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INFLUENCE OF SCHOOL CULTURE AND WORK MOTIVATION ON PERFORMANCE OF ELEMENTARY SCHOOL TEACHERS

Abstract. The purpose of this study was (1) to find the influence of school culture on performance, (2) to find the effect of work motivation on teacher performance, (3) to analyze the influence of school culture and work motivation together on the performance of elementary school teachers in the Wonosalam District Wonosalam Regency. This study uses quantitative research methods with the type of ex-post-facto research. Data collection techniques using a questionnaire. The total population was 103 people and 82 elementary school teachers were taken as respondents spread over 10 elementary schools in the Teuku Umar Cluster, Wonosalam District, Demak Regency. The results of this study are: (1) There is an influence of school culture on teacher performance by 38,1%; (2) There is an effect of work motivation on teacher performance by 84,5%; (3) There is an influence of school culture and work motivation on teacher performance in the Wonosalam District Demak Regency by 85,3%. This shows that school culture and work motivation are very influential on teacher performance. However, work motivation has a greater influence on teacher performance than school culture.

Keywords: School, culture, work motivation, teacher, learning.

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Бастауыш сынып мұғалімдерінің жұмысына мектеп мәдениеті мен еңбек мотивациясының әсері

Андатпа. Бұл зерттеудің мақсаты (1) мектеп мәдениетінің нәтижеге әсерін табу, (2) жұмыс мотивациясының мұғалімнің жұмысына әсерін табу, (3) Воносалам ауданындағы Воносалам штатындағы бастауыш мектеп мұғалімдерінің жұмысына мектеп мәдениеті мен жұмыс мотивациясының әсерін бірге талдау. Сауалнама арқылы мәліметтер жинау техникасы – бұл зерттеуде экс-постфакто зерттеу түрімен сандық зерттеу әдістерін пайдаланады. Жалпы экспериментке қатысушылар саны 103 адамды құрады және 82 бастауыш сынып мұғалімі респондент ретінде Воносалам ауданы, Демак штатындағы Теуку Умар кластеріндегі 10 бастауыш мектепке таралған. Бұл зерттеудің нәтижелері: (1) Мұғалімнің жұмысына мектеп мәдениетінің әсері 38,1%; (2) Жұмыс мотивациясының мұғалімнің жұмысына әсері 84,5%; (3) Воносалам ауданындағы Демак регенциясында 85,3%-ға мектеп мәдениеті мен жұмыс мотивациясының мұғалімнің жұмысына әсері бар. Бұл мектеп мәдениеті мен еңбек мотивациясының мұғалімнің жұмысына өте әсер ететінін көрсетеді. Дегенмен, мектеп мәдениетіне қарағанда еңбек мотивациясы мұғалімнің жұмысына көбірек әсер етеді.

Кілт сөздер: мектеп, мәдениеті, еңбек мотивациясы, мұғалім, оқу.

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Влияние школьной культуры и трудовой мотивации на успеваемость учителей начальной школы

Аннотация. Целью данного исследования было (1) выяснить влияние школьной культуры на успеваемость, (2) выявить влияние трудовой мотивации на успеваемость учителя, (3) проанализировать влияние школьной культуры и трудовой мотивации вместе на успеваемость учителей начальной школы округа Воносалам, Регентства Воносалам. В данном исследовании используются количественные методы исследования с типом исследования постфактум. Методы сбора данных с помощью анкеты. Общее количество участвовавших в эксперименте составило 103 человека, и 82 учителя начальной школы были взяты в качестве респондентов, распределенных по 10 начальным школам в кластере Теуку Умар, округ Воносалам, Регентство Демак. Результаты этого исследования: (1) влияние

школьной культуры на успеваемость учителя на 38,1%; (2) влияние трудовой мотивации на эффективность работы учителя на 84,5%; (3) Существует влияние школьной культуры и трудовой мотивации на успеваемость учителей округа Воносалам Демак Ридженси на 85,3%. Это показывает, что школьная культура и трудовая мотивация очень сильно влияют на работу учителя. Однако трудовая мотивация оказывает большее влияние на успеваемость учителя, чем школьная культура.

