



THE INFLUENCE OF ORGANIZATIONAL CULTURE AND WORK LIFE BALANCE WORK MOTIVATION AND ITS IMPLICATIONS ON TEACHER PERFORMANCE AT THE TZU CHI LOVE SCHOOL TEACHER CENGKARENG, WEST JAKARTA

Ghana Yoga Mahardika¹, M. Havidz Aima², Ikramina Larasati H. H³

¹Mercu Buana University, Jakarta, Indonesia, yogaghana152@gmail.com

²Esa Unggul University, Jakarta, Indonesia, havidz.aima@esaunggul.ac.id

³Esa Unggul University, Jakarta, Indonesia, ikramina.larasati@esaunggul.ac.id

Corresponding Author: Ghana Yoga Mahardika¹

Abstract: This study aims to analyze the effect of organizational culture and work-life balance on work motivation and their impact on teacher performance. Determining the number of samples using the Slovin formula from a population of 143 obtained as many as 128 samples. This research is a quantitative research using the Structural Equation Model-Partial Least Square (SEM-PLS) research analysis method. The research findings show: (1) organizational culture has a significant positive effect on work motivation and teacher performance; (2) Work life balance has no significant effect on work motivation, but has a positive and significant effect on teacher performance; and (3) work motivation has no significant effect on teacher performance.

Keywords: Organizational Culture, Work Life Balance, Work Motivation, Teachers Performance

INTRODUCTION

The current event, namely the COVID-19 pandemic, has had such a huge impact on human life in the world. So that it affects the activities and movements of the community in various fields. One of the areas that has received the impact is education. Various problems and obstacles emerged in the learning process related to the performance of teachers in carrying out learning in schools.

This makes it important for performance development to be carried out by reviewing existing influences to improve teacher performance during the pandemic. According to Hasibuan and Silvya (2019) In the context of human resource development, individual performance in an organization is needed to achieve performance for the individual himself and for the success of an organization where performance is considered as a result of a certain work process in a

planned manner at the time and place of the individual and the organization concerned. In general, most existing organizations believe that to achieve success, they must strive for individual performance as much as possible, because basically individual performance will also greatly affect the performance of an organization.

Performance can be said to be inseparable from several factors that exist within an organization itself. Like a culture that is created in an organization or company. Organizational culture is something that can sometimes encourage or hinder the growth rate of an employee's performance. In the process of achieving organizational goals, of course, it will be influenced by the behavior of individuals who have an interest in realizing personal or group goals. Research conducted by Fahmi, et al (2018), Kurniawati (2018), and Sunuharyo (2017) states that the influence of organizational culture significantly affects performance, but the results found by Mandri, Komara, and David (2010) are different. This attracts researchers to take organizational culture as a variable in this study.

In addition to organizational culture, there are other variables that can affect performance, namely work life balance. Seeing the current conditions that are affected by the pandemic period, several agencies have issued WFH (Work From Home) policies which for some employees or teachers feel burdened by this considering working hours are more difficult to manage, and the burden is more difficult to solve if someone has have a family and have to divide time for work and family. According to Koubova and Buchko (2013) that people who are able to achieve emotional calm by maintaining high-quality relationships with important people such as family or close friends will concentrate more on their work so that they will become high-performing individuals and have the opportunity to grow into professional persons. This is supported by research conducted by Mulyawati (2020), Dina (2018), Aslam (2015), and Saina, et all (2016), stating that work life balance has an important role in improving one's performance in the organization. However, there are several studies with different results, conducted by Wambui, et all (2017), Ardiansyah and Surjanti (2020), and Rafsanjani, et all (2019). This invites researchers to take work life balance as the next variable in this study.

Organizational culture and work life balance are factors that can affect a person's performance in an organization. Based on the current situation regarding the current pandemic issue, the role of motivation is very important in improving performance. Organizational culture that develops in an organization is closely related to work motivation, if the prevailing organizational culture is balanced with work motivation, it can improve performance. This also applies to work life balance, someone who is driven to carry out his personal life and work life well, will create comfort and have an impact on increasing performance.

LITERATURE REVIEW

Teacher Performance

Performance or performance is a description of the level of achievement of the implementation of a program of activities or policies in realizing the goals, objectives, vision, and mission of the organization as outlined through the strategic planning of an organization (Moehariono, 2012).

According to Prawirosentono (2012: 120) explaining the definition of performance or performance is the work that can be achieved by a person or group of people in an organization, in accordance with their respective responsibilities and authorities in an effort to achieve organizational goals.

Work Motivation

Work motivation according to Colquitt et al (2009) is a collection of energetic forces that coordinate inside and outside a worker that drives work effort in determining the direction of behavior, level of effort, intensity, and persistence.

