judged by the results of their work. Performance is a result of work achieved by a person in carrying out the tasks charged to him which is based on proficiency, experience, and sincerity, as well as time (Animun, 2017). Performance appraisal is to assess the ratio of real work results from the quality and quantity standards produced by each employee.

Performance appraisal is a systematic evaluation of the work that has been done by the employee and is aimed at development. Performance appraisal as a formal procedure is carried out within the organization to evaluate employees and contributions and interests for employees. Meanwhile, performance appraisal is an activity carried out by management or supervisors. Appraiser to assess labor performance by comparing performance over performance with a description or description of work in a certain period usually at the end of each year. Based on the understanding of performance above, it can be concluded that performance is the result or level of success achieved by a person in his field of work according to certain criteria and evaluated by certain people, especially the superiors of the employees concerned. In teaching and learning activities, an educator dealing with students is during the teaching and learning process. An educator must have good performance, especially during the learning process. Educators are expected to have sufficient knowledge according to their fields, be good at copulating and be a good learning for their students to body and develop into adults (Julia, 2019). So, the performance of educators in the teaching and learning process is the ability of educators to carry out their duties as teachers who have the expertise to educate students in the context of coaching students to achieve educational institutions.

### RESEARCH METHODS

This study uses a quantitative descriptive approach by knowing how much influence masing-each variable dimension of social factors, dimensions of task suitability factor dimensions, dimensions of long-term consequence factors, dimensions of affect factors, and dimensions of complexity factors. The population constitutes the whole of the subjects to be studied. The population in the study were teachers. A sample is a subset of a *unit* of a population. The sampling technique in this study was with the *smpling census technique*, which is the sampling of the entire existing population, which is 50 people. This is due to the limited number of populations.

The emphasis of data collection in this study was to provide a list of questions with a questionnaire, while other collection methods were used by the authors as necessary. The determination of scores and categories is based on an interval scale where each question is scored 1 to 5, using the highest and lowest scores. All questions on the questionnaire are positive questions with alternative answers and scores that have been categorized. In this study, the data collection method used the *Likert scale* with five levels [20], namely:

a. To	answer	strongly disagree	(STS)	Rated	=	1
b. To	answer	disagree	(TS)	Rated	=	2
c. For	answer	neutral	(N)	Rated	=	3
d. For	answer	agree	(S)	Rated	=	4
e. To	answer	strongly agree	(SS)	Rated	=	5

### Validity and Reliability Test

The data are said to be valid, if the questions on the questionnaire are able to reveal something that the questionnaire measured. The question items present in the questionnaire were tested against related factors. A validity test is meant to find out how carefully a test or test performs its sizing function. A measuring instrument is said to be valid if it measures what should be measured or can provide results as expected by the researcher. To test the validity of a data, a validity test is carried out on the questionnaire items. The high and low validity of a questionnaire or questionnaire is calculated using Pearson's Product Moment Correlation method, which is by calculating the correlation between the scores of question items and the total score. In this study, the calculation of the validity of items was analyzed using the SPSS 17 program computer. Reliability is an index number that shows the

consistency of a measuring device in measuring the same symptoms. To calculate the reliability is carried out using the Cronbach Alpha coefficient. The instrument for measuring each variable is said to be reliable if the Cronbach Alpha is greater than 0.60.

### Autocorrelation Test

The Autocorrelation test aims to test whether in a linear regression model there is a correlation between the disruptor error in the  $t$  period and the disruptor error in the  $t-1$  (previous) period. One way to detect the presence or absence of autocorrelation is to perform the *Durbin-Watson Test (DW test)*.

### Heteroscedasticity Test

This Heteroscedasticity Test aims to test whether in the regression model there is a variance inequality from the residual of one observation to another. If the variance from one observation to another is fixed, then it is called homoscedasticity or heteroscedasticity does not occur. And if the variance is different then it is called heteroscedasticity. A good regression model is that is homoscedasticity or does not occur heteroscedasticity.