Ключевые слова: школа, культура, трудовая мотивация, обучение, учитель.

Introduction

One indicator of the progress of a nation can be reflected in a good and quality education sector. As explained by Subiyanti et al. [1] that good and good quality education is education in which it is able to educate the nation's generation to become a smart generation and have good character. Quality education is needed to face today's very tight global competition. For this reason, educators are needed, namely a professional teacher who has quality human resources as well to provide quality education. Listed in Law no. 14 of 2005 concerning Teachers and Lectures, that what is meant by teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, basic education and secondary education [2].

The form of teacher's professionalism can be seen from the teacher's performance every day. Furthermore, Hasibuan [3] explains that performance is the result of work quantity and quality that can be achieved when someone carries out task according to the responsibilities that have been given. Teacher performance is also in the form of teacher's work which is reflected in the implementation of his duties. Riduwan [4] suggest factors that affect performance, including: education, personality attitudes, training and work experience, leaders, social conditions, individual needs, physical conditions of the workplace, abilities, work culture in the organization and work motivation.

Improving the quality of educators and education is influenced by work habits, work culture and interrelated organizational culture. Without a work culture and organizational culture that leads to a quality work culture, efforts to improve quality will be difficult to achieves as expected [5]. Mulyasa further explained in Dahlan et al. [6] that school culture is a deep patern, symbol, tradition and belief in values that are formed from the series, habits and history of the school, as well as perspectives in solving problems that exist in schools. So, it can be said that school culture is that dominant value in schools that guides school policies towards all elements and components of schools including educational stakeholders, such as how to do work in schools or as a culture in school closely related to the formation of a conducive and quality school atmosphere. If the school atmosphere is conducive, it will encourage the realization of effective schools which have implications for improving the quality of education.

In addition to the work culture that exists in schools, work motivation is also an important factor that can affect the performance of a teacher. Without high work motivation in carrying out tasks, it will be difficult to achieve quality educational goals as expected. Sardiman [7] explains that motivation comes from the word motive which means the driving force that exists within a person to carry out certain activities in order to achieve a goal. For that, a person must have work motivation within himself in order to achieve the goals that have been determined.

Work motivation can be interpreted as an impulse that grows within a person both from within and outside himself [8]. With the work motivation that exists within teacher, it makes the teacher enthusiastic in doing work so that the teacher can use all the skills and abilities he has with the aim of getting the maximum work results as expected [8]. If the work motivation of a teacher is high, quality and quantity of teacher work will be obtained so that it can produce quality education as well. R or work motivation is fairly important factor that can affect the performance of a teacher

[9]. School culture is an important component for developing management strategies and improving teacher and student performance. School culture has a significant influence on teacher work rates. It is very important to evaluate organizational activities to maintain positive performance [10].

From the results of the initial identification in the form of observation and interviews with several teachers, it was found that the performance of teachers in the Wonosalam District, Demak Regency was still not good. This can be seen from the number of teachers who are still reluctant to make their own learning tools. In addition, teachers are not very enthusiastic when attending seminars or educational training for self-improvement, from several seminars or educational training held, the teacher will only attend it if he needs grades to increase his level or is appointed as a school representative. If according to the teacher the value for promotion is sufficient then they are reluctant to attend educational seminars or training. In addition, the lack of intention and interest in a teacher to attend seminars or training by itself also shows the low performance of teachers. Some of the indications that have been described in the Wonosalam District, Demak Regency.

Based on the description above, the author will conduct research on: (1) Is there any influence of school culture on the performance of elementary school teachers in Wonosalam District, Demak regency? (2) Is there an effect of work motivation on the performance of elementary school teachers in Wonosalam district, Demak regency? (3) Is there an influence of school culture and work motivation on the performance of elementary school teachers in Wonosalam District, Demak Regency?

Literature Review

Teacher Performance. Mangkunegara & Waris [11] explains, performance is the result of work in quantity and quality achieved by a person in carrying out tasks according to the responsibilities that have been given. Performance is the result of work in accordance with organizational goals, such as quantity of work, quality of work, efficiency, and other effectiveness criteria.

