

Exploring Kalam Kudus Christian School Pekanbaru: Do Motivation, Leadership and Organizational Culture Influence the Teachers' Satisfaction and Performance?

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Abstract: *The study aims to find out and analyze the influence of motivation, leadership and organizational culture on teacher job satisfaction and performance directly and indirectly. The questionnaire instrument was used as a tool to detect responses from 164 respondents who were randomly drawn at Kalam Kudus Christian School in Pekanbaru. The school consists of Playgroup, Kindergarten, Elementary, Junior High and Senior High School. Data collection has been carried out for 2 months, the period April to June 2019. The variables in this study were motivation, leadership and organizational culture as the independent variable (X) and teacher's job satisfaction and performance as the dependent variable (Y). The data was analyzed using multiple regression analysis, T test, F test and Determination test. The results of data analysis showed that motivation influenced on teacher job satisfaction and performance at Kalam Kudus Christian School in Pekanbaru. From the results of this study concluded that motivation, leadership and organizational culture were variables that could influence on teacher job satisfaction and performance at the Kalam Kudus Christian School in Pekanbaru.*

Keywords: *Motivation, Leadership, Organizational Culture, Job Satisfaction and Performance*

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I. Introduction

1.1 Background

This research talking about teacher's job satisfaction and performance is one of the efforts in theoretical coaching, because the development of the quality of human resources should be carried out practically and theoretically through coaching and continuous improvement. In an organization or educational institution both private and public, success or failure in the implementation of tasks and the implementation of the process is influenced by job satisfaction and performance of the employees and employees. Job satisfaction is a pleasant emotional attitude and loves the job which is reflected by work morale, discipline and performance. Job satisfaction appears in a positive attitude towards work and everything related to the environment that is done. Job satisfaction can be interpreted as what makes people want and love their work.

Teacher job satisfaction is coming from the better and higher satisfaction of needs, social relationships, self-esteem and self-actualization. When job satisfaction of a teacher or employee is fulfilled the performance will increase. Luthans (1989) states that job satisfaction is the employee perceptions how to improve her work that is giving something that looks important.

Performance is basically what is done or not done by employees (Mathis and Jackson, 2006: 278).

Kalam Kudus Pekanbaru Christian School is a foundation engaged in the field of social and education which consists of several units, namely Playgroup, Kindergarten, Elementary, Junior High and Senior High School, having its address at Jalan Lokomotif 118 Sekip Urban Village, Limapuluh Sub-district, Pekanbaru City, Riau Province.

The problem which is found portrays that not all teachers work optimally leading to teachers' poor performance. This problem is indicated by the existence of several phenomena that occurred in the field of education. Some teachers and employees are not motivated in carrying out their duties; this is also related to the principal's leadership style and organizational culture that is not supportive and less positive. Lack of discipline, disobedience to existing regulations, disobedience to leaders, and this condition generally occurs due to monotonous work conditions and the low contribution of teachers and employees in contributing to improve the performance of teachers and employees.

The teacher is one of the essential components in an educational process system at the Kalam Kudus Christian School in Pekanbaru. The roles, duties and responsibilities of teachers are very influential in realizing the goals of the National education, namely "Educating the life of the nation, improving the quality of Indonesians, including the quality of faith and religious teachings, noble morals and mastery of science,

technology and arts as well as realizing an advanced, fair, prosperous Indonesian society and civilized (Pramudyo, 20102).

1.2 Research Questions

Research Questions presented are as follows:

1. Does motivation influence on job satisfaction at the Kalam Kudus Christian School in Pekanbaru?
2. Does leadership influence on teacher's job satisfaction at the Kalam Kudus Christian School in Pekanbaru?
3. Does organizational culture influence on teacher's job satisfaction at the Kalam Kudus Christian School in Pekanbaru?
4. Does motivation influence on teacher's performance at the Kalam Kudus Christian School in Pekanbaru?
5. Does leadership influence on teacher's performance at the Kalam Kudus Christian School in Pekanbaru?
6. Does organizational culture influence on teacher's performance at the Kalam Kudus Christian School in Pekanbaru?
7. Does job satisfaction influence on teacher's performance at the Kalam Kudus Christian School in Pekanbaru?