Detecting the presence or absence of heteroscedasticity can be done by looking at the plot image between the predicted value of an independent variable (ZPRED) and a residual (SRESID). Detection of the presence or absence of heteroscedasticity can be done by looking at the presence or absence of a certain pattern on the scatterplot chart between SRESID and ZPRED where the Y' axis is the predicted Y, and the X axis is the residual (Y prediction – the real Y) that has been *studentized*.

In addition to using graph analysis, heteroscedasticity testing can be performed with the Glejser Test. This test proposes to regress residual absolute values against independent variables. If a statistically significant independent variable affects the dependent variable, then there is an indication of heteroscedasticity occurring. If the probability of its significance is above the 5% confidence level, then it can be concluded that the regression model does not contain heteroscedasticity.

### Normality Test

The normality test aims to test a regression model, an independent variable, a dependent variable, or whether both have a normal distribution or not. A good regression model is a normal or near-normal distribution.

### Multicollinearity Feasibility Test

A multicollinearity test was performed to test whether in the regression model there was a correlation between free (independent) variables. A good regression model should not have correlations between free variables. If free variables correlate with each other, then these variables are not orthogonal. The point of the orthogonal here is a free variable whose correlation value between fellow free variables is equal to zero.

## DATA ANALYSIS TECHNIQUES

### Multiple Linear Regression Analysis

To test the strength of determinant variables (*Utilization of information and work communication technology*) on *teacher performance*, in this study a multiple regression analysis with the smallest quadratic equation (*ordinary least square* – OLS) was used.

## DISCUSSION

Empirically the variables of social factors, factors of task suitability, long-term consequences and performance of educators have a significant influence. This means that the social factor, the task suitability factor and long-term consequences have a contribution to the performance of the educator, and it can be interpreted that the better the contribution of the social factor to the performance of the educator the better the performance of the educator, the better the performance of the educator. Similarly, the better the task suitability factor, the better the performance and the better the long-term consequences, the better the educator's performance. The results of empirical research show that the direct influence of social factors on educator performance is to have a significant contribution of 52.9%.

The role of the leader in this case is the principal is to influence and direct and motivate all school personnel to achieve educational goals (Syamsul, 2017). The meaning of the statement means that the success or failure of the implementation is strongly influenced by social factors. This is a significant contribution of 27.77% to the performance of counselors. All of these aims to improve the performance of educators, explaining that in the realm of the principal has a role: (a) determining the coordinator (b) providing facilities and infrastructure, facilities, and others for the smoothness and ease of implementation, (c) providing input in the preparation of the program, (d) carrying out monitoring and supervision activities and coaching personnel, (e) being responsible for the implementation to the relevant agencies or to the parents of participants educated, (f) socializing activities to stakeholders or anyone who is worthy of obtaining information in their schools and (g) improving the skills and abilities of counselors by sending counselors to attend training and seminars or activities.

The findings explain that the behavior of the principal who is supportive in activities and willing to work with educators and listen to input from educators will improve the performance of educators. The results of research on social factors that are consultative or willing to communicate both ways with educators are a type of leadership that contributes to the performance of educators. Such leadership is in accordance with the theory that the principal

should show behavior appropriate to the situation at hand. This means that the principal in his leadership must give clear instructions in delivering tasks (Erwin, 2015).

The next research finding is that the performance of educators is influenced by Complexity of 31.8% or it can be interpreted that Complexity has a considerable contribution to educator performance so the better the task suitability factor, the better the performance. Complexity as a continuum of development starts from the process of awareness, accommodation, and real action as a form of educator performance. The continuum of development is based on mastery of certain concepts, knowledge, and skills. In an educator Complexity is a wholeness that refers to the mastery of concepts, passion and embodiment of values, helpful personal appearances, and accountable professional performance.