Teacher performance will not be achieved so easily, but is influenced by certain factors. Barnawi & Arifin [12] mentions that there are 2 factors that affect teacher performance, namely internal factors and external factors, both of which have an impact on teacher performance. Internal factors of teacher performance are factors that come from within the teacher that can affect their performance, for example, skills, personality, abilities, perceptions, field experience, family background and motivation to become teachers [13]. External factors of teacher performance are factors that come from outside the teacher that can affect their performance, these external factors include salaries, facilities and infrastructure, physical work environment, leadership and work culture in schools.

Teachers are expected to have good performance in implementing duties in schools to improve the quality of education, both individually and in groups [14]. Referring to Supardi's opinion [15] the indicators of teacher performance carried out in this study are: (1) the ability to develop plans and learning programs, (2) the ability to carry out learning, (3) the ability to carry out assessments, (4) the ability to carry out follow-up programs.

School Culture. Zamroni [16] explains that school culture is a pattern of values, principles, traditions and habits that are formed in a long journey and developed by school in the long term and become a guide that is believed by all school members so as to encourage the emergence of attitudes an behavior of school residents. The behavior that appears among students is expected to be good, such as behavior that reflects the values of human life, the values of politeness so that it affects the character of children [17].

Oviawe [18] divides the elements of school culture in terms of efforts to improve the quality of education, namely: (1) Positive school culture, which are activities that support improving quality of education, for example cooperation in achieving achievements, award for achievements and commitment to learning. (2) A negative school culture is a culture that is counter to improving the quality of education. For example, students are afraid of being wrong, students are afraid to ask

questions and students rarely cooperate in solving problems. (3) A neutral school culture, namely a culture that does not focus on one side only but also make a positive contribution the development of improving the quality of quality education.

Referring to the opinion of Luthan in Syamsir [19] set indicators in the assessment of this school culture, namely: (1) regularity in acting, (2) norms and rules that exist in schools, (3) values and beliefs owned by school residents to improve school quality (4) habituation activities in schools, and (5) school conditions.

Work Motivation. Teacher work motivation is a process carried out to move teachers so that their behavior can be directed at real efforts to achieve predetermined goals [20].

There are various factors that affect a person's work motivation. Sutrisno [21] expresses his idea that there are 2 factors that influence a person's motivation, namely internal factors and external factors. Internal factors consist of: (1) the desire to live, (2) the desire to be able to live possessing, (3) the desire for appreciation, (4) the desire for recognition, (5) the desire for power. Meanwhile, external factors include (1) working environment conditions, (2) adequate compensation, (3) good supervision, (4) job security, (5) status and responsibility, (6) flexible regulations.

Meanwhile, Uno [20] argues that the indicators of work motivation consist of internal and external dimensions. In the internal dimension there are 7 points that become indicators, namely; (1) the teacher's responsibilities in carrying out the task (2) carry out tasks with clear targets, (3) have clear goals (4) there is feedback on work results, (5) enjoy working, (6) always try to outperform others, (7) prioritizes achievement over what is done. While the external dimension has 4 points that affect work motivation; (1) always trying to meet the needs of life and work needs (2) happy to get praise for what they do, (3) work with the hope of getting incentives, (4) work with the hope of getting attention from friends and superiors.

The hypotheses in this study are: (1) There is a significant influence between school culture on the performance of elementary school teachers in Wonosalam District. (2) There is a significant influence between work motivation on the performance of elementary school teachers in Wonosalam District. (3) There is a significant influence between school culture and work motivation on the performance of elementary school teachers in Wonosalam District.

Research methods

The research method used is quantitative research where the type of research is ex-post facto. The population is all elementary school teachers in the Teuku Umar cluster, Wonosalam District, Demak Regency. Based on data in the Dapodikdasmen of the Ministry of Education and Culture, there were 103 elementary school teachers spread over 10 elementary schools in the Teuku Umar cluster, Wonosalam District, Demak Regency.