Work motivation is the willingness to expend a high level of effort for organizational goals conditioned by the ability to meet certain individual needs. Needs occur when there is no balance between what is owned and what is expected, encouragement is a mental force that is oriented towards fulfilling expectations and achieving goals and those goals are goals or things to be achieved by a person or individual (Robbins and Jugde, 2007).

According to Maslow (1970) in Utami (2017) explains motivation is a driving force from within a person that causes a human or individual to do something and try to be able to meet their needs in order to maintain survival.

Organizational Culture

Pasaribu, (2015) explains organizational culture as norms, values, assumptions, beliefs, philosophies, organizational habits that have been developed for a long time by founders, leaders, and organizational members that are socialized and taught to new members and applied in organizational activities so that affect the mindset, attitudes, and behavior of organizational members in producing products, serving consumers and achieving organizational goals.

Robbins and Jugde (2013) stated that “Organizational culture refers to a system of shared meaning held by members that distinguishes the organization from other organizations”. This understanding can be interpreted that organizational culture is a system of shared meaning held by members that distinguishes the organization from other organizations.

According to Luthans (2006), the definition of organizational culture is the norms and values that direct the behavior of organizational members. Each member will behave according to the prevailing culture in order to be accepted by the environment.

Work Life Balance

According to Parkes and Langford (2008), work-life balance is a person's ability to balance his divided life for work and for himself, or to fulfill commitments, being able to be responsible for other activities outside of work.

Vyas and Shrivastava (2005) also argue that Work-life Balance refers to individuals who have a balance in work and personal life, such as being able to spend time with family members, getting free time to relax, having good communication with colleagues, and being able to complete his job well.

The definition of work-life balance is also expressed by Schermerhorn (2005), namely a person's ability to balance the demands of work with personal and family needs. Employees will not consider themselves successful if their personal and family needs are disrupted due to work.

Theoretical Framework and Hypotheses

At this stage the author makes an analogy or develops a provisional assumption clearly based on existing perceptions and bases, this can be seen in Figure 1

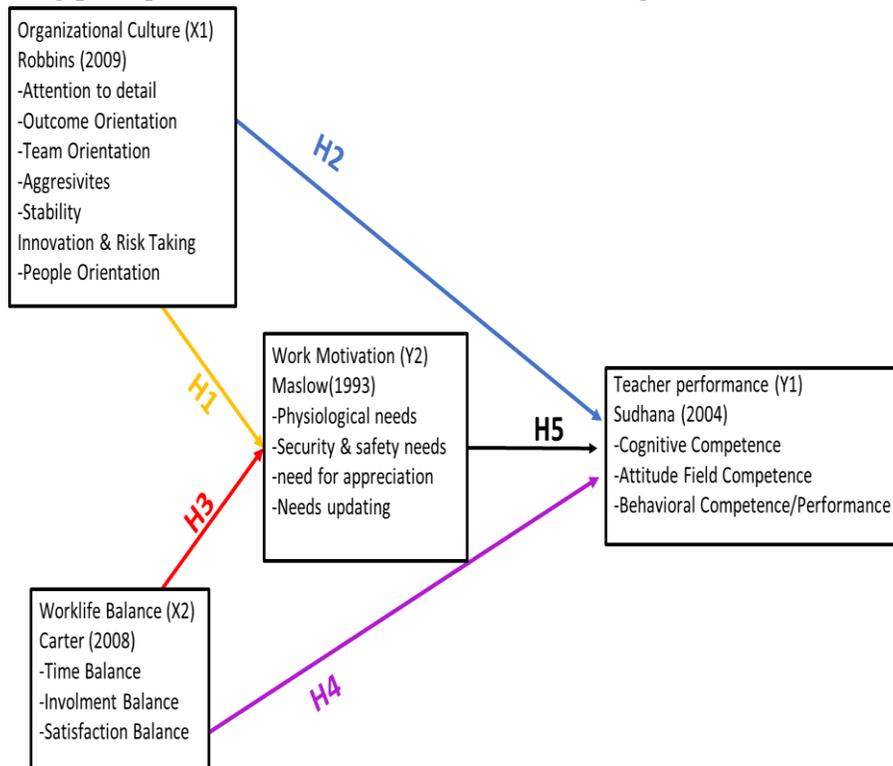


Figure 1. Conceptual Framework
Source: Data processed by the author (2021)

From the conceptual framework above, the following hypotheses can be drawn:

- H1: Organizational Culture has a significant positive effect on Work Motivation.
- H2: Organizational Culture has a significant positive effect on Teachers performance
- H3: Work Life Balance has a significant positive effect on Work Motivation
- H4: Work Life Balance has a significant positive effect on Teacher Performance
- H5: Work Motivation has a significant positive effect on Teachers performance

RESEARCH METHODS

This research is a type of quantitative research using primary data and survey results. In addition, to improve this research material, the authors also use secondary data as a reinforcement for primary data and survey results. This study was made to describe and analyze causal relationships (cause and effect) as well as to examine the effect of independent variables, namely organizational culture (X1) and work life balance (X2) on the dependent variable,

namely teacher performance (Y2) and to test whether the Intervening variable is work motivation (Y1) mediates organizational culture (X1) and work life balance (X2) variables on teacher performance (Y2).