This empirical finding is reinforced by a theory that mentions the task suitability factor as the basic ability of educators which consists of six main components, namely: performance, mastery of student problems, mastery of professional foundations, mastery of processes, ability to adjust, and the ability to develop attitudes and personality (Muhammad, 2015). This means that task suitability factors must be owned by educators to carry out their performance or the better the task suitability factor, the more motivated educators will be to carry out their performance. This is in line with the research journal Ruslan (2013) which states Complexity greatly affects the performance of educators. This can be interpreted to mean that the better the task suitability factor, the educator shows the expected performance. This process starts from the process of awareness, accommodation, and real action as a form of performance. The improvement of performance is based on mastery of certain concepts, knowledge, and skills. In an educator Complexity is a wholeness that refers to the mastery of concepts, passion and embodiment of values, helpful personal appearances, and accountable professional performance.

The next finding of the study is that long-term consequences affect educator performance by 30.4%. This study found that the long-term consequences for the performance of educators are a tendency of an educator to respond to the likes or dislikes of the service process, which is ultimately expressed in actions or behaviors that are related to his profession. An educator's response and behavior to services can be expressed in the form of educator trust and satisfaction with the implementation of services as well as in the form of displayed behaviors such as being responsible for tasks, liking good feedback, and having innovations in media development. The performance of service educators as a mental attitude (*attitude of mind*) who has the spirit to make improvements. These improvements are expected to provide good service and in accordance with the applicable curriculum.

It is shown by choosing challenges that have moderate risk so that the individual will actually carry out a task without burden, because he chooses a risk that is proportional to his ability. The individual also has more confidence in his abilities and usually does not like to get involved in situations - situations that determine what he should do, lebih likes feedback on how his actions are, and is very responsive to real feedback. Highly motivated individuals expect feedback on how they work (not affiliative feedback or feedback related to relationships or relationships at work), in an effort to spur their achievements. The individual sees the reward only as a symbol of his success, not as a benchmark that determines his or her ultimate goal and individual with high long-term consequences does his job with an impulse to do something better than before. Doing things better is synonymous with trying to do things in a different way than before. Highly motivated individuals will constantly move to achieve new things and not rest too much and avoid routines

Educators who have high long-term consequences will show good work productivity, which will ultimately reflect a service educator who is able to work professionally. Therefore, in line with this thinking framework there is a significant influence between the long-term consequences of service educators on the performance of service educators in accordance with the research journal Muhammad (2015) which states that Complexity has a significant effect on performance.

### **The Influence of Social Factors on Educator Performance**

Based on the SPSS output it is known  $t = 4,382$ ,  $t$  table 2.01. These results mean that the value obtained is significant and the social factor to the performance of educators contributed 52.9%. Respondents' positive assessment of social factors has been shown to have a positive and significant impact on long-term consequences. The existence of a good social factor will be able to help the implementation of programs in accordance with the objectives of the activities in the school, and can also help supervise the performance of educators in performing services.

In addition, Almasri (2016) explained that what is really the role of human resource units in an organization should depend on what the upper management expects, such as any management function, human resource management activities must be evaluated and engineered in such a way that they can contribute to the competitive performance of the organizations and individuals on the job. The work achieved by an employee must also be able to make an important contribution to the company in terms of the quality felt by the company and the huge benefits in the future. In relation to this research, the principal has important tasks such as providing encouragement, encouragement, direction and work support to educators. Principals who can provide good encouragement and direction to educators, service activities will advance.

### **Direct Effect of Task Suitability Factor on Educator Performance**

Based on spss output known  $t = 2,514$ ,  $t$  table 2.01. These results mean that the value obtained is significant



and the social factor to the performance of educators contributed 31.8%. This proves that the better the task suitability factor, the better the performance will be. In this study, the researcher referred to the 2007 edition of skki issued by ABKIN on the task suitability factor, namely Complexity as a continuum of development starting from the process of awareness, accommodation, and real action as a form of performance. The continuum of development is based on mastery of certain concepts, knowledge, and skills. In an educator complexity is a wholeness that refers to the mastery of concepts, passion and embodiment of values, helpful personal appearances, and accountable professional performance.

Positive assessment of the task suitability factor has been shown to affect performance positively and significantly. So, an educator who has a high task suitability factor will have a good performance in providing services. Educators who have a Task suitability factor must be able to properly carry out activities and develop services. Basically, the term Complexity refers to the ability of a professional to realize the duties of his profession in accordance with the demands of the profession. The complexity of a person is a skill that must be possessed by an educator to support in carrying out his role as a professional, both regarding personal and intellectual aspects (Susilo, 2021).

