

THE INFLUENCE OF QUALITY OF WORK LIFE AND PRESENCE OF CAREER CALLING ON INTRINSIC WORK MOTIVATION AMONG TEACHERS IN PRIVATE SECONDARY SCHOOL X AND Y

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Abstract. This study aims to explore the influence of Quality of Work Life and Presence of Career Calling on teachers' intrinsic work motivation in private secondary schools X and Y. Quality of Work Life refers to working conditions that include aspects of work-life balance, social support, recognition of contributions, and a supportive work environment, while Presence of Career Calling reflects the extent to which teachers perceive their work as a calling that has deep purpose and meaning. This research is expected to provide valuable insights for school management in developing strategies to increase teachers' intrinsic motivation, so as to contribute to improving the quality of education in both schools. This study aims to determine the effect of Quality of Work Life and Career Vocation on teachers' intrinsic work motivation in two private secondary schools. Using quantitative methods and total population study techniques, this study obtained the participation of 87 teachers as research samples. Data collection was conducted through an online survey using a validated questionnaire. The results of this study showed a significant effect of Presence of Career Calling on intrinsic work motivation, while Quality of Work Life did not have a significant effect on intrinsic work motivation. This finding is consistent with previous research regarding calling variables increasing intrinsic motivation but differs in the case of Quality of Work Life which shows no effect.

Keywords: Quality of work; presence of career calling; intrinsic work motivation; school learning

I. INTRODUCTION

Teachers play a pivotal role in shaping and inspiring the younger generation, as they are not merely educators but also mentors and role models. Teachers who possess the ability to create high-quality learning experiences and make positive contributions will be instrumental in the effort to improve the quality of education. High levels of intrinsic work motivation drive teachers to carry out all the necessary tasks to achieve the desired educational goals. Therefore, work motivation among teachers is both a crucial factor and a significant role that influences student learning outcomes [1]. Despite the importance of intrinsic work motivation in a teacher's duties, the reality often differs. Research found a lack of work motivation among teachers, as evidenced by their suboptimal performance. Performance, etymologically, refers to the 'act of doing' or the execution of work, work performance, and the execution of tasks or work behavior. For example, many teachers are reluctant to create classroom learning program administration (learning plans) because they understand that teaching is merely a routine activity without significant targets, learning outcomes, problem-solving development, and so on. This issue persists even though teachers have been promised facilities such as wage increases, opportunities to participate in certification programs, and other incentives, which can indirectly provide motivational encouragement to teachers [2].

However, because these incentives are perceived as less important, many teachers underperform due to a lack of work motivation. This can also be attributed to various factors, one of which is teachers' low intrinsic work motivation. Additionally, several school programs fail to be realized because task assignments and responsibilities are not given to individuals with the appropriate qualifications. When planning instruction, it is crucial to ensure that the objectives, educational programs, teaching methods, evaluation processes, and other factors are relevant to the skills and abilities generally possessed by teachers [3]. Consequently, the potential of other teachers with specific expertise in certain fields cannot be optimally utilized. This also relates discussion on the high demands of work in the school environment. Within the context of education in schools, teachers are faced with various job demands that indirectly create psychological pressure. For instance, educators must possess the ability and responsibility to manage classrooms, plan lessons, prepare teaching materials, assess student learning outcomes, and manage the necessary resources for the learning process (Lalompoh [4]).

These reasons, among others, contribute to teachers resigning before reaching retirement age. Consistent with research, these psychological issues can ultimately lead to teacher turnover. Teacher turnover within a school is a significant phenomenon in organizational dynamics, with

data showing that 25% of teachers resign from their positions annually. Teachers intending to resign may not experience career advancement as this intention could affect their performance [5]. Therefore, work motivation is crucial in the context of teachers and schools as it has a significant impact on the teaching system and the quality of education. Quality education undoubtedly produces quality and productive human resources. The role of intrinsic work motivation among teachers is crucial in influencing their teaching performance towards achieving educational goals. When teachers have high intrinsic work motivation, they feel compelled to strive and improve their abilities in planning, implementing, and evaluating the curriculum applied in schools, aiming to achieve optimal work outcomes. By providing quality teaching, teachers become agents of change in transforming students' knowledge and skills, acting as facilitators of learning, and creating an environment that supports students in developing critical thinking, creativity, and problem-solving abilities [6].