The sampling technique used in this study is probability sampling with the type of cluster random sampling. According to Sugiyono's [22] explanation, probability sampling is a sampling technique where each member of the population has the same opportunity to be selected as a sample. While this type of random sampling based on area or region (Cluster Random Sampling) is a sampling technique based on regional groups from members of the research population. In this study, samples were taken randomly based on the area of each elementary school. The research sample obtained a sample of 82 people. Elementary school teachers in the Teuku Umar cluster, Wonosalam District, were taken using the Slovin formula in Riduwan [4].

The data collection technique in this study is a questionnaire method. The questionnaire that will be used is a closed questionnaire, which means that the researcher has provided answers to the questions given and the respondents answered based on their personal opinions. The instrument used in this research is a questionnaire. The questionnaire was divided into 3 parts whose function was to obtain data on school culture, work motivation and teacher performance in the Wonosalam District, Demak Regency.

The variables in the study consisted of 1 dependent variable (Y) namely teacher performance and 2 independent variables, namely school culture (X_1) and work motivation (X_2). The data analysis technique in this study uses multiple regression data analysis techniques with the help of the SPSS For Windows Version 25 program. The stages of implementing the analysis include: (1) descriptive analysis, (2) prerequisite tests, and (3) hypothesis testing.

Results

Data Description

Respondents Perception of Teacher Performance. The results data collection respondents on teacher performance obtained an average score of 80,96. A total of 82 respondents gave responses to the teacher's performance, which was divided into 5 categories very low, low medium, high and very high. As many as 10% or 8 people are in the very low category, 23% or 19 people are in the low category, 28% or 23 people are in the moderate category, 26% or 21 respondents are in the high category and the last one is 13% or 11 people fall into the very high category. While the results of the average acquisition in this study is 80,96 which falls into the medium category. The results can be depicted in the bar chart below (Figure 1):

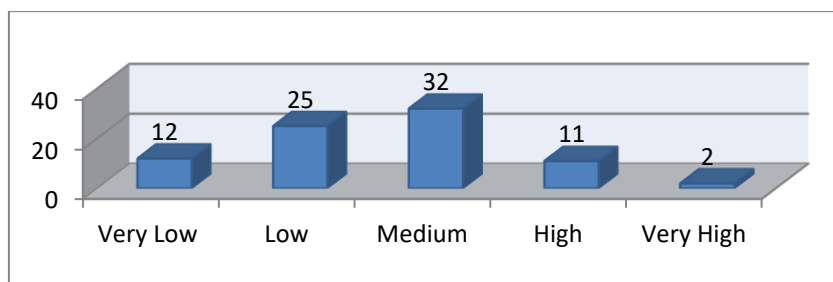


Figure 1 – Respondents perception of teacher performance

Respondents Perception of School Culture. The results of data collection of respondents on school culture obtained an average score 93,38 with a minimum score of 84 and a maximum score of 107. A total of 14% or 3 people fall into the very low category, 10% or 8 people fall into the low category, 34% or 28 people are in the medium category, 35% or 29 respondents are in the high and the last 17% or 14 people are in the very high category. While the results of the average acquisition in this study was 98,38 into the medium category. The results can be depicted in the bar chart below (Figure 2):

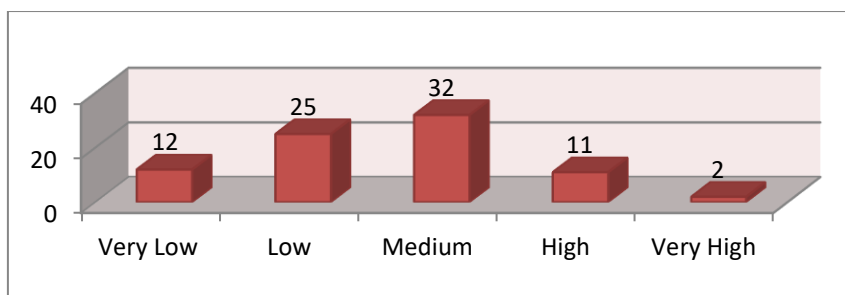


Figure 2 – Respondents perception of school culture

Respondents Perception of Work Motivation. The results of collecting respondent data on teacher work motivation obtained an average score of 130,43 with a minimum score of 115 and maximum score of 150. A total of 15% or 12 people are in the very low category, 30% or 25 people

are in the low category, 13% or 11 respondents are in the high category and the last as many as 2% or 2 people are in the very high category. While the results of the average acquisition in this study was 130,43 which was included in the medium category. The results can be depicted in the bar chart below (Figure 3):