Based on the results of the research, it was found that counseling guidance educators who have good complexity will always improve their abilities, look for new experiences that can increase their complexity and always try to find ideas to improve their performance that educators who have complexity are related to the effectiveness of counseling which has characteristics m increase knowledge about behavior and counseling through readings, attending conferences, training or discussing with peers, seeking new life experiences that can help increase complexity and sharpen his skills, senantiasa trying various ideas and approaches dalam counselin g. So, counseling guidance educators who want to improve their performance increases the complexity.

### **The Direct Effect of Long-Term Consequences on Educator Performance**

Based on the SPSS output known t. 2,109, t table 2.02. These results mean that the value obtained is significant and the long-term consequences for the performance of educators contributed 30.4%. This proves that the better the task suitability factor, the better the performance will be. A positive assessment of the long-term consequences has been shown to affect performance positively and significantly. Educators who have high long-term consequences will show good work productivity, which will ultimately reflect an educator who is able to work professionally and ultimately improve the performance of the education. The influence of long-term consequences on performance is clearly visible primarily on indicators of the need for achievement. During this time, appreciation for achievements has been felt by educators. In this case, it also includes awards in the form of pride for the success of student achievements (Kurniawan, 2021). Of course, this is inseparable from good service planning and the use of innovative service media. So, the effect is felt on the performance of educators especially in relation to the need for achievement.

Individu which has high long-term consequences is that thendividu determines reasonably its goals, (not too high and not too low) but the goal is a challenge to be able to achieve the goal well and precisely, individu is happy with the work and trying to improve the results, an individual in work there must be a desire to achieve a success, individu likes challenging work, individuals want to always do their work on time, no matter how heavy the work that has been charged the employee will do it and the individual wants to always do it on time.

Individuals with high long-term consequences tend to choose tasks with moderate *task difficulty*, while individuals with low long-term consequences tend to choose tasks with a very high or low level of difficulty. Many empirical studies have shown that subjects with high work needs prefer tasks with an intermediate level of difficulty, since the individual has the opportunity to prove that he is capable of doing things better. The choice of the difficulty of the task is related to how much effort the individual puts into obtaining success. An easy task can be solved by everyone, so individuals do not know how much effort they have put into achieving success. The difficult task makes individuals unable to know the effort that has been made because no matter how much effort they have put in, they have failed. So, the results of empirical research state that the better the long-term consequences of educators, the better their performance can be accepted by previous theories and research

### **Direct Influence of Social Factors on Affect Factors**

Based on spss output it is known t. 2.89, t. table 2.01. These results mean that the value obtained is significant and the social factor to the long-term consequences of educators contributes 30.9 This proves that the more social factors, the better the long-term consequences will be. Respondents' positive assessment of social factors has been shown to have a positive and significant impact on long-term consequences. The existence of a good social factor will be able to help the implementation of service programs in accordance with the objectives of the activities in the school and can also help supervise the long-term consequences of educators in working (Rohman, 2018).

As an example of the influence of social factors on motivation, in its implementation the principal has acted as a manager, including participating in making programs and supporting educators for those who want to continue their studies to the postgraduate level. This is a form of appreciation for educators and certainly affects the long-term consequences of educatorsexplaining that in the realm of principals have a role: (a) determining coordinators (b) providing facilities and infrastructure, facilities, and others for the smooth running and ease of implementation, (c) providing input in the preparation of programs, (d) carrying out monitoring and supervision activities as well as

coaching personnel, (e) responsible for the implementation to the relevant department or to the parents of students, (f) socializing activities to stakeholders or anyone who is worthy of obtaining information in their schools and (g) improving the skills and abilities of counselors by sending counselors to attend training and seminars or other similar activities.