Indirectly, employee motivation also moderates the relationship between job design and employee engagement, which is influenced by the work environment. This indicates that a positive work environment (quality of work life) can enhance both extrinsic and intrinsic motivation as well as employee commitment. Anggitaning's study found that quality of work life has a positive impact on work motivation. This implies that the better a worker's quality of work life, the higher their work motivation. In this regard, the step needed to optimize teachers' work motivation is to continually enhance teachers' quality of work life to correspondingly elevate their work motivation [7]. Research examines the relationship between career calling and intrinsic work motivation. The findings indicate that a career calling contributes to intrinsic motivation and job satisfaction. However, beyond that, this relationship also influences other aspects of life, including life satisfaction and personal growth. This study provides a deeper understanding of the impact of career calling on individual work motivation. One argument supporting this relationship is the high intrinsic motivation observed in individuals who feel a calling in their careers. The study shows that this intrinsic motivation arises from the inner satisfaction felt when individuals can fulfill job tasks aligned with their calling. This has a positive impact on the quality and intensity of effort they put into their work [8].

In Erum's study, it was revealed that career calling plays a significant role in fostering job engagement, explaining about 34% of the variation, and holds significant value in shaping employee orientation. There is a substantial impact of employee engagement on intrinsic work motivation. However, in a study conducted, findings showed that employee engagement does not have a significant impact on motivation. The study considers broader exploration of calling across various fields, such as education in the future [9]. This research aims to explore the influence of Quality of Work Life and Presence of Career Calling on the intrinsic work motivation of teachers in private secondary schools X and Y. Quality of Work Life refers to work conditions encompassing aspects of work-life balance, social support,

recognition of contributions, and a supportive work environment, while Presence of Career Calling reflects the extent to which teachers perceive their work as a life calling with deep purpose and meaning. This study is expected to provide crucial insights for school management in developing strategies to enhance teachers' intrinsic motivation, which in turn can contribute to improving the quality of education in both schools.

II. RESEARCH METHOD

This study aims to delve into the influence of Quality of Work Life and Presence of Career Calling on the intrinsic work motivation of teachers in two private secondary schools. Employing a quantitative method and total population study technique, the research garnered participation from 87 teachers as research subjects. Data collection was conducted through an online survey employing a validated questionnaire. The independent variables in this study encompass Quality of Work Life and Presence of Career Calling, while the dependent variable is intrinsic work motivation. To ensure the quality of the data generated, the research conducted expert testing on the Quality of Work Life scale and language testing on the entire questionnaire before dissemination to five individuals with similar backgrounds. Thus, this research aims to provide a deeper understanding of the factors influencing teachers' intrinsic motivation, expected to offer valuable insights for school management in enhancing teacher motivation [10]. This study also involved the use of several scales that were previously tested and validated, including The Multidimensional Work Motivation Scale to measure intrinsic work motivation, Work-Related Quality of Life to measure Quality of Work Life, and Calling Vocation Questionnaire to measure Presence of Career Calling. By utilizing an online survey method, this research facilitated teachers' participation without requiring physical presence. Furthermore, efforts to maintain the confidentiality and security of participant data were undertaken by providing informed consent prior to questionnaire completion. Through this approach, the study is expected to make a significant contribution to understanding the factors influencing teachers' intrinsic motivation, as well as providing a foundation for the development of more effective strategies and policies to enhance their well-being and performance [11].

III. RESULT AND DISCUSSION

A. Research Findings

The findings of this study provide a deeper understanding of the factors influencing intrinsic motivation among teachers in private secondary schools X and Y. By analyzing the influence of Quality of Work Life and Presence of Career Calling on intrinsic work motivation, this research offers valuable insights for school management in developing strategies to enhance the well-being and performance of teachers. Through the utilization of quantitative methods and total population study techniques, this research was able to generate comprehensive and relevant data, expected to serve

as a foundation for improving working conditions and increasing intrinsic motivation among teachers. Therefore, these research findings can make a significant contribution to efforts aimed at improving the quality of education in both private secondary schools [12].

Table 1 Distribution of Subjects Based on Demographic Data

Category	Classification	Frequency (Number)	Percentage (%)
Gender	Male	34	39.08 %
	Female	53	60.92 %
Usia	23 – 30	27	31.03 %
	31 – 35	18	9.20 %
	36 – 40	11	12.64 %
	41 – 45	11	12.64 %
	46 – 50	12	13.79 %
	51 – 55	9	10.34 %
	56 – 60	7	8.05 %
Status	61 – 65	1	1.15 %
	66 – 70	1	1.15 %
	Married	72	82.76 %
Highest Education Level	Single	15	17.24 %
	High School/Equivalent	1	1.15%
	Bachelor's Degree	71	81.61%
	Master's Degree	14	16.09%
Years of Work	Doctorate	1	1.15%
	< 1 years	8	9.20 %
	1 – 4 years	15	17.24 %
	4 – 7 years	13	14.94 %
	7 – 10 years	12	13.79 %
>10 years	39	44.38 %	