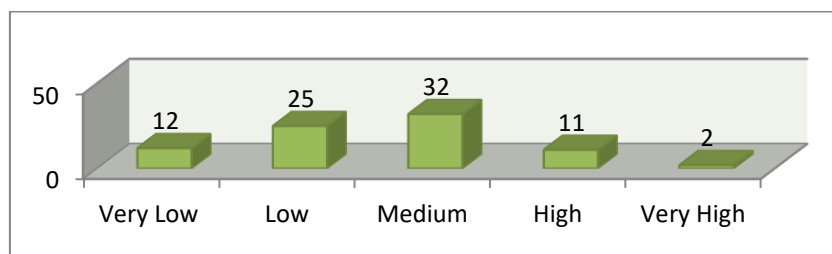


Figure 3 – Respondents perception of work motivation

Hypothesis Test. Before testing the hypothesis assisted by the SPSS version 25 program, a prerequisite analysis test was carried out first. The results of the prerequisite analysis test indicate that the normality test of the data is normal, the data tested all show a linear relationship, there is no multicollinearity in the regression model. The distribution of data shows data there is no heteroscedasticity in the regression model, so the regression model is feasible to use.

Hypothesis Testing 1. The results of the study indicate that school culture has a strong enough influence on teacher performance in the Teuku Umar Cluster, Wonosalam District, Demak Regency. Based on table 1, the t-test results obtained a constant coefficient value = 24,876 with a coefficient of 0,570. So that a simple regression equation can be written $\hat{Y} = 24,876 + 0,570 X_1$. Where every change from the school culture by one unit, the teacher's performance will increase by 0.570 with a note that other independent variables remain. In addition, the value of t-test = 7,011 while t table = 1,990 then $7,011 > 1,990$ because t-test > t table which mean the hypothesis is accepted. It means that there is an influence of school culture on teacher performance (Table 1).

Table 1 – Results of School Culture t-Test on Teacher Performance

Coefficients ^a						
Model		Unstandardized	Std. Error	Standardized	t	Sig.
		Coefficients				
1	(Constant)	24.876	8.01		3.106	0.003
	School_Culture_X1	0.57	0.081	0.617	7.011	0

Dependent Variable: Teacher_Performance_Y

Table 2 – Results of the R Test (Test of Determination) of School Culture on Teacher Performance

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.617 ^a	0.381	0.373	3.6268

a. Predictors: (Constant), School_Culture_X1
b. Dependent Variable: Teacher_Performance_Y

In table 2 the results of the determination test show the R square value of 0,381. That is, the influence of school culture on teacher performance in this study has a value of 38,1%, while the rest is influenced by other variables. These results explain that school culture has a strong enough influence. The rise and fall of teacher performance can depend on the school culture, the better and higher the school culture, the better the teacher's performance.

Hypothesis Testing 2. The results of the study in table 3 show that teacher work motivation has a strong influence on teacher performance in the Teuku Umar Cluster, Wonosalam District, Demak Regency. Based on table 3, the t-test results obtained a constant coefficient value = 8,002 with a coefficient of 0,559. So that we can write a simple regression equation $\hat{Y} = 8,002 + 0559 X1$. This means that every change in work motivation of one unit, the teacher's performance will increase by 0,559 with other independent variable records remain. The value of t-test = 7,011 while t table = 1,990 then $20,85 > 1,990$ because t-test > t table then the second hypothesis is accepted. It means that there is an effect of work motivation on teacher performance.