1.3 Purpose of The Study

1. To analyze the influence of motivation on teacher job satisfaction at the Kalam Kudus Christian School in Pekanbaru.
2. To analyze the influence of leadership on teacher job satisfaction at the Kalam Kudus Christian School in Pekanbaru.
3. To analyze the influence of culture on teacher job satisfaction at the Kalam Kudus Christian School in Pekanbaru.
4. To analyze whether there is an influence of motivation on teacher performance at the Kalam Kudus Christian School in Pekanbaru.
5. To analyze whether there is an influence of leadership on teacher performance at the Kalam Kudus Christian School in Pekanbaru.
6. To analyze whether there is an organizational culture influence on teacher performance at the Kalam Kudus Christian School in Pekanbaru.
7. To find out and analyze whether there is an influence of job satisfaction on teacher performance at the Kalam Kudus Christian School in Pekanbaru.

1.4 Benefits of Study

This research is expected to be useful and helpful as input for teachers and stockholders. The study results supposed as a source of information in order to be able to know and motivate teacher performance in the future in improving teaching skills. Other researchers are expected to be able to conduct research on other variables that have no influence employing qualitative or mixed methods.

II. Literature Review

2.1 Performance

Performance is the result of the overall work in quantity and quality that has been done by an employee in achieving what is the goal of an institution or foundation. Performance is something that is done. Performance is the output produced by the functions or indicators of a profession in a certain time (Wirawan (2009: Mangkunegara, 2009). Performance, as a process of work, is a process of work on how the work takes place to achieve results. However, the results of the work itself also show performance (Wibowo, 2016).

There are many factors that are used as performance measures, but performance measures must be relevant, significant and comprehensive. Performance measures are related to types that can be classified as follows productivity, quality, timeliness, cycle time, resource utilization, and cost. Performance indicators (Hasibuan, 2008), namely enjoying their work, loving their work, work morale, discipline, and work performance.

Performance indicators in this study refer to the State Minister for Empowerment of State Apparatuses and bureaucratic reform No. 16/2009 namely Pedagogic, Personality, Social and Professional.

2.2 Job Satisfaction

Job satisfaction is a general attitude towards one's job: the difference between the amounts of reward workers receive and the amount they believe they should receive (Robbins, 2009).

Greenberg and Baron describe job satisfaction as a positive attitude. Job satisfaction can be interpreted as what makes people want and love their work. Robbins and Judge (2009) state there are 5 factors of job

satisfaction, namely (1) Job satisfaction, (2) Satisfaction of rewards, (3) Satisfaction with supervisor's supervision, (4) Satisfaction of co-workers, and (5) Promotional Opportunities.

2.3 Motivation

Motivation is a condition that influences, evokes, directs and maintains behavior related to the work environment (Robbins and Judge, 2008). Maslow proposed a motivational theory called Maslow's Need Hierarchy theory ". Maslow and Hasibuan (2009), suggested that there are five levels of human needs, namely (1) Physiological Needs, (2) Safety and Security Needs (3) Affiliation of Acceptance Needs, (4) Esteem or Status Needs, and (5) Self Actualization.

2.4 Leadership

Leadership is the ability to influence a group towards the achievement of a goal (Robbins, 2009; Kartono, 2009). The broad definition of leadership encompasses the process of influencing organizational goals, motivating followers' behavior to achieve goals to influence the group and its culture.

A leader is someone who can influence other people or groups to do the maximum work that has been set in accordance with organizational goals (Blanchard, 1993). The indicators of leadership variables (Subhan, 2012) are as follows: Knowing the ins and outs of others, Having skills in managing change, Quickly making decisions, Clever in predicting economic conditions in the future, Having an open-minded, Paying attention, respecting the needs of subordinates, and honesty.

2.5 Organizational Culture

Organizational culture is a set of values, principles, traditions and ways of working shared and influences the behavior and actions of members of the organization (Robbins & Coulter, 2009; Indrastuti, 2017). According to Wijaya there are 3 other factors that influence the formation of organizational culture (Indrastuti, 2017).

1. Social characteristics of the community.
2. Type of business community.
3. Company capacity and company's control capabilities.