Based on Table 1, the data above illustrates the distribution of respondent categories based on gender, age, marital status, highest education level, and years of work experience. In terms of gender, out of a total of 87 respondents, 39.08% are male, while 60.92% are female. With this proportion, it is evident that female participation in this study is more dominant compared to males. Regarding age categories, most respondents fall within the 23 – 30 age range, comprising the highest percentage at 31.03%. Subsequently, there is a decrease in the number of respondents with increasing age, with 9.20% in the 31-35 age group, and approximately 12.64% for the 36-45 age group. However, the 46-50 age group has a percentage of 13.79%, indicating diversity in age distribution [13]. Respondents aged above 50 also participated, albeit in smaller proportions, with 10.34% in the 51-55 age group, 8.05% in the 56-60 age group, and lower percentages for the 61-70 age group. The total number of respondents is 87, with the age distribution reflecting a significant demographic variation. In terms of marital status, 82.76% of the respondents are married individuals, while 17.24% are unmarried. Thus, most respondents in this study are married individuals. In the highest education level category, 1.15% of respondents have a high school or equivalent education background, while the majority, at 81.61%, hold bachelor's degrees (S1), 16.09% have obtained master's degrees (S2), and another 1.15% hold the highest education level, Doctorate degrees (S3). Overall, this data

reflects a varied educational level among respondents, with the majority holding bachelor's degrees. Moving on to the years of work category, 9.20% of respondents have less than 1 year of work experience, while 17.24% have worked for 1 – 4 years. There are also 14.94% of respondents who have worked for 4 – 7 years, and 13.79% with 7 – 10 years of work experience. Most respondents, approximately 44.83%, have more than 10 years of work experience [14].

B. Hypothesis Testing

Hypothesis testing was conducted using JASP software version 0.18.1, employing multiple linear regression analysis.

Table 2 Hypothesis Testing Results

Model	R ²	R ²	Adjust R ²	RMSE
H0	0.00	0.00	0.00	1.44
H1	0.52	0.27	0.25	1.24

Table 3 ANOVA Hypothesis Testing Results

Model	Sum of Squares	df	Mean Square	F	P	
H1	Regression	47.49	2	23.74	15.34	<.001
	Residual	130.03	84	1.55		
Total	177.52	86				

The results of the multiple linear regression analysis table indicate that collectively, both the quality of work life and presence of career calling variables have a significant influence on the variable intrinsic work motivation. This is based on the F value (2.84) = 15.34; p < .001. Additionally, the independent variables (IV) collectively contribute effectively by 27% (R² = 0.27). This implies that the combined contribution of both independent variables to the dependent variable (DV) is 27%, while the remainder is influenced by variables outside the scope of this study.

Table 4: Hypothesis Testing Coefficients Results

Model	Unstandardized	Standard Error	Standardized	t	P
H0 (Intercpt)	5.55	0.15		36.04	<.001
H1 (Intercpt)	-1.46	1.30		-1.12	0.27
Quality of Work Life	0.01	0.02	0.08	0.62	0.54
Presence of Career Calling	0.18	0.05	0.46	3.47	<.001

During the multiple linear regression test conducted on both the quality of work life and presence of career calling variables simultaneously, the results indicated that both variables have an impact on intrinsic work motivation. However, when separate multiple linear regression tests were performed based on the relationship of each variable, the

results showed that the quality of work life variable ($\beta = 0.08$; $p < 0.54$) did not have a significant effect on intrinsic work motivation among teachers, whereas the presence of career calling variable ($\beta = 0.46$; $p < 0.001$) had a significant effect on intrinsic work motivation among teachers. Thus, career calling contributes more to intrinsic work motivation. From this data, it can be observed that the contribution of quality of work life is only 0.1% and not significant. These results indicate that the contribution of quality of work life is weak compared to the presence of career calling. It can be concluded that both quality of work life and presence of career calling significantly influence intrinsic work motivation, but in terms of the contribution of each variable, quality of work life appears weak when tested simultaneously with the presence of career calling [13].

This study aimed to investigate the influence of quality of work life and presence of career calling on intrinsic work motivation among teachers. Based on this study, it was found that the major hypothesis was accepted, indicating that quality of work life and presence of career calling collectively have a significant influence on intrinsic work motivation. However, when tested separately, only the presence of career calling showed a significant effect on intrinsic work motivation, while quality of work life did not have a significant effect. This is illustrated by the presence of career calling variable contributing more to intrinsic work motivation among teachers. Thus, one minor hypothesis was accepted while the other was rejected. This finding contrasts with the study by Baleghzadeh (2012) in Iran, where quality of work life contributed 52% to teacher work motivation in the context of secondary schools [15]. Intrinsic motivation occurs when individuals engage in an activity because they find it inherently interesting and satisfying, without regard to external rewards. This means that individuals are driven by their own internal desire to engage in the activity because they enjoy the process. Bukhari et al. discuss that supportive and adequate working conditions are factors influencing teachers' intrinsic motivation, making them feel comfortable in performing their tasks. Although quality of work life may be a significant predictor in some independent studies, there are several factors that may explain why it may not be significant in certain contexts, one of which is the presence of career calling variable that has a stronger influence on the research findings. Career calling aligns more closely with intrinsic motivation. It originates from internal motivation and deep internal desires. Furthermore, some similar studies linking quality of work life variables to other aspects of work, such as job satisfaction and performance [16]. Quality of work life is used to enhance motivation when following job process strategies and encompasses domains such as job security, satisfaction, ease, and building dependence on employees [17].