Population and Sample

In this study, the population in question was the Tzu Chi School of Love teachers as many as 143 people and the sampling based on the slovin formula amounted to 105 respondents. However, the researchers found as many as 128 respondents in the field.

Data Analysis

In this study, the data analysis method used was SmartPLS software version 3.0 Partial Least Square (PLS).

FINDINGS AND DISCUSSION

Characteristics of Respondents

The results of the data analysis are presented descriptively from each variable obtained. Respondents in this study amounted to 130 teachers of the Tzu Chi Love School Cengkareng. Characteristics of respondents, differentiated by gender, work unit, job title, tenure, and last education.

Respondents of Tzu Chi Cengkareng School of Love teachers based on gender, dominated by women, as many as 77 teachers (60.16%). The highest number of teachers who teach in SD units is 50 teachers (39.06%). The most job positions are teachers as subject teachers, which are 70 teachers (54.69%). the majority of respondents working period of 1-5 years as many as 46 teachers (35.94%). And finally, the majority of respondents have the latest education at the undergraduate level as many as 104 teachers (81.25%).

Descriptive Statistical Analysis of Research Variables

The results of the descriptive variables in this study are shown in table 1 below:

Table 1. Descriptive Summary of Research Variable Values

Variable	Average
<i>Organizational Culture</i>	3,80
<i>Work Life Balance</i>	3,52
<i>Work Motivation</i>	4,29
<i>Teacher Performance</i>	3,58

Source: Data processed by the author (2021)

From table 1 it can be explained that the average respondent's response is dominated by the work motivation variable of 4.29. The average respondent's response to the organizational culture variable is 3.80, followed by the average respondent's response to the work life balance variable of 3.52, and the average respondent's response to the teacher performance variable is 3.58.

Evaluation of Reflective Measurement Model Indicator Test Convergent Validity

An instrument is said to meet the convergent validity test if it has a loading factor of > 0.5. The value of loading factors on all indicators in each variable, namely organizational culture, work life balance, work motivation and teacher performance can be seen in the image below:

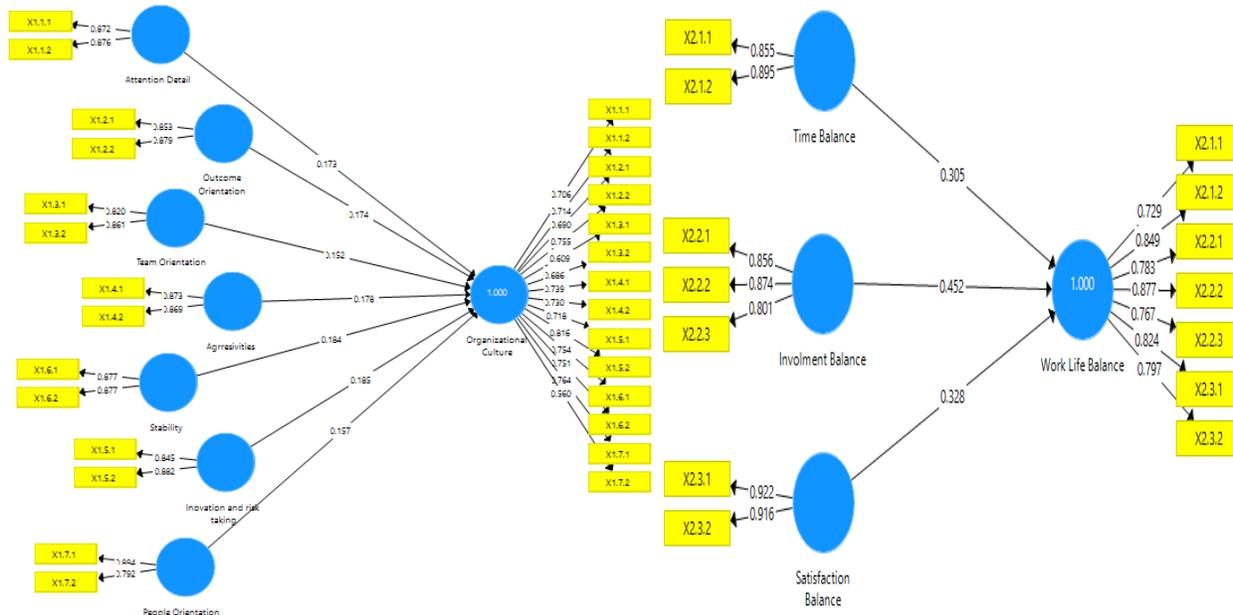


Figure 2. Loading Factor of Organizational Culture (X1)
Source: Data processed by the author (2021)