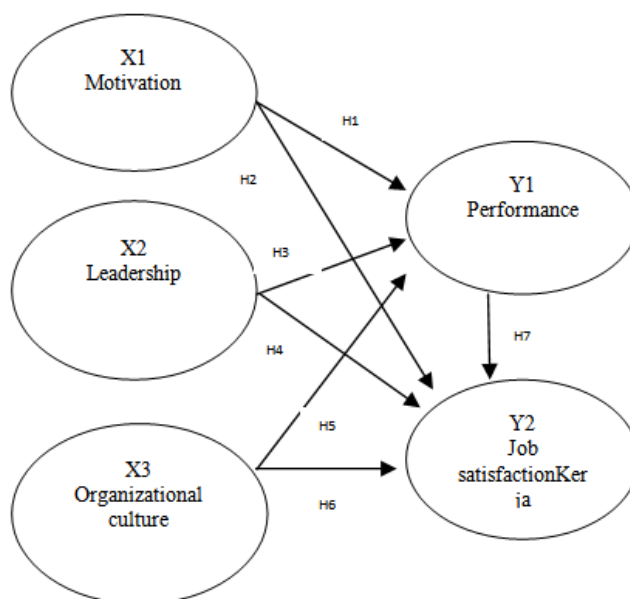
The characteristics possessed by organizational culture are fundamentally proposed by Hofstede (Indrastuti, 2017) including:

1. Covering and reaching a long time dimension
2. Determining or reflecting the company's historical record (historically determined)
3. Associated with something that is ritual and symbolic
4. Produced and maintained by groups that together form organizations (social contruted)
5. Smooth
6. Hard to chang

Robbins & Coulter Ardana, et al (2006) proposes indicators of organizational culture as follows:

1. Innovation and risk taking
2. Attention to detail or detail
3. Orientation of results
4. People orientation
5. Team orientation
6. Aggressiveness
7. Stability

2.6 Research Framework



2.7 Hypothesis

- H1. Motivation influences on teacher job satisfaction at the Kalam Kudus Christian School in Pekanbaru.
- H2. Leadership influences on teacher job satisfaction at the Kalam Kudus Christian School in Pekanbaru.
- H3. Organizational culture influences on teacher job satisfaction at the Kalam Kudus Christian School in Pekanbaru.
- H4. Motivation influences on teacher's performance at the Kalam Kudus Christian School in Pekanbaru.
- H5. Leadership influences on teacher's performance at the Kalam Kudus Christian School in Pekanbaru.
- H6. Organizational culture influences on teacher's performance at the Kalam Kudus Christian School in Pekanbaru.
- H7. Job satisfaction influences on teacher's performance at the Kalam Kudus Christian School in Pekanbaru.

III. Research Methods

3.1 Research Approach

This research used a quantitative approach with explorative methods and employed using PLS statistical tools.

3.2 Types and Sources of Data

Primary data was the data obtained directly from Playgroup, Kindergarten, Elementary, Junior High and Senior High School at Kalam Kudus Christian High School Pekanbaru, the technique of collecting data was done by interviews, questionnaires with teachers directly. Furthermore, the data is processed and presented in the form of information.

The data processed involves writing data objects related to teacher's performance of Playgroup, Kindergarten, Elementary, Junior High and Senior High School at Kalam Kudus Christian High School in Pekanbaru. Secondary Data is data obtained from Playgroup, Kindergarten, Elementary, Junior High and Senior High School at Kalam Kudus Christian High School in Pekanbaru in ready-made forms such as Learning Outcomes reports and National Examination Result Data issued by the Ministry of Education and Culture for the years 2015, 2016, 2017. List of teachers' names of Playgroup, Kindergarten, Elementary, Junior High and Senior High School at Kalam Kudus Christian High School in 2018.

3.3 Research Population

Arikunto (2006) Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions (Arikunto, 2006; Sugiyono, 2011). The population of this research was all teaching staff and teachers of Playgroup, Kindergarten, Elementary, Junior High and Senior High School at Kalam Kudus Christian High School in Pekanbaru which has 164 teachers.

3.4 Sampling

The sampling technique in this study used saturated samples, where all members of the population were sampled. This means that the total number of Playgroup, Kindergarten, Elementary, Junior High and Senior High School at Kalam Kudus Christian High School in Pekanbaru, which was 164 teachers, was used as a sample.

3.5 Data Collection Techniques

In order to obtain information in accordance with the scope of this study, the method used in data collection was the Interview and the distribution of questionnaires to respondents.

3.6 Data Analysis Techniques

The analysis used was descriptive analysis and hypothesis analysis. Quantitative analysis is a form of analysis that uses numbers and calculations using statistical methods, so the data must be classified in certain categories using certain tables to make it easier to analyze using the SPSS 19.0 program and Smart PLS in for windows.

Analysis of the level of perception of respondents is to determine the level of perception of respondents on Motivation, Leadership, Organizational Culture of Job Satisfaction and Teacher Performance, used descriptive analysis based on the calculated average value at 5 (five) mapping levels where the range of the mapping level of $(5-1) / 5 = 0.8$.

