

The Influence of Information and Communication Technology (ICT) Skill and Work Culture on Teacher Performance at SMP Negeri Bangkinang Kampar

Fahni Maulina^{1*}, Elfis Suanto¹, Hambali¹

¹Program Pascasarjana Administrasi Pendidikan, Universitas Riau, Pekanbaru, Indonesia

elfis.suanto@lecturer.unri.ac.id, hambali@lecturer.unri.ac.id

corresponding author: fahni.maulina@gmail.com

ABSTRACT

Teacher performance is something that needs and deserves to be examined in depth. Many factors cause problems related to teacher performance. This article covers the influence of information and communication technology (ICT) skills and work culture on the performance of state junior high school teachers in the Bangkinang districts of Kampar. This research uses a quantitative-descriptive approach. The quantitative-descriptive research systematically, actually, and accurately describes certain social phenomena to describe the existing facts and data in detail. Data collection techniques use observation, documentation, and questionnaires. The subjects of the research were 55 teachers at state junior high schools in Bangkinang. The results show that 1) information and communication technology (ICT) skill has a significant positive influence on teacher performance with a significance value of 0.002 or smaller than the alpha value of 0.05. In addition, 2) work culture has a significant positive influence on teacher performance with a significance value of 0.001. And, 3) information and communication technology (ICT) skill and work culture have a joint influence on teacher performance with a significance value of 0.000 and an R-square value of 0.403, which indicates that the proportion of influence of the variables information and communication technology (ICT) skill and work culture on teacher performance is 40.3%.

Keywords: *information and communication technology skill, work culture, teacher performance, junior high school*

Submitted	Accepted	Published
19 July 2023	13 November 2023	30 November 2023

Citation	:	Maulina, F., Suanto, E., & Hambali. (2023). The Influence of Information and Communication Technology (ICT) Skill and Work Culture on Teacher Performance at SMP Negeri Bangkinang Kampar. <i>Jurnal PAJAR (Pendidikan dan Pengajaran)</i> , 7(6), 1314-1324. DOI: http://dx.doi.org/10.33578/pjr.v7i6.9656 .
-----------------	---	--

INTRODUCTION

Teachers and education personnel have a role in determining factors for the success of educational goals. This is because teachers directly interact with students to provide guidance, direction, and facilitation of learning, which ultimately produces graduates of educational institutions that meet educational goals. One aspect of teacher professionalism is increasing teacher performance. Because teachers have an important role in the world of education, teachers must have good performance (Mustofa, 2017).

Teacher performance is basically the performance carried out by teachers in carrying out their duties as educators. The quality of teacher performance will greatly determine the quality of educational outcomes. Teachers are the parties who have the most direct contact with students in the education and learning process in madrasahs or school educational institutions (Diana et al., 2020). One effort to increase teacher professionalism is carried out through the academic supervision of school principals in supervising teacher performance. The existence of school supervisors can help teachers carry out their duties because professional school supervisors, one of whom will be able to supervise teachers, are thought to be able to improve the situation of the teaching and learning process, which has a positive impact on improving the quality of education (Tengko et al., 2021).

Problems regarding teacher performance are often in the spotlight and become a topic of discussion among various parties. This is in line with the reality of teacher performance that has occurred so far, where the majority of teachers' performance has not met expectations and even seems like they are simply abandoning their obligations. According to Suyanto in Akhwan (2005), who states that teachers tend to

only meet the minimum targets of all expected achievements in the learning process, This shows that teacher performance is still low or not according to expectations.

Based on the reality in the field and the results of interviews with the principal of the Bangkinang City District Middle School on February 6, 2023, there were still teachers who did not collect their lesson plans on time. Not carrying out the learning process in accordance with the RPP, which has been made completely in providing an assessment of the background process, for example, there are still teachers who only assess cognitively without providing an assessment of skills or attitudes in one learning competency. In the student mentoring indicator, there are still teachers who do not provide mentoring and training to students outside of teaching subject matter. Apart from that, several problems related to teacher performance, such as the lack of teacher participation in meetings held for all teachers and staff or employees, can hamper the decision-making process or policies taken by the school. Sometimes teachers do not follow without giving a reason. Teachers should be able to implement the rules that have been mutually agreed upon. Apart from that, there are several rules that are not obeyed by teachers, one of which is that during learning there are still teachers who leave class hours. Teachers who often leave the classroom will result in a reduction in teaching hours that could be used to increase the explanation of the material provided. Lack of teaching hours can have an impact on the achievement of the subject matter that should be conveyed to students.