Figure 3. Loading Factor of Work Life Balance (X2)
Source: Data processed by the author (2021)

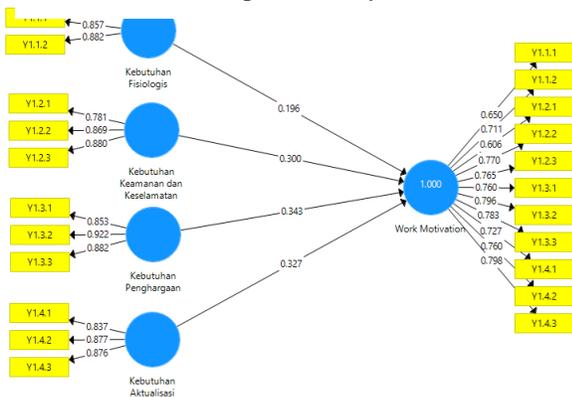


Figure 4. Loading Factor of Work Motivation (Y1)
Source: Data processed by the author (2021)

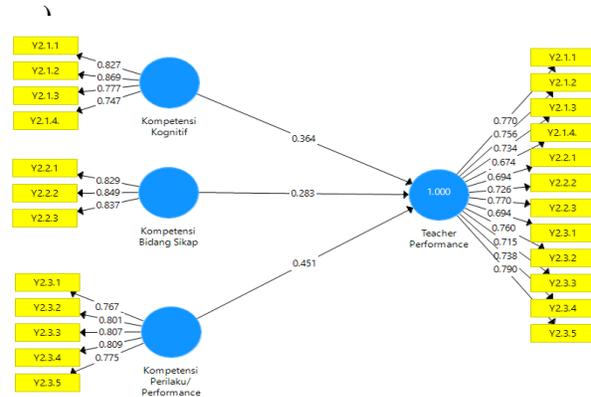


Figure 5. Loading Factor of Teacher Performance (Y2)
Source: Data processed by the author (2021)

Average Variance Extracted (AVE)

Convergent validity from the Average Variance Extracted (AVE) examination illustrates the large diversity of manifest variables that can be owned by latent constructs. The greater the diversity of manifest variables that can be contained by the latent construct, the greater the representation of the manifest variable on the latent construct.

Table 2. Covergent Validity Test with AVE

Variable	AVE	Cut Off	Remaks
<i>Organizational Culture (X1)</i>	0.513	0,5	Valid
<i>Work Life Balance (X2)</i>	0.647	0,5	Valid
<i>Teacher Performance (Y2)</i>	0.541	0,5	Valid
<i>Work Motivation (Y1)</i>	0.532	0,5	Valid

Source: Data processed by the author (2021)

It is known that all variables produce Average Variance Extracted (AVE) values that are greater than 0.5. Thus the indicator is declared valid to measure the dimensions or variables

Discriminant Validity

Discriminant validity is calculated using cross loading with the criterion that if the value of Cross Loading in a corresponding variable is greater than the correlation value of indicators on other variables or dimensions, then the indicator is declared valid in measuring the corresponding variable.

Table 3. Discriminant Validity Test

	<i>Organizational Culture (X1)</i>	<i>Work Life Balance (X2)</i>	<i>Work Motivation (Y1)</i>	<i>Teacher Performance (Y2)</i>	Remaks
X1.1.1	0.704	0.656	0.366	0.416	Valid
X1.1.2	0.707	0.459	0.213	0.453	Valid
X1.2.1	0.691	0.526	0.272	0.495	Valid
X1.2.2	0.750	0.615	0.296	0.492	Valid
X1.3.1	0.604	0.513	0.255	0.366	Valid
	<i>Organizational Culture (X1)</i>	<i>Work Life Balance (X2)</i>	<i>Work Motivation (Y1)</i>	<i>Teacher Performance (Y2)</i>	Remaks
X1.3.2	0.687	0.536	0.312	0.467	Valid
X1.4.1	0.742	0.499	0.345	0.535	Valid
X1.4.2	0.733	0.597	0.325	0.518	Valid
X1.5.1	0.713	0.552	0.126	0.560	Valid
X1.5.2	0.821	0.631	0.289	0.691	Valid
X1.6.1	0.764	0.594	0.307	0.622	Valid
X1.6.2	0.746	0.593	0.186	0.516	Valid
X1.7.1	0.768	0.580	0.386	0.530	Valid
X1.7.2	0.555	0.342	0.250	0.335	Valid
X2.1.1	0.602	0.739	0.227	0.528	Valid
X2.1.2	0.657	0.845	0.236	0.541	Valid
X2.2.1	0.530	0.768	0.208	0.392	Valid
X2.2.2	0.681	0.873	0.255	0.554	Valid
X2.2.3	0.599	0.771	0.260	0.495	Valid
X2.3.1	0.618	0.828	0.233	0.578	Valid