3.7 The Analysis of Characteristics of Respondents

To find out the analysis of the influence of motivation, leadership and organizational culture on teacher job satisfaction and performance, respondents were asked to provide and fill in a questionnaire on the dimensions of the variables of motivation, leadership and organizational culture. Respondents will be divided based on characteristics, status, age, sex, last education and length of service of each certification teacher and place of work.

3.8 Hypothesis Analysis

Before conducting further analysis of the data that has been collected, it must first conduct testing of research instruments so that the data obtained has a high level of accuracy and consistency (Arikunto, 2013), therefore it must test the validity and reliability of the instrument research.

3.9 SEM Smart PLS Path Analysis Test

This research used Path Analysis with the aims to find out:

- a) The relationship between variables must be linear.
- b) The research model has a causal relationship with a one-way casual flow; there is no inverse causal relationship.
- c) Minimum endogenous variables on the research instrument interval scale must be valid and reliable.
- d) Using probability sampling is a sampling technique to provide equal opportunities for each member of the population to be elected as a sample member.
- e) The research model carried out is built based on a specific theoretical framework that is able to explain the causality relationship between the variables examined.

Structural Equation

Based on the two hypotheses above, the structural equation is known as follows:

$$Y_1 = \alpha_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e_1$$

$$Y_2 = \alpha_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e_2$$

Y_1 : Job satisfaction

Y_2 : Teacher Performance

α_0 : Intercept

$\beta_1 - \beta_4$: Coefficient of Variabel

X_1 : Motivation

X_2 : Leadership

X_3 : organizational culture

$e_1 - e_2$: Error Term

IV. Research Results and Discussion

4.1 A Short History of Kalam Kudus Christian School

The forerunner to the establishment of Kalam Kudus Christian School in Pekanbaru was first started with the founding of the Kalam Kudus Christian Kindergarten in July 1979. Kalam Kudus Christian Play Group was opened in 1990, now the existence of Kalam Kudus Christian Play Group is integrated with the Kalam Kudus Christian Kindergarten. Kalam Kudus Christian Elementary School was established on January 1, 1970 and accepted about 140 new students for grades I through grade IV. Kalam Kudus Christian Elementary School at that time was located on JalanTangkubanPerahuGg. Jaya No.20 (now as a Kalam Kudus Christian Church) with a land area of only around 900m². In the middle of 1974 KOWILHAN Sumatra and West Kalimantan instructions were issued for mixing in the school environment. Schools with the majority of Chinese citizens must have integration with presentations of 60% native students and 40% non-native students. For schools that do not heed these instructions will be threatened to be closed. This is a significant challenge for Kalam Kudus Pekanbaru Christian School which at that time had a majority of Chinese students. In 1975, students who were transferred to the Public Elementary School were able to return to Kalam Kudus Elementary School on the condition that they have to bring one native student, so that the number of non and native students would be balanced. Finally, the government signaled that schools could resume operations. And in 1976 a new school building was built, located at JalanLokomotif No.118 Pekanbaru.

4.2 Vision and Mission of Kalam Kudus Christian School

The vision of Kalam Kudus Christian School is the awakening of a whole human being who is afraid of God, independent and useful to the world. The mission of Kalam Kudus Christian School is:

1. Engaging students to have a heart that fears God.
2. Guiding students to love their fellow human beings and respect God's natural environment.
3. Fostering students to grow into mentally healthy people, noble character and responsible according to the value of truth.
4. Providing quality knowledge to students according to the demands of the times.
5. Equipping students with quality skills according to their needs and potential to develop themselves.
6. Empowering all stakeholders to become educational members of Kalam Kudus Christian School Organization Structure.

4.3 Characteristics of Respondents

The age level classification of respondents at Kalam Kudus Christian School in Pekanbaru which is 164 people. Based on the age level of the teacher, that Kalam Kudus Pekanbaru Christian School is dominated by the age of 26-34 years namely the productive age and ambition to improve careers and high salaries because in the age range of 26-34 years there are still many in other educational institutions that offer employment to join with an attractive income. While the age of 17-25 years is around 23.49%. At this age teachers still tend to be emotional and have no commitment to the organization. The level of emotional intelligence is not just genetic, it's not only developed in childhood. Unlike the case with IQ which changes slightly after we are teenagers. The age group of 44 - 63 years around 16.26% at this age employees are almost entering the age of retirement and they no longer think to switch companies or educational institutions because of the age factor and usually they tend to stay in the institution or company because of the demands of family responsibilities and needs and age limit.