One of the factors that influences a teacher's performance is the teacher's ability to master information technology. In line with the era of globalisation, where technology is developing very quickly and creating changes in all human activities, The world of education is no exception, which is experiencing many changes, such as changes in the learning system, changes in the roles of teachers and students, easier access to information or sources of knowledge that are not limited by place and time, and other changes. This makes teachers indirectly forced to be able to keep up with existing developments (Nurbayani, 2023). Apart from that, the low skills of teachers in the field of information and communication technology can hamper school development. This is indicated by the lack of ability of a teacher to use information technology facilities such as computers and online facilities owned by a school. This tendency is due to age factors or the use of facilities that are not for their intended purpose (Khotimah, 2019).

In connection with teacher problems, especially in the field of information and communication technology, according to a survey conducted by the Center for Information and Communication Technology, Education, and Culture (Pustekkom, 2018), as many as 60% of the total teachers in Indonesia are still technologically illiterate or not yet ready to meet the progress of the times, while the remaining 40% are already technology literate. The causes of the problems above are broadly due to three factors: firstly, as many as 30% of teachers in Indonesia are over 45 years old; secondly, there is a lack of educational technology content; and thirdly, there is a lack of adequate facilities or infrastructure, especially in certain areas.

There is a need to increase teachers' abilities and skills not only in the field of information and communication technology but in all aspects related to teachers' duties, considering that teachers have so many tasks. Furthermore, another aspect that is also important in order to improve performance is awareness of basic values, which serve as beliefs, foundations, traits, habits, strengths, and motivation at work, or what is called work culture. Implementing a work culture in an organization is a very important aspect. This is because work culture has a positive impact on achieving sustainable changes in the workplace, including increasing work productivity. The work culture in an educational institution will be reflected, among other things, in the activities of teachers in carrying out their duties. This work culture will then be displayed in the form of responsibility, such as time discipline, obeying regulations, respecting each other, building good relationships, and collaborating with fellow teachers so that productivity and creativity can be created to achieve higher performance (Hartiningtyas, 2016).

Based on the background of the problem as described above, the author was encouraged to dig deeper by conducting research to determine the influence of information and communication technology capabilities possessed by teachers and the existing work culture on teacher performance. Therefore, in this

study, the author took the research title, namely the influence of information and communication technology (TIK) skills and work culture on the performance of state middle school teachers in Bangkinang District, Kampar Regency City.

LITERATURE REVIEW

Teacher Information and Communication Technology (ICT) Capabilities

The development of information and communication technology (ICT) is taking place very rapidly, which also shows that information and communication technology has now become a complex mobility in human life. Information and communication technology, or, in English, Information and Communication Technology (ICT), If you look at the wording, information and communication technology has three different types of words, namely, technology, information, and communication, where each word has a different meaning (Srinalia, 2015). Teacher ability means the skills or abilities possessed by a teacher to fulfill all his obligations as a teacher responsibly and appropriately in accordance with the stipulated provisions. A teacher should have various competencies or abilities to support his work (especially in learning) so that the work can be carried out well and the results are as expected. In this research, the indicators for assessing the use of ICT used by researchers are based on instruments by Rusyan (2014), namely aspects of competence and knowledge in the use of ICT by teachers, aspects of the use of ICT in the presentation of teaching materials by teachers, aspects of the use of ICT in the learning process by teachers, aspects of the use of ICT in the learning evaluation process by teachers, and aspects of the use of ICT in social interactions by teachers.

Work Culture

Work culture can be said to be values that can direct each member or group in an organization to behavior that is in accordance with the applicable culture and norms (Umanailo, 2016). Furthermore, Ginanjar (2014) defines work culture as a philosophy based on a view of life as values that are used as traits, habits, guidelines, strengths or motivations that are entrenched in the life of a person or group in an organization. Where this can be reflected in the form of attitudes, words, actions, beliefs, hopes, goals, opinions or actions while working. Based on the opinion of Solong (2019) that work culture indicators include several aspects, such as attitudes towards work, behavior in carrying out work, discipline, hard work, helping each other among colleagues, dedication, exemplary, and being responsible for the tasks and work that has been done.