X2.3.2	0.639	0.801	0.176	0.535	Valid
Y1.1.1	0.307	0.242	0.702	0.144	Valid
Y1.1.2	0.381	0.272	0.783	0.189	Valid
Y1.2.1	0.410	0.264	0.719	0.181	Valid
Y1.2.2	0.217	0.140	0.781	0.083	Valid
Y1.2.3	0.200	0.171	0.780	0.060	Valid
Y1.3.1	0.321	0.232	0.757	0.139	Valid
Y1.3.2	0.225	0.167	0.721	-0.026	Valid
Y1.3.3	0.146	0.112	0.697	-0.077	Valid
Y1.4.1	0.114	0.042	0.635	-0.098	Valid
Y1.4.2	0.209	0.203	0.687	0.054	Valid
Y1.4.3	0.248	0.168	0.744	0.071	Valid
Y2.1.1	0.565	0.553	0.056	0.775	Valid
Y2.1.2	0.514	0.439	0.055	0.756	Valid
Y2.1.3	0.548	0.459	-0.044	0.740	Valid
Y2.1.4	0.451	0.425	0.144	0.666	Valid
Y2.2.1	0.510	0.512	0.065	0.700	Valid
Y2.2.2	0.481	0.472	0.065	0.725	Valid
Y2.2.3	0.570	0.467	0.208	0.768	Valid
Y2.3.1	0.553	0.524	0.218	0.697	Valid
Y2.3.2	0.558	0.483	0.098	0.766	Valid
Y2.3.3	0.375	0.389	0.085	0.701	Valid
Y2.3.4	0.544	0.511	0.185	0.734	Valid
Y2.3.5	0.542	0.462	0.127	0.787	Valid

Source: Data processed by the author (2021)

Based on table 3, it can be seen that overall the indicators of all dimensions on all variables result in loading on their dimensions (bold font) greater than the loading values on other dimensions. Thus it can be stated that each indicator is able to measure the latent dimension that corresponds to the indicator

Reliability Test

Composite reliability testing aims to test the reliability of the instrument in a research model. With the criteria of Composite Reliability > 0.7 and Cronbach's Alpha > 0.7.

Table 4. Reliability Test

Variable	Cronbach's Alpha	Composite Reliability	Remaks
<i>Organizational Culture</i>	0.926	0.936	Very Satisfactory
<i>Teacher Performance</i>	0.923	0.934	Very Satisfactory
<i>Work Motivation</i>	0.909	0.928	Very Satisfactory
<i>Work life Balance</i>	0.917	0.926	Very Satisfactory

Source: Data processed by the author (2021)

Evaluation of Structural Measurement Model (Inner Model)

This can be seen from the path coefficient which describes the strength of the relationship between variable constructs. The sign or direction in the path (path coefficient) must be in accordance with the hypothesized theory. Structural model tests are carried out to assess the coefficient of determination (R2), Effect Size (f2), Predictive Relevance Value (Q2), T-statistics.

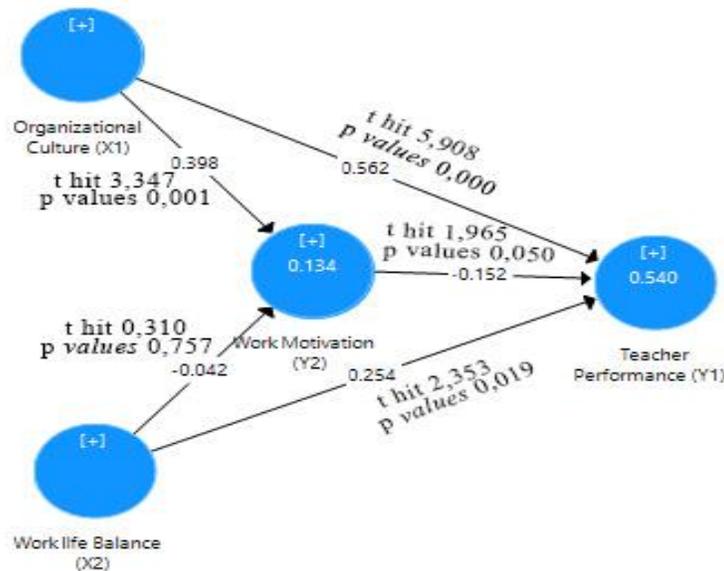


Figure 5. Structural Model Test

Source: Data processed by the author (2021)