Respondents with characteristics based on sex are more dominated by female teachers with a number of 125 people or 75.30% while male teachers with a number of 41 people or 24.69%. Female teachers are more likely to be comfortable and stay in an educational institution, while male teachers tend to be easily bored and like to move and female teachers are more likely to be cooperative with students than male teachers.

Based on the latest education of teachers at Kalam Kudus Christian School Pekanbaru data obtained that the latest education of Kalam Kudus Christian School Pekanbaru teachers were dominated by Bachelor Degree(S1) graduates with 130 people or 78.31%, High school graduates with 22 people or 14.45%, Associate Degree (DIII) graduates there are 5 people or 3.01% and Master Degree(S2) graduates are 9 people or 5.42%.

Basically the level of education is related to intellectual development, where it is related to improvement with the knowledge that each teacher has. Through a background of higher education will increase the ability of each individual to receive and reduce the information obtained. Classification of respondents based on work period at the Kalam Kudus Christian School in Pekanbaru, amounting to 164 people. Descriptive Analysis of Research Variables broadly based on several research variables conducted based on variations in respondents' answers to questions raised when distributing questionnaires to 164 teachers.

4.4 Motivation Variable

Motivation variable is presented in 5 (five) statement items. The results of the research statement items submitted to measure the effect on teacher job satisfaction and performance.

4.5 Leadership Variable

Leadership variable is presented in 4 (four) statement items. The following are the results of the research of the statement items submitted to measure the effect on job satisfaction and teacher performance. Respondents' responses to the statements summarized in 5 (five) indicators of Teacher Performance to 164 teachers as respondents had an average score of 4.0187. This result means that the respondent's answers to the statements contained in teacher performance indicators are responded to in good category by the respondent.

4.6 Hypothesis Testing

Validity Test is used to determine whether or not a statement is valid. The decision criteria are to compare the value of Corrected Item - Total Correlation compared to the value of r table with a level (α) of 0.03 which is equal to 0.29599. If the Corrected Item - Total Correlation value is greater than the table, then the indicator is feasible (valid) and vice versa (Ghozali, 2005).

Testing the Validity of using the SPSS 19.0 program to get the r table is done by looking at r table with $n = 31$ at $\alpha = 3\%$. If $r \text{ count} > r \text{ table} = \text{Valid}$ and $r \text{ count} < r \text{ table} = \text{Invalid}$. Based on the description above it can be seen that for each item the Motivation variable is all valid, because it is related to item $r \text{ count} >$ (greater) than $r \text{ table}$, so that all indicators can be included in the study.

Reliability Test is used to determine whether indicators used can be trusted or reliable as a variable measurement tool. The purpose of being trusted or reliable is the consistency of the measurement results if the measurements are taken back to the same object. Reliability of an indicator can be seen from the value of Cronbach's alpha (α). If the value of cronbach's alpha (α) is greater or equal to ≥ 0.60 then the indicator is reliable, whereas if the value of cronbach's alpha (α) is smaller or equal to ≤ 0.60 then the indicator is not reliable.

A constructs or variable is said to be reliable if the value of Cronbach Alpha $> 0,60$ and vice versa (Imam Ghozali, 2005). Overall test results can be seen in the following table: Based on the description above shows that each variable has a value of each cronbach's alpha (α) above 0.60. In conclusion, the indicators related to the research variables are stated to be reliable. This reliability test gives an indication that the reliability of the questionnaire used as a gauge for each variable is included in the high correlation category and accepted. Multicollinearity test is done to ensure that there is a perfect correlation between one independent variable with another independent variable. This test is done by looking at the value of Variance Inflating Factor (VIF) from the regression results. If the values > 10 , then there are high multicollinearity symptoms.

V. Conclusion and Recommendation

5.1 Conclusion

1. The Influence of Motivation on Job Satisfaction

From the Smart PLS test result proves that the motivation with the Original Sample value (0) 5.874 *** which means there is a positive and significant influence on job satisfaction. The better or higher the motivation, the better the job satisfaction. The higher the motivation of a person, the higher the level of job satisfaction. Because the significant level is greater than 0.05, it means that the motivation variable significantly influences on job satisfaction.