Table 3 – T-Test Results of Work Motivation on Teacher Performance

Coefficients ^a						
Model		Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.
		B		Beta		
1	(Constant)	8.002	3.504		2.283	0.025
	Work_Motivation	0.559	0.027	0.919	20.85	0

a. Dependent Variable: Teacher_Performances_Y

Table 4 – R Test Results (Determination) of Work Motivation on Teacher Performance

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.919 ^a	0.845	0.843	1.81647

a. Predictors: (Constant), Work_Motivation_X2
b. Dependent Variable: Teacher_Performance_Y

In table 4 the results of the determination test show the R square value of 0,845. That is, the effect of work motivation on teacher performance in this study has a value of 84,5%, while the rest is influenced by other variables. These results explain that work motivation has a strong influence. The rise and fall of teacher performance can depend on work motivation, the higher the work motivation, the better the teacher's performance. If the teacher has high work motivation, the teacher will provide good performance as well. The existence of work motivation in a teacher makes teachers able to carry out their duties to the maximum so that the achievement of the learning process runs smoothly, orderly, and conductively according to the goals of education in schools.

Hypothesis Testing 3. The results of the multiple regression in table 5 show the constant coefficient value of 2,917 and the coefficient of the school culture variable of 0,107 and the work motivation variable of 0,518. That way, it can be seen that the multiple regression equation $\hat{Y} = 2,917 + 0,107 X1 + 0,518 X2$. Where every change of work motivation by one unit, the school culture will increase by 0.107 and teacher performance will also increase by 0,518 with a note that other independent variables remain. The t-test value of school culture is 2,160 and work motivation = 15,954 while the t-table value = 1,990. Which means the value of t-test > t table, so the third hypothesis is accepted that there is an influence of school culture and work motivation on teacher performance in the Teuku Umar Cluster, Wonosalam District, Demak Regency (Table 5).

Table 5 – t-test results of school culture and work motivation on teacher performance

Coefficients ^a						
Model		Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.
		B		Beta		
1	(Constant)	2.917	4.157		0.702	0.485
	School_Culture_X1	0.107	0.049	0.115	2.16	0.034
	Work_Motivation_X2	0.518	0.032	0.851	5.954	0
a. Dependent Variable: Teacher_Performances_Y						

The results of the F test calculation in table 6 obtained the value of F count = 227,606 > F table = 3,96 (N = 82) with a significance level of 0,000 < 0,05, which means the third hypothesis is accepted. Thus, the regression model used in this study is significant, meaning that the variables of school culture and work motivation together have a significant effect on the teacher performance variable (Table 6).

Table 6 – F Test Results of Work Motivation and School Culture and Work Motivation on Teacher Performance

Coefficients ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	1149.625	2	724.826	229.745	.000 ^b
1	Residual	249.238	79	3.155		
Total		1698.89	81			
a. Dependent Variable: Teacher_Performances_Y						

Table 7 – R Test Results (Determination) of Work Motivation and School Culture on Teacher Performance

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.924 ^a	0.853	0.85	1.77621
c. Predictors: (Constant), Work_Motivation_X2, School_Culture_X1				
d. Dependent Variable: Teacher_Performance_Y				

In table 7 the results of the determination test show the R square value of 0,853. This means that the influence of school culture and work motivation on teacher performance has a value of 85,3%. While the remaining 14,7% is influenced by the variable others outside of this study. This shows that school culture and work motivation are very influential on teacher performance. The better the school culture and the higher the work motivation, the better the teacher's performance will be.

Discussion

The Influence of School Culture on Teacher Performance. The results of data collection of respondents on school culture obtained an average score 93,38 with a minimum score of 84 and a maximum score of 107. A total of 14% or 3 people fall into the very low category, 10% or 8 people fall into the low category, 34% or 28 people are in the medium category, 35% or 29 respondents are

in the high and the last 17% or 14 people are in the very high category. While the results of the average acquisition in this study was 98,38 into the medium category.

The simple regression results show the regression equation $\hat{Y} = 24,876 + 0,570 X_1$. While the value of t-test arithmetic = 7,011 while t table = 1,990 then $7,011 \geq 1,990$ because t count > t table then H_0 is rejected and H_a is accepted. It means that there is an influence of school culture on teacher performance. The influence of school culture on teacher performance when viewed from the magnitude of the regression coefficient is 0,570. So, it can be interpreted that every change of the school culture by one unit, the teacher's performance will increase by 0,570 with a note that other independent variables remain. The R test or determination test produces a coefficient of determination (R^2) of 38,1%. This means that work culture affects teacher performance by 38,1%, while the other 61,9% is influenced by other variables.