Teacher Performance

According to Ahmad Faozan (2022), teacher performance is the achievement achieved by a teacher in managing and carrying out educational and teaching tasks in accordance with the standards applicable to his job. Bintoro & Daryanto (2017) say that performance is the willingness of a person or group of people to carry out activities or perfect them in accordance with their responsibilities, with the results as expected. According to Wirawan (2015), performance is the output produced by the functions or indicators of a job or profession within a certain time. According to Didi Pianda (2018), the preparation of learning plans, the execution of teaching and learning activities, and the evaluation of performance are the three main components of teacher assessment instruments used in this research.

METHOD

This research uses a quantitative-descriptive approach. This quantitative descriptive research systematically, actually, and accurately describes certain social phenomena, with the aim of describing in detail the existing facts and data. Data collection techniques use observation, documentation, and questionnaires. The population in this study were all teachers at state middle schools in Bangkinang District, Kampar Regency City who had been supervised by the school principal and were spread across two schools.

Of the number of teachers spread across two schools, one principal is trained by the principal. The population size can be seen in Table 1.

Table 1. Research Population

No	School name	Teacher's
1	SMPN 1 Bangkinang Kota	64
2	SMPN 2 Bangkinang Kota	57
	Total	121

The determination of the sample in this research was carried out using proportional random sampling, namely a method of taking samples from members of the population using a random method without paying attention to the strata in the population. The sample was chosen to represent the overall characteristics of the population. To determine the sample size, researchers used the Slovin formula as follows:

$$n = \frac{N}{1 + N (d^2)}$$

$$n = \frac{121}{1 + 121 (0,1)^2}$$

$$n = \frac{121}{1 + 121 .0,01}$$

$$n = \frac{121}{2,21}$$

$$= 54,7 = 55$$

Based on these calculations, the respondents who will be used are 55 people.

To find out whether there is an influence of the independent variable on the dependent variable, the proposed hypothesis is tested partially using the t test. The test was carried out with a significance level of 0.05, and the t test measurement was intended to determine whether individually there was an influence between the independent variables and the dependent variable.

RESULTS AND DISCUSSION

Respondent Demographic Profile

The research subjects used in this research were state junior high school teachers in Bandar Seikijang District. The description of the research object shows the results of responses from 76 teacher respondents at State Middle Schools in Bandar Seikijang District consisting of various characteristics of Age, Gender, and Last Education. There were 38 people who were female (69%) and 17 people who were male (31%).

Table 2. Characteristics of Respondents Based on Gender

Gender	Number of Respondents	Percentage
female	38 People	69
male	17 People	31

There were 23 people aged 21-35 years (42%), and 32 people aged >35 years (58%).

Tabel 3. Characteristics of Respondents Based on Age

Age	Number of Respondents	Percentage
21-35 years old	23 People	42

>35 years old 32 People 58

There were 2 D3 graduates (4%), 44 S1 graduates (80%) and 9 Masters graduates (16%).

Tabel 4. Characteristics of Respondents Based on Last Education

Last Education	Number of Respondents	Percentage
D3	2 People	4
S1	44 People	80
S2	9 People	16

Descriptive Analysis of Variables

The research subjects used in this research were teachers at State Middle Schools in Bangkinang District, Kampar Regency City, who had been supervised by the principal and were spread across two schools. The description of the research object shows the results of responses from 55 teacher respondents at State Middle Schools in Bangkinang District, Kampar Regency City, consisting of 22 questions for teacher performance (Y), 22 questions for information and communication technology (ICT) capabilities (X1), and 21 questions for work culture (X2). The following are the results of responses from 55 respondents to each statement in the questionnaire, which was measured using a Likert scale with a value range of 1 to 5, by preparing four response options, namely Always (SL), Often (SR), Sometimes (KK), Rarely (JR), and Never (TP).

Tabel 5. Descriptive Variables

No	Variables	Mean	Standard Deviation	Interpretation
1	ICT capabilities	3,23	1.029	Medium
2	Work Culture	4,51	0,587	High
3	Teacher Performance	4,4	0,591	High
Total		4,05	0,736	Medium

Table 5 shows that the Work Culture variable is the highest variable (mean = 4.51 and SD = 0.587), followed by the Teacher Performance variable (mean = 4.4 and SD = 0.591), which is at a high level, and then the ICT Capability variable (mean = 3, 23 and SD = 1.029) is at the moderate stage. Overall, it shows that ICT capabilities and work culture in teacher performance are at the medium stage (mean = 4.05 and SD = 0.736).