2. The Influence of Leadership on Job Satisfaction

From the result of the Smart PLS test shows that leadership has a positive and significant influence on job satisfaction. The better leadership will have a good influence on job satisfaction. The better a person's leadership, the better the level of perceived job satisfaction and leadership has a positive and significant influence on job satisfaction because the significant level is greater than 0.05. This means that the leadership variable significantly influences on job satisfaction. This also means that the hypothesis proposed is accepted.

3. The Influence of Organizational Culture on Job Satisfaction

Based on the result of testing using Smart PLS, The finding portrays that the Organizational Culture with Original Sample value (0) 5,867 *** which means there is a positive and significant influence on job satisfaction. So the conclusion is that the better the Organizational Culture will be the better effect on job satisfaction. The better a person's Organizational Culture, the better the level of job satisfaction. Organizational culture has a positive and significant influence on job satisfaction because the significant level is greater than 0.05. It can be concluded that the Organizational Culture variable significantly influences on job satisfaction.

This also means that the hypothesis proposed is accepted. Organizational culture is a basic organizational philosophy containing beliefs, norms and shared values that are the core characteristics of how to do things in the organization. These beliefs, norms and values are the basis of all human resources in the organization to carry out its performance.

4. The Influence of Motivation on Teacher Performance

The Smart PLS test result clarifies that the motivation with the value of Original Sample (O) 0.599 which means that there is a positive and significant Influence on teacher performance. This means that the better the motivation, the better the effect on teacher performance. The better the motivation of a person, the better the level of teacher performance perceived. Motivation has a positive and significant Influence on teacher performance because the significant level is greater than 0.05. This means that the Motivation variable significantly influences on job satisfaction. And also means that the hypothesis proposed is accepted.

5. The Influence of Leadership on Teacher Performance

The Smart PLS test result depicts that the Leadership with Original Sample value (O) -0.673 which means there is no positive influence on teacher performance. Leadership does not Influence on teacher performance. This research is completed with the results of a transition study. Leadership does not directly Influence on teacher performance because the significant level is 0.05. This matter can clarify that the leadership variable does not significantly influence on teacher performance. This also means that the hypothesis put forward is rejected.

6. The Influence of Organizational Culture on Teacher Performance

The better the Organizational Culture, the better the teacher's performance will be. This research is in line with the results of previous studies, the better a person's Organizational Culture, the better the teacher's performance level. Organizational culture has a positive and significant Influence on teacher performance. Because the level is significantly greater than 0.05. It can be concluded that the Organizational Culture variable significantly influences on job satisfaction. There is an influence of organizational culture on teacher performance at Kalam Kudus Christian School in Pekanbaru.

7. The Influence of Job Satisfaction on Teacher Performance

Job Satisfaction with an Original Sample value (O) 0.141 which means there is a positive and significant influence on teacher performance. So the conclusion is that the better Job Satisfaction, the better the teacher performance will be, the better the Job Satisfaction, the better the teacher's performance level. Job Satisfaction has a positive and significant effect on teacher performance. Because the level is significantly greater than 0.05. It can be concluded that the Teacher Performance variable significantly influences job satisfaction. It also means that the hypothesis proposed is accepted. There is an influence of job satisfaction on teacher performance at Kalam Kudus Christian School in Pekanbaru.

5.2 Recommendation

Some matters that can be used as recommendations from the results of the research are:

1. Regarding the motivational variable, for the lowest average there are at X3.1 and X3.2 with an average value of 3.38 (I am satisfied with my current salary, can fulfill the needs of family life) and 3.39 (I am satisfied with the allowance given) which is in the quite good category and of course the item needs to be a concern for school management to improve organizational culture variable in this study influences teacher performance.

In the leadership style variable must find and choose a leadership style that is appropriate to the situation and conditions of the organization being managed.

2. Organizational culture variable in this study influences on teacher job satisfaction and performance. Where organizational culture has a considerable influence in determining teacher performance. Based on these conditions, the school has to make efforts in order to strengthen and maintain the existing culture to improve teacher performance, among others by holding deeper socialization about vision, mission, values, and regulations in the hope that:

a. So that teachers are able to understand their tasks and responsibilities so that their implementation can run well in accordance with the direction and goals of education.

b. Involving teachers in every education activity so that good cooperation is developed and mutual respect between teacher and superior occurred.

c. Providing opportunities for every teacher to interact in order to build mutual trust and openness among fellow teachers and between teacher and his superior.

d. For the average indicators obtained the lowest averages are 3.953 or Y2.11 and Y2.31, but still in the good category. The teacher's performance must be approved on professional performance, and it will enhance the performance with the good results and then the results will be good as desired.

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