The results of the above study indicate that school culture has an influence on teacher performance in Wonosalam district, Demak regency. That way, it can be said that the better and higher the school culture the teacher's performance. Nemet [23] states that culture is an abstract idea but can have a big impact on school life. School culture not only affects the performance of teachers, but can affect students and social relations between both teachers and students.

Research that is in line with the results of this study is Purnami et al. [24] in their research entitled «Teacher Performance», explaining that school culture, conflict in management and emotional exhaustion contribute or affect the performance of elementary school teachers by 0,232 or 23,2%. Research conducted by Wibowo & Ari [25] with the title «Intrapreneurship Leadership, School Culture and Teacher Innovation Performance». The results of his research show that there is a significant relationship between school culture (X) and innovation performance (Y) for teachers at public elementary schools in East Jakarta. School culture (X2) has an effect of 78.4% on innovation performance (Y).

The Influence of Work Motivation on Teacher Performance. The results of collecting respondent data on teacher work motivation obtained an average score of 130,43 with a minimum score of 115 and maximum score of 150. A total of 15% or 12 people are in the very low category, 30% or 25 people are in the low category, 13% or 11 respondents are in the high category and the last as many as 2% or 2 people are in the very high category. While the results of the average acquisition in this study was 130,43 which was included in the medium category.

The simple regression results show the regression equation $\hat{Y} = 8,002 + 0,559 X_2$. While the value of t-test is 20,854 with t-table = 1,990 then $20,854 \geq 1,990$ because t count > t table then H_0 is rejected and H_a is accepted. It means that there is an influence of work motivation on teacher performance. The R test (determination test) produced is 0,845, which means the influence of work motivation on teacher performance is 84,5%, while remaining 15,5% is influenced by other variables.

The results of this study explain that work motivation has a very strong influence on the performance of a teacher. The rise and fall of teacher performance depends on work motivation, where the higher the work motivation, the better the teacher's performance. This is reinforced by the opinion of Simarmata [26] which says that with the work motivation of teachers in carrying out their duties, they can maximize the achievement of the learning process that runs smoothly, orderly, and is conducive to achieving quality educational goals in schools.

The results of this study are in accordance with previous research, namely research conducted by Andriani et al. [27] with the title "The Influence of The Transformational Leadership and Work Motivation on Teachers Performance". The results of his research stated that there was a positive and significant effect of work motivation on teacher performance. From the data, the effect of work motivation on teacher performance is 98,7%.

Furthermore, Werang et al. [28] in a study entitled "The Influence of Work Motivation and Morale on Elementary School Teacher Performance in Mindiptana District, Papua". Teacher work motivation has a positive and significant effect on the performance of elementary school teachers in

the Mindiptana district, Papua, which is indicated by the value of $R^2 = 0,864$ with a significance value (p -value) = 0,000. This means that 86,4% of the performance of elementary school teachers in the Mindiptana district, Papua is influenced by teacher work motivation, while the remaining 13,6% is influenced by other variables.

Another appropriate study written by Kholid et al. [29] with the title «Analysis of Principal's Academic Supervision and Teacher's Work Motivation Toward the Performance of State Elementary School Teachers In Undaan District Kudus Regency». His research found teacher's work motivation has a significant effect of 37,40% on the performance of State Elementary School teachers in Undaan District, Kudus regency.

The Influence of School Culture and Work Motivation on Teacher Performance. The results data collection respondents on teacher performance obtained an average score of 80,96. A total of 82 respondents gave responses to the teacher's performance, which was divided into 5 categories very low, low medium, high and very high. As many as 10% or 8 people are in the very low category, 23% or 19 people are in the low category, 28% or 23 people are in the moderate category, 26% or 21 respondents are in the high category and the last one is 13% or 11 people fall into the very high category. While the results of the average acquisition in this study is 80,96 which falls into the medium category.