Inferential Statistical Analysis

1. Normality Test

Normality testing was carried out in this research using SPSS version 23 for Windows. The significance level set in this test is $\alpha = 0.05$.

Table 6. Normality Test Results

		ICT capabilities	Work Culture	Teacher Performance
N		55	55	55
Normal Parameters ^{a,b}	Mean	70,98	94,62	96,84
	Std. Deviation	11,717	5,589	5,192
Most Extreme Differences	Absolute	0,159	0,095	0,098

	Positive	0,159	0,091	0,056
	Negative	-0,102	-0,095	-0,098
Test Statistic		0,089	0,095	0,098
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.200 ^{c,d}	.200 ^{c,d}

Based on table 5, it can be seen that the significance of the Kolmogorov-Smirnova value is 0.200 ($0.200 > 0.05$), that is, with a result of more than 0.05, which means the residual data is normally distributed so it is suitable for use.

2. Homogeneity Test

The data tested is said to be homogeneous based on its significance value. A significance value (p) ≥ 0.05 indicates that the data group comes from a population that has the same variance (homogeneous).

Table 7. Homogeneity Test Results

Variable	Levene Statistic	df1	df2	Sig.
ICT capabilities	2.263	13	35	0.077
Work Culture	2.849	13	35	0.057

Based on table 7, it can be seen that the significance value is > 0.05 , which means the data is homogeneously distributed so it is suitable for use.

3. Linearity Test

Testing can be carried out using the SPSS version 23 for Windows program using Test For Linearity at a significance level of 0.05.

Table 8. Linearity Test Results

Variable	F	Sig.	Interpretasi
ICT capabilities	1.475	0.163	Linier
Work Culture	2.777	0.106	Linier

The results of the analysis show that in the ANOVA table, the ICT capability variable has an F value of 1.475 with a significance of 0.163, while the work culture variable has an F value of 1.524 with a significance of 0.106, so it is concluded that the significant value is $\geq \alpha$ (0.05), so from the hypothesis given, it is accepted. This means that the data is interconnected linearly.

4. Multicollinearity Test

Multicollinearity test results are based on tolerance value and Variance Inflation Factor (VIF). A regression model that is free of multicollinearity is if the VIF value is < 10 and has a tolerance value > 0.10 .

Table 9. Multicollinearity test results

Variable	Collinearity Statistics		Keterangan
	Tolerance	VIF	
ICT capabilities	0.893	1.119	Multicollinearity free
Work Culture	0.893	1.119	Multicollinearity free

By using a confidence level of 95% or using a significance level of 5% (α value = 0.05), the data processing results show a VIF value of 1.119. Because the VIF value is smaller than 10.00, there is no multicollinearity between the independent variables in the regression model. Thus, the model above is free from multicollinearity.

Analysis of Research Hypothesis Testing

1. t-Test

To find out variables that have a partial significant effect, regression coefficient testing is carried out using the t test statistic. Determining the test results (acceptance or rejection of H_0) can be done by comparing the t-count with the t-table, or it can also be seen from the significance value. The results of partial hypothesis testing using SPSS are as follows:

a. The Relationship of ICT capabilities to Teacher Performance

Tabel 10. Regression Test Results of ICT capabilities on Teacher Performance

Model	Unstandardized Coefficients		R^2	t	Sig.	Results
	B					
ICT capabilities →	(Constant)	81.086	0.251	4.212	0.000	Accepted
Teacher Performance	ICT capabilities	0.222				

Based on SPSS calculations, the t value is 4,212, while the p value is 0.000, so the p value < 0.05 , meaning that there is a significant influence of the ICT capability variable on teacher performance. These results show that the higher the ICT ability, the better the teacher's performance, and vice versa. The coefficient of determination R^2 is 0.251, which means that 25.1% of the variation in the dependent variable Teacher Performance can be explained by variations in the independent variable ICT Capability, while the remaining 74.1% is influenced by variables not explained in the model. Thus, the first hypothesis, which states "ICT skills have a positive effect on teacher performance at state middle schools in Bangkinang Kota District," is accepted.

b. The Relationship between Work Culture and Teacher Performance

Table 11. Work Culture Regression Test Results on Teacher Performance

Model	Unstandardized Coefficients		R^2	t	Sig.	Results
	B					
Work Culture →	(Constant)	50.028	0.284	4.581	0.000	Accepted
Teacher Performance	Work Culture	0.495				

Based on SPSS calculations, the t value is 4,581, while the p value is 0.000, so the p value is < 0.05 , meaning that there is a significant influence of the work culture variable on teacher performance. These results show that the higher the work culture, the better the teacher performance will be, and vice versa. The coefficient of determination R^2 is 0.284, which means that 28.4% of the variation in the dependent variable Teacher Performance can be explained by variations in the independent variable Work Culture, while the remaining 71.6% is influenced by variables not explained in the model. Thus, the second hypothesis, which states, "Work culture has a positive effect on teacher performance in state middle schools in Bangkinang Kota District," is accepted.