Table 5. Results of Partial Hypothesis Testing

Effect	Original Sample (O)	T Statistics (O/STDEV)	T Table	P Values	Remaks
Organizational Culture(X1) -> Teacher Performance(Y2)	0.562	5.908	1,97	0.000	H1 accepted
Organizational Culture(X1) -> Work Motivation(Y2)	0.398	3.347	1,97	0.001	H2 accepted
Work Motivation(Y1) -> Teacher Performance(Y2)	-0.152	1.965	1,97	0.050	H3 not accepted
Work life Balance(X2) -> Teacher Performance(Y2)	0.254	2.353	1,97	0.019	H4 accepted
Work life Balance(X2) -> Work Motivation(Y1)	-0.042	0.310	1,97	0.757	H5 not accepted

Source: Data processed by the author (2021)

R-Square (R2)

The coefficient of determination (R2) is used to determine the ability of endogenous variables to explain the diversity of exogenous variables. Or in other words, to find out the contribution of exogenous variables to endogenous variables.

Table 6. R² Value of Each Variable

Variable	R Square	R Square Adjusted	Remaks
<i>Teacher Performance (Y2)</i>	0.540	0.529	Moderate
<i>Work Motivation (Y1)</i>	0.134	0.121	Weak

Source: Data processed by the author (2021)

According to Chin (1998) in Yamin and Kurniawan (2011: 21) in Siswoyo (2017: 374) the R² criteria consist of 3 classifications, namely the R² value of 0.67, 0.33 and 0.19 as substantial, moderate and weak.

Effect Size (F²)

Effect Size (F²) is used to determine the proportion of the variance of exogenous variables to endogenous variables. The F² values of 0.02, 0.15, and 0.35 can be interpreted as whether the latent variable predictors have a small, moderate, and large effect on the structural level (Ghozali, 2015).

Table 7. Effect Size (F²) Testing

Effect	F ²	Remaks
<i>Organizational Culture (X1) > Work Motivation (Y1)</i>	0,074	Small
<i>Organizational Culture (X1) > Teacher Performance (Y1)</i>	0,260	Moderate
<i>Work life Balance (X2) > Work Motivation (Y1)</i>	0,001	Small
<i>Work life Balance (X2) > Teacher Performance (Y2)</i>	0,057	Small
<i>Work Motivation (Y1) > Teacher Performance (Y2)</i>	0,044	Small

Source: Data processed by the author (2021)

Predictive Relevance (Q²)

The results of predictive relevance (Q²) are said to be good if the value is > 0, which indicates the exogenous latent variable is good (appropriate) as an explanatory variable capable of predicting endogenous variables and vice versa if the results of predictive relevance (Q²) < 0, proves that the model lacks predictive relevance. The Q² predictive relevance values are 0.002 (weak), 0.15 (moderate) and 0.35 (strong).

Table 8. Predictive Relevance (Q²)

Variable	SSO	SSE	Q ² (=1-SSE/SSO)
<i>Organizational Culture (X1)</i>	910.000	380.434	0.582
<i>Teacher Performance (Y2)</i>	390.000	151.387	0.612
<i>Work Motivation (Y1)</i>	520.000	248.714	0.522
<i>Work life Balance (X2)</i>	390.000	141.333	0.638

Source: Data processed by the author (2021)

Based on Table 8, it can be concluded that all variables have a value above 0.35 which can be explained that all variables are stated to have a very strong value and the variable that has the

highest number is work life balance with a value of $Q2 = 0.638$, which means that the work life balance variable can be said to be feasible and has a relevant predictive value

Goodness of Fit (GoF)

The GoF value is obtained from the square root of the average communalities index multiplied by the average R^2 value of the model and the range is from 0 to 1 with the interpretation of the values divided into three, namely 0.1 (small), 0.25 (medium), and 0.38 (large).

$$\text{GoF} = \sqrt{\text{AVE} \times R^2}$$

$$\text{GoF} = \sqrt{0,768 \times 0,337}$$

$$\text{GoF} = \sqrt{0,269}$$

$$\text{GoF} = 0,509$$

From the calculation results above, the GoF value obtained is 0.509 (large), thus the model can be said to be a valid model.

Discussion

The Effect of Organizational Culture on Work Motivation

The results of testing the hypothesis stated in the explanation of the statistical values concluded that the influence of organizational culture on work motivation is quite high compared to the other path values, namely on the stability dimension with indicators of loyalty to existing values for organizational culture variables, and dimensions of security and safety needs. with indicators of job security support for the work motivation variable, it can be said that the increased loyalty of a teacher in fulfilling his responsibilities at work such as always maximizing work results in any situation can increase the comfort of a teacher at work or vice versa. This is in line with previous research conducted by Juliningrum and Sudiro (2013), and Sagita, et al (2018) and Ashari (2019) which stated that the application of organizational culture can increase work motivation.