The results of the multiple regression show the constant coefficient value of 2,917 and the coefficient of the school culture variable of 0,107 and the work motivation variable of 0,518. That way, it can be seen that the multiple regression equation $\hat{Y} = 2,917 + 0,107 X_1 + 0,518 X_2$. Where every change of work motivation by one unit, the school culture will increase by 0.107 and teacher performance will also increase by 0,518 with a note that other independent variables remain. The t -test value of school culture is 2,160 and work motivation = 15,954 while the t -table value = 1,990. Which means the value of t -test > t table, so the third hypothesis is accepted that there is an influence of school culture and work motivation on teacher performance in the Teuku Umar Cluster, Wonosalam District, Demak Regency.

The results of the F test calculation obtained the value of F count = 227,606 > F table = 3,96 ($N = 82$) with a significance level of $0,000 < 0,05$, which means the third hypothesis is accepted. Thus, the regression model used in this study is significant, meaning that the variables of school culture and work motivation together have a significant effect on the teacher performance variable. Meanwhile, the results of the determination test show the R square value of 0,853. This means that the influence of school culture and work motivation on teacher performance has a value of 85,3%. While the remaining 14,7% is influenced by the variable others outside of this study. This shows that school culture and work motivation are very influential on teacher performance. The better the school culture and the higher the work motivation, the better the teacher's performance will be. Teacher performance is the ability shown by a teacher in carrying out his duties or work. Performance is said to be good and satisfying if the results achieved are in accordance with predetermined standards [30]. Increasing motivation also depends on teaching approaches [31, 32].

The results of this study are relevant to the research of Binjei [33] with the title «The Influence of Principal Academic Supervision, School Culture and Motivation on the Performance of Elementary School Teachers in UPT Scope. Department of Education and Culture of Peusangan Bireuen». The results of the study show that, 1). The Academic Supervision treatment carried out by the principal has an effect on teacher performance by 23,15%, 2). School culture factors affect teacher performance, with direct and indirect effects of 10,23%, 3). Teacher work motivation factors can affect teacher performance, both direct and indirect effects of 13,73%, and 4) There is an influence Simultaneously, the principal's academic supervision factor, school culture and teacher work motivation on the performance of elementary school teachers in the UPT area. The Education and Culture Office of Peusangan District, Bireuen Regency, was 47,10%.

Utami & Negara [34] research entitled «Contribution of School Culture and Work Motivation to Teacher Performance» is also relevant to this research. The results showed that there was a

significant contribution of school culture to teacher performance by 54%. There is a significant contribution of work motivation to teacher performance by 54%. Taken together, there is a significant contribution of school culture and work motivation to teacher performance by 68%. The results of this study concluded that school culture and work motivation contributed significantly to the correlation of teacher performance.

Based on the exposure of the research results above, it shows that there is a significant influence between school culture and work motivation on the performance of elementary school teachers in Wonosalam District, Demak Regency.

Conclusions

This study aims to determine the influence of school culture and learning motivation on the performance of elementary school teachers in Wonosalam District, Demak Regency, especially in the Teuku Umar Cluster. Based on the results of the research that has been carried out, the following conclusions can draw:

1. There is a positive and significant influence between school culture on the performance of elementary school teachers in Wonosalam District, Demak Regency by 38,1%.
2. There is a strong, positive and significant influence between work motivation and performance of elementary school teachers in Wonosalam District, Demak Regency of 84,5%.
3. There is a strong, positive and significant influence between school culture and work motivation on teacher performance 85,3%.

Recommendations

Suggestions that can be given by researchers:

1. It is hoped that schools can grow and improve school culture that is strongly attached to the school, for example by making habituation programs in schools, be it daily, weekly, monthly or yearly habituation programs so that they can become identities school and become the school culture of the school.
2. Schools should provide support that fosters teacher work motivation so that teachers feel comfortable and safe working in schools so that they can improve their performance.
3. Teachers certainly understand the importance of improving teacher performance. The creative, interesting and fun learning process is able to provide a sense of comfort to students. Therefore, teachers are expected to always innovative to improve their performance at work.

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