2. F-Test

This test is intended to determine whether there is an influence of the independent variable together with the dependent variable.

Table 12. F Test Results

Model	df	Mean Square	F	Sig.
ICT capabilities + Work Culture → Regression	2	293.459	17.568	0.000 ^b

Teacher Performance	Residual	52	16.704
	Total	54	

The SPSS output table above shows an F value of 17.568 > table f value 3.117 and a significance of $0.000 < 0.05$ H₃ is accepted H₀ is rejected. It can be concluded together that the variables of ICT capabilities and Work Culture have a significant effect on teacher performance.

3. R² - Test

This test is intended to measure how far the independent variable influences the dependent variable.

Table 13. R² Test Results

Model	R	R Square	Category
ICT capabilities → Teacher Performance	0.685 ^a	0.501 ^a	Low
Work Culture → Teacher Performance	0.748 ^a	0.533 ^a	Low
(ICT capabilities + Work Culture) → Teacher Performance	0.768 ^a	0.635 ^a	Strong enough

Based on the table above, it can be seen from the results of the regression calculation that the simple coefficient value between the ICT capability variable and teacher performance is 0.501a and the determinant coefficient is 0.251, or 25.1%. The simple coefficient value between the work culture variable and teacher performance is 0.533a, and the determinant coefficient is 0.284, or 28.4%. If we look at the R-Square value, which is 0.403, it shows that the proportion of influence of the ICT capability and work culture variables on the teacher performance variable is 40.3%. This means that ICT capabilities and work culture have a proportional influence on teacher performance of 40.3%, while the remainder, namely 59.7% (100%–40.3%), is influenced by other variables that are not included in the variables of this research.

Discussion

1. The Effect of ICT capabilities on Teacher Performance

The influence of partial ICT capabilities using a regression test found that partial ICT capabilities had a significant positive effect on teacher performance. The results of the data analysis prove that ICT capabilities influences the performance of state middle school teachers in Bangkinang District, Kampar Regency City. The findings above are in line with the results of previous research, including research conducted by Marwan (2017), where the research results show that ICT competency has a significant and positive influence on teacher performance. The results of this research also support the theory put forward by Gibson in Rismawati (2018), which says that there are at least three main factors that influence a person's performance. Firstly, individual factors, which include abilities, skills, family background, social level, experience, age, and ethnicity, The two organizational factors, which include company or institutional structure, job design, reward systems, and leadership, The three psychological factors, which include perception, role, attitude, personality, job satisfaction, and motivation, One of the factors that influences teachers' ICT abilities is age, based on research results showing that SMPN 2 Bangkinang Kota with teachers who are predominantly aged (21–35 years) has a higher average ICT ability score compared to SMPN 1 Bangkinang Kota with teachers who are older (>35 years). One factor that determines a person's physical abilities is age. According to Huclok, the older you are, the more mature a person's level of maturity and strength will be in thinking and working. This proves that the relationship between age and performance is very important. Age is often the cause of a decline in mental and psychomotor quality; increasing age is followed by a decline in several physiological abilities, and this usually starts at the age of 30–45 years. This is thought to influence teachers' interest and ability to maximize the quality of learning that utilizes information and communication technology-based media (Palupi, 2015).

2. The Effect of Work Culture on Teacher Performance

The partial effect of work culture using a regression test found that partial work culture had a

significant positive effect on teacher performance. The results of the data analysis prove that the work culture influences the performance of teachers at state middle schools in Bangkinang District, Kampar Regency City. The findings above are in line with the results of previous research, including research conducted by Deke Oktavianus (2017). The results of this research show that there is a positive and significant influence of work culture on teacher performance. Work culture is a series of forms of behavior that unite each individual in an organization. Work culture is built with the aim of protecting, increasing positive values, and training certain behaviors so that new, better behaviors are created. Success in implementing work culture can be seen or known, among other things, by increasing responsibility, higher work discipline, compliance with rules, increased attention, and the creation of more harmonious communication and interaction relationships within the organization. This research also supports the theory put forward by Mangkuprawira in Sedarmayanti, which states that there are many functions of work culture in an organization, including changing attitudes and behaviors to achieve better work productivity, ensuring higher quality work results, fostering openness between members of the organization, and building togetherness (Sedarmayanti, 2018), all of which have a positive impact on the work results that will be achieved.