When considering the type of public or private schools, a study by Akram found significant differences among secondary school teachers in Turkey and Pakistan in several aspects of quality of work life, considering Walton's model that measures five interrelated concepts of quality of work life, namely healthy and decent working conditions,

administrative support, workplace facilities, development opportunities, and fair and adequate wages. Based on this, the results showed that teachers in Turkey scored higher in administrative support, workplace facilities, and development opportunities, while teachers in Pakistan scored higher in healthy and decent working conditions, as well as wages deemed fair. Although the above aspects can be considered both internal and external factors, some of them are better understood in an external orientation such as administrative support, workplace facilities, and environmental working conditions, as well as wages deemed fair. Internal factors may stem from individual needs, attitudes, and abilities, while external factors are more diverse as they are influenced by the environment, social influences, lifestyle, and others. Examples of external factors that can influence an individual's motivation include salary, job security, relationships with colleagues, supervision or leadership style, praise and recognition, as well as assigned tasks. Another study in India found that the quality of work life among teachers in private schools is perceived to be better compared to teachers in public schools. The practice of quality of work life is significantly related to teachers' preferences to continue teaching in private schools. However, a study by Gaol stated that there is no significant difference between the average scores of public and private secondary school teachers regarding the quality of work life.

Research studies above have found that the quality of work life is indeed crucial, whether in private or public schools. Interestingly, these studies also reveal that conditions in private schools tend to have better quality of work life. However, contrary to the findings mentioned earlier, this study, involving teachers from private schools, found that quality of work life alone is not significantly associated with intrinsic work motivation. This could be attributed to the presence of another variable influencing individual intrinsic motivation, namely the presence of career calling, as quality of work life may become more significant when tested together with the presence of career calling. This suggests that in this study context, which focuses on private schools with better working conditions, it's not sufficient to motivate individuals. The understanding of career calling's influence on intrinsic work motivation is supported by Elangovan, who believe that career calling significantly affects the level of work motivation, surpassing other traditional predictors of motivation. Individuals who strongly feel a calling are believed to be exploring or cultivating their potential and expressing themselves through their work. Consistent with Akçakanat's research, the increasing presence of career calling among academia (teachers) can enhance intrinsic work motivation. Researchers suspect that several factors of career calling significantly affect intrinsic work motivation. One of these factors is the quest for meaning in life. This concept refers to a deep and personal understanding that one's work holds significant meaning and purpose in their life. Koamesah adds that the emergence of meaning can shape career commitment in individuals. When someone feels that their job is a calling, they tend to have higher intrinsic motivation to perform well in that job. This implies that their motivation

stems from internal satisfaction, the desire for personal growth, and achievement, rather than just external drives like financial rewards or recognition. Calling may originate from internal motivation and deep internal desires. Those who pursue a profession based on a calling don't work solely for financial reasons or career advancement but also to achieve something meaningful [18]. Previous research indicated that individuals who feel called to their work tend to have higher intrinsic motivation, and if aligned with their calling, they believe their work is personally meaningful. Teachers are more likely to view their tasks as a calling compared to professionals in other fields, as expressed. Those who see their work as a calling desire to be more involved in teaching and show greater appreciation for the positive social aspects of their career compared to those who do not feel called to teach [19]. In their profession, teachers face various challenges, such as diverse student behaviors, difficulties in understanding student characteristics, and lack of teaching preparation. To withstand these conditions, besides continuously developing competencies and creatively developing teaching materials, as well as actively participating in teacher community activities, they must also can overcome challenges and the willingness to continue learning and self-development. This conclusion is consistent with the findings that the presence of career calling contributes to teachers' motivation in facing challenges in their profession [20].

IV. CONCLUSIONS

The findings of this study demonstrate a significant influence of the presence of career calling on intrinsic work motivation, while the quality of work life does not significantly affect intrinsic work motivation. These results are consistent with previous research regarding the variable of calling enhancing intrinsic motivation but differ in terms of the quality of work life showing no influence. Therefore, this study is considered novel. Moreover, this study explicitly addresses intrinsic work motivation in the context of teachers in private schools, rather than in other professions characterized by calling. Some professions such as teaching, volunteering, sales personnel, medical technicians, factory workers, secretaries, and others are considered to have high calling.

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