The Effect of Organizational Culture on Teacher Performance

The findings in this study explain that there is an influence of organizational culture on student teacher performance, supported by the stability dimension on the loyalty indicator to the value of the organizational culture variable, and the behavioral competence dimension on the classroom administration skill indicator of the teacher performance variable, it can be explained that By increasing the loyalty of a teacher in fulfilling his responsibilities at work such as always maximizing work results in all situations, he is able to increase the expertise of a teacher in fulfilling classroom administration, such as lesson plans, daily to annual programs, etc. This is in line with previous research conducted by Fahmi et al (2018), Kurniawati (2018), Fahreza et al (2018) which stated that the better the organizational culture, the higher the performance.

The Effect of Work Life Balance on Work Motivation

Statistical data analysis shows that work life balance has no significant effect on work motivation. This means that it can be explained that the work-life balance that is passed by a teacher does not affect the size of the work motivation of the Tzu Chi Cengkareng School of Love teachers. The results of this study are reinforced by Rene and Wahyuni (2018), Wambui et al (2017), and Rafsanjani et al (2019) that work life balance has no significant effect on work motivation. However, this is not in line with Wijaya (2020) which states that work life balance can encourage someone to be motivated at work.

The Effect of Work Life Balance on Teacher Performance

The results of this study indicate that work life balance has a significant effect on teacher performance, thus this hypothesis is fulfilled. This is supported by the dimensions and indicators of each variable, where there is an involvement balance dimension with a commitment indicator for the work life balance variable, and a behavioral competency dimension with an indicator of skills in carrying out classroom administration for the teacher performance variable. In other words, that if a teacher has a commitment between working time and personal time never to clash, it will affect and improve a teacher's ability to prepare classroom administration, which means a teacher will have no difficulty in using learning administration as a teaching guide. This is in line with previous research conducted by Mendis and Weerakkody (2017), which suggested that there is a strong relationship between work-life balance and employee performance, a strong relationship between work life. Bataineh (2019) stated that employees with good feelings and low levels of stress at work and at home were more likely to experience improvement with their jobs.

The Effect of Work Motivation on Teacher Performance

The results of data analysis show that work motivation has no effect on teacher performance. This means that a teacher who is motivated to work will not necessarily improve their work results as he is a good teacher in preparing all teaching materials and also in the process of delivering these teaching materials to students. These results are reinforced by research conducted by Pereira and Said (2019) which states that work motivation is not the main factor that can make employees produce high performance. However, this result is not in accordance with Wahyudi (2019) which states that every company or organization must always strive to achieve the goals that have been set optimally, to achieve these main goals, work rules (discipline) are needed. In addition to work discipline, employees also need encouragement or motivation. With high morale, employees will give their best performance.

CONCLUSION AND RECOMMENDATION

Conclusion

Based on the results of research and discussion of data in previous chapters, the conclusions in this study can be stated as: Organizational culture has a positive and significant effect on work motivation; Organizational culture has a positive and significant effect on teacher performance.; Work life balance has no significant effect on work motivation; Work life balance

has a positive and significant effect on teacher performance; Work motivation has no significant effect on teacher performance

Recommendation

Based on the results of the analysis of the discussion and some of the conclusions above, the suggestions that can be given in order to complete the results of this study are as follows:

1. For agencies

- Referring to this research, there are dimensions that have a strong influence shown in the correlation of the dimensions of team orientation and behavioral/performance competence. It can be explained that a teacher who is always able to work well together in a group and is able to communicate intensely will encourage a teacher to be skilled in teaching and guiding students or completing administration that must be met properly, guiding students with variations. use of assistive devices, and able to establish two-way communication well with students in class. In this case, the culture of working together accompanied by good communication must continue to be applied by the organization either in the form of discussions or the formation of small groups so as to support the application of the culture, so as to be able to create satisfactory work results from the teachers.
- Based on the correlation between dimensions that have a strong relationship, then there is the involment balance and cognitive competence. This shows that when a teacher has sufficient time to fulfill his daily needs without being disturbed by work, and carries out balanced activities for work and his personal life, it encourages a teacher to improve his ability to master the material by using interesting learning in the future. pandemic, as well as easily assessing a student's achievement well. So that it becomes for the organization that being able to balance the life and work of a teacher has a big influence on work ability, so this needs to be considered more deeply, because it can improve a teacher's performance at work .
- From the correlation between dimensions that have a strong relationship, then there is a human orientation and the need for security and safety. This shows that by applying a culture to provide space for teachers to continue to develop in improving their competence through training, it directly proves that the organization provides security guarantees and also comfort against the risks faced by teachers at work, so that the culture creates work motivation. in the teacher's environment. So the organization must continue to provide space for the development of a teacher's ability either by providing training in the form of a work shop or development such as providing functional positions for teachers who have good potential.