3. The Effect of ICT capabilities and Work Culture on Teacher Performance

The results of this research show that ICT capabilities and work culture together have an influence on teacher performance. This is shown by the value of $F_{count} > F_{table}$, namely $(17,568 > 3.117)$ with a significance of $0.000 < 0.05$ and a determinant coefficient of 40.3%, while the remainder, namely 59.7% ($100\% - 40.3\%$), is influenced by other variables not studied. This means that it can be concluded that the independent variables, including ICT capabilities and work culture, have a significant positive effect on teacher performance at state middle schools in Bangkinang Kota District. As explained above, teachers' ICT abilities and work culture individually (partially) have an influence on teacher performance. Likewise, simultaneously (simultaneously), the influence on teacher performance is 40.3%, meaning that the better the teacher's ICT skills and the higher the teacher's awareness of implementing work culture, the better the performance will be. This has the implication that there needs to be efforts from all stakeholders, in this case the school, principals, and teachers, in order to create more optimal teacher performance by increasing teachers' ICT skills and building higher awareness about the importance of implementing a work culture. Teachers with good ICT skills will find it easier and faster to complete their tasks, especially those related to ICT, such as making learning implementation plans, developing learning materials, presenting learning materials, creating ICT-based learning media, or conducting learning evaluations. Based on the above, the implication is that efforts need to be made by both the school, the school principal, and the teacher concerned in order to improve the ability of teachers in the field of ICT. This is important considering that teachers' ICT skills can influence their performance.

CONCLUSIONS AND RECOMMENDATION

In conclusion, the study conducted in Bangkinang District, Kampar Regency City, highlights significant associations between teachers' ICT capabilities, work culture, and the performance of state middle school teachers. Firstly, a positive and statistically significant relationship is identified between teachers' ICT capabilities and performance, with a regression coefficient of 0.002 below the alpha value of 0.05. However, the correlation strength remains modest at 25.1%, indicating that variations in ICT capability account for teacher performance in the low category. Similarly, the influence of work culture on teacher performance is established as positive and significant, evidenced by a regression coefficient of 0.001 below the alpha value of 0.05. Despite statistical significance, the correlation strength stands at 28.0%, placing the explanation of teacher performance within the low category of Work Culture variations. Furthermore, the interplay between teachers' ICT capabilities and work culture unveils a robust positive and significant influence on teacher performance. The regression coefficient of 0.000, below the alpha value of 0.05, signifies statistical significance. Notably, the R-Square value of 0.403 demonstrates a

substantial proportion of influence, indicating that 40.3% of the variability in teacher performance can be attributed to the combined impact of ICT capabilities and work culture. This underscores the quite strong proportional influence of ICT capabilities and work culture on teacher performance in the educational landscape of Bangkinang District, Kampar Regency City.

It is hoped that the results of the research will mean that school principals should always provide motivation to teachers to continue to improve their abilities in the field of ICT and build awareness about the importance of implementing a work culture in their work. Apart from that, schools need to provide facilities to improve teachers' abilities in the field of ICT, such as by holding seminars, holding regular training, or providing intensive guidance to teachers whose abilities are still below average.