In carrying out his leadership, in addition to having to know and understand his duties as a leader, which is no less important than that all of them should be that the principal understands and knows his role. The leadership of a principal cannot separate itself from subordinate elements. Therefore, the opinion of each subordinate in this regard of the educator cannot be simply ignored. The opinion of each educator regarding the leadership style of a principal can affect the environment and motivation of an educator and his performance. So, the better the social factors then the better the long-term consequences of the educator.

### **Direct influence of task suitability factor on affect factor**

Based on spss output it is known  $t = 2.89$ ,  $t_{table} = 2.01$ . These results mean that the value obtained is significant and Complexity to the long-term consequences of educators contributed 42.1 %. This proves that the better the task suitability factor, the better the long-term consequences of the educator. Positive assessment of the factor of suitability of the task has been shown to affect the long-term consequences positively and significantly. The task suitability factor has been shown to affect long-term consequences by 42.1 %. So, an educator who has high educator complexity will have good long-term consequences in working anyway.

As a concrete example of the influence of complexity on long-term consequences, in providing services, educators who have good complexity, will be able to make programs well and provideservices for students (Aisah, 2021). Students who have problems can alleviate the problem. This is of course an achievement in itself for the educator concerned and is a tribute to the educator. Complexity has a contribution to long-term consequences. So, the better the task suitability factor, the better the performance of the guidance and counseling educator.

### **Indirect influence of social factors through long-term consequences on educator performance**

In the previous analysis, it has been shown that there is an indirect influence between social factors through long-term consequences on the performance of educators. As for the path coefficient, it is 0.096. Meanwhile, the influence of social factors mediated by long-term consequences has a coefficient of 96%. The influence of social factors on long-term consequences and the influence of long-term consequences on positive and significant performance. It is also known that direct influence is greater than indirect influence. This suggests that indirectly social factors contribute to the long-term consequences that will have an impact on the performance of educators. This is in line with research (Catio, 2020) which states that educator performance is influenced by social factors through motivation. So, it can be translated activities such as listening to input from educators in meetings can bring a sense of appreciation so that it can generate motivation to work better

### **Indirect influence of complexity through long-term consequences on educator performance**

In the previous analysis, it has been shown that there is an indirect influence between Complexity through long-term consequences on performance. As for the path coefficient, it is 0.013. While the influence of Complexity mediated by motivation has a coefficient of 13%. The effect of complexity through long-term consequences on performance is positive and significant. It is also known that the direct influence is greater than the indirect influence. The results of this empirical research mean that the better the task suitability factor, the educator will be motivated to work more actively because he feels able to do the task with the complexity he has and vice versa the lower the task suitability factor, he will be lazy in carrying out his duties because he feels that he will not complete his task because the complexity is low. This is reinforced by research (Anjani, 2017) which states that the complexity of a person has a significant effect on his performance, the better the Complexity, the educator will be motivated in carrying out his duties. The better the complexity of an educator, the better the long-term consequences will have an impact on the better his performance.

## **CONCLUSION**

Based on the results of data analysis using the multivariate structural equation modeling technique and discussion of the results of the hypothesis test and influence analysis in the previous chapter, conclusions can be drawn, namely (1) The results of the Goodness of Fit test related to the difference between the sample and the population are small and insignificant where the chi square is 17,400 with a significance probability of 0.600 at  $\sigma = 5\%$ . However, the test results of the Goodnes-Of-Fit Criteria such as Probability, RMSEA, GFI, AGFI, TLI and CMIN / DF, all whose values have been qualified to be accepted as a model, because they do not exceed the limit of their critical values of  $0.888 > 0.04$ , respectively;  $0.000 \leq 0.08$ ;  $0.506 \geq 0.90$ ;  $0.704 \geq 0.90$ ;  $1.073 \geq 0.65$ ; and  $0.789 \leq 2.00$ . This informs that the models used in this study have a good fit. The formulation results of the Causality Test (Regression Weight) in this study were  $Y_1 = 0.450 X_1 + 0.281 X_2$  and  $Y_2 = -0.112 X_1 - 0.056 X_2 + 0.332 Y_1$ . (2) Hypothesis There is an Influence of ICT (Information and Communication Technology) Ability Factors on Educator Performance That Have an Impact on The Quality of Learning Received

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