2. For further researchers

Further researchers can use a wider sample and research object so as to get maximum results. In addition, it can develop existing research using different organizations/agencies so as to obtain more optimal and appropriate results. Or by exploring other variables that can affect teacher performance, such as leadership style, compensation and so on or exploring

other variables that can become mediating variables such as compensation, job satisfaction, employee engagement.

BIBLIOGRAPHY

- Ashari, L.,B. (2019). Pengaruh Kompensasi Dan Budaya Organisasi Terhadap Kinerja Karyawan Melalui Motivasi Sebagai Variabel Intervening Pada Pg. Kebon Agung. *Jurnal Ilmu Management*, 4(2), 194-209
- Ardiansyah, C.A. (2020). Pengaruh Work Life Balance Terhadap Kinerja Karyawan Melalui Komitmen Organisasi Pada Karyawan Pt. Bhinneka Life Indonesia Cabang Surabaya. *Jurnal Ilmu Manajemen*, 8(4), 1211-1221.
- Aslam, M. (2015). Influence Of Work Life Balance on Teachers performance : Moderated by Transactional Leadership. *Journal Of Resources Development and Management*, 10, 98-103.
- Colquitt., LePine. dan Wesson. (2009). *Organizational Behavior*. New York: McGraw-Hill
- Hasibuan, J.S. dan Silvy, B. (2019). Pengaruh Disiplin Kerja Dan Motivasi Terhadap Kinerja Karyawan. *Prosiding Seminar Nasional Multidisiplin Ilmu "Inovavasi Produk Penelitian Pengabdian Masyarakat dan Tantang Era Revolusi 4.0 Industri"*, 2(1), 134-147.
- Kurniawati, E. (2018). Pengaruh Budaya Organisasi Dan Iklim Organisasi Terhadap Kinerja Pegawai. *Jurnal Manajemen dan Bisnis*, 7(2), 240-254.
- Koubova, V., dan Buchko, A.A. (2013). Life-work Balance: Emotional Intelligence As A Crucial Component of Achieving Both Personal Life and Work Performance. *Management Research Review*, 36, 700-719.
- Luthans, Fred. (2006). *Perilaku Organisasi*. Diterjemahkan oleh Vivin Andika. Yuwono dkk. Edisi Pertama, Penerbit Andi
- Mandri, A., Komara, A.H., David. (2018). Pengaruh Kepemimpinan, Komitmen, Budaya Organisasi Dan Motivasi Terhadap Kepuasan Kerja Dan Kinerja Pegawai Di Dinas Pekerjaan Umum Dan Penataan Ruang (Putr) Kabupaten Rokan Hilir. *PROCURATIO*, 6(1), 421-441. e-ISSN 2580-3743
- Muis, M.R., Jufrizen, J., Fahmi, M. (2018). Pengaruh Budaya Organisasi Dan Komitmen Organisasi Terhadap Kinerja Karyawan. *Jurnal Ekonomi dan Ekonomi Syariah*, 1(1), 9-25.
- Moheriono, (2012). *Pengukuran kinerja berbasis kompetensi*. Jakarta : Raja Grafindo Persada.
- Parkes, L. P., Langford, P. H., dan Parkes, L. P. (2008). Work – Life Balance or Work – Life Alignment? A Test of The Importance of Work – Life Balance. *Journal of Management dan Organization*, 14(3), 267–284. <https://doi.org/10.1017/S1833367200003278>
- Pasaribu, Sjahril Effendy, (2015). *Budaya organisasi, budaya perusahaan, budaya kerja*. Medan : USU Press.
- Prawirosentono, (2012). *Manajemen Sumber Daya Manusia*. Jakarta: Bumi Aksara.
- Peirera, S., dan Said, S. (2019). Pengaruh Disiplin Kerja, Lingkungan Kerja, dan Motivasi Kerja Terhadap Kinerja Pegawai. *Jurnal Ilmu Ekonomi*, 2(2), 47-59
- Radianto, A., Sunuharyo, B. S. (2017). Pengaruh Iklim Organisasi Dan Budaya Organisasi terhadap Kinerja Karyawan (Studi pada Karyawan PT. PG Kribet Baru Malang). *Jurnal Administrasi Bisnis*, 53(1), 14-20.
- Rafsanjani, F., Nursyamsi, I., dan Pono, M. (2019). Pengaruh Work-Life Life Balance Terhadap Kinerja Karyawan Dengan Stres Kerja Dan Kepuasan Kerja Sebagai Variabel Intervening. *The Effect of Work-Life Life Balance on Teachers performance with Job*

- Stress and Job Satisfaction as