REFERENCES

- Bintoro, & Daryanto. (2017). *Manajemen Penilaian Kinerja Karyawan*. Gava Media.
- Diana, R., Ahmad, S., & Wahidy, A. (2020). Pengaruh Motivasi Kerja dan Komunikasi Interpersonal Terhadap Kinerja Guru. *Jurnal Pendidikan Tambusai*, 4(3), 1828–1835.
- Faozan, A. (2022). *Peningkatan Kinerja Guru Pendidikan Agama Islam melalui Supervisi Akademik, Diklat dan Partisipasi dalam Kelompok Kerja Guru*. Penerbit A-Empat.
- Ginanjari, M. Hidayat, 2014, Membangun Budaya Kerja Syariah dalam Upaya Meningkatkan Kualitas Kinerja Dosen: Penelitian di Universitas Djuanda Bogor, *Jurnal Pendidikan Islam*, Vol. 3 Tahun 2014
- Hartiningtyas, L., & Elmunsyah, H. (2016). Meningkatkan kompetensi pedagogik dan profesional guru smk melalui pemberdayaan pengembangan keprofesian berkelanjutan (PKB).
- Khotimah, H., Astuti, E. Y., & Apriani, D. (2019, July). Pendidikan berbasis teknologi (permasalahan dan tantangan). In *Prosiding Seminar Nasional Program Pascasarjana Universitas Pgri Palembang*.
- Marwan, 2017, *Pengaruh Pemanfaatan Teknologi Informasi dan Pelaksanaan Supervisi Kelas terhadap Kinerja Guru Pendidikan Agama Islam di SMA se Kota Palu*, Tesis Institut Agama Islam Negeri Salatiga
- Mustofa, D. R., Marzuki, I. L., & Mustofa, I. (2017). Peningkatan Kinerja Guru Melalui Supervisi Pengawas Satuan Pendidikan Dan Kepemimpinan Kepala Sekolah (Studi Kasus Pada Sma Ma'arif Nu 5 Purbolinggo Kabupaten Lampung Timur). *Jurnal Manajemen Pendidikan Islam Al-Idarah*, 2(1).
- Nurbayani, E. (2023). *Hubungan Kemampuan Teknologi Informasi Dan Komunikasi (Tik) Dan Self Concept Dengan Kinerja Guru Madrasah Tsanawiyah Di Kecamatan Setu Kabupaten Bekasi* (Doctoral dissertation, Universitas Islam "45" Bekasi).
- Oktavianus, Deke, 2017, *Pengaruh Budaya Kerja terhadap Kinerja Guru dan Prestasi Belajar Siswa SMA Kabupaten Sumba Barat Daya NTT*, Jurnal Edukasi Sumba, Vol. 01 No. 2 Tahun 2017
- Palupi, N. K. (2015). *Pengaruh Faktor Usia Terhadap Minat Dan Kemampuan Guru Ppkn Dalam Penggunaan Media Berbasis Teknologi Informasi Dan Komunikasi (TIK) Di SMA Negeri Se-Kabupaten Tanggamus Tahun Pelajaran 2014/2015* (Doctoral dissertation, Fakultas Keguruan dan Ilmu Pendidikan).
- Pianda, Didi, 2018. *Kinerja Guru: Kompetensi Guru, Motivasi Kerja dan Kepemimpinan Kepala Sekolah*, Sukabumi: CV Jejak
- Rismawati dan Mattalata, 2018, *Evaluasi Kinerja: Penilaian Kinerja atas Dasar Prestasi Kerja Berorientasi Kedepan*, Makassar: Celebes Media Perkasa
- Rusyan, H.A. Tabrani (Ed.) 2014. *Membangun Guru Berkualitas*. Jakarta: PT. Pustaka Dinamika
- Sedarmayanti dan Nunur Rahadian, 2018, Hubungan Budaya Kerja dan Lingkungan Kerja terhadap Peningkatan Kinerja Pegawai pada Lembaga Pendidikan Tinggi, *Jurnal Ilmu Administrasi (JIA)*, Vol. XV No. 1 Tahun 2018.
- Srinalia. (2015). Faktor-faktor yang Menyebabkan Rendahnya Kinerja Guru dan Korelasinya terhadap Pembinaan Siswa. Aceh: Jurnal Ilmiah DIDAKTIKA Vol. 15, 2, 193-207
- Solong, A. (2019). *Budaya & Birokrasi*. Deepublish.



- Tengko, F., Limbong, M., & Kailola, L. G. (2021). Pengaruh Supervisi Akademik Pengawas Sekolah Terhadap Kinerja Guru SMP di Kecamatan Tondon Kabupaten Toraja Utara. *Attractive : Innovative Education Journal*, 3(1), 13. <https://doi.org/10.51278/aj.v3i1.203>
- Umanailo, (2016). *Ilmu sosial budaya dasar*. Universitas Islam Indonesia (Yogyakarta). Pusat Studi Hak Asasi Manusia. (PUSHAM),
- Wirawan. (2015). *Evaluasi Kinerja Sumber Daya Manusia (Teori, Aplikasi, dan. Penelitian)*. Salemba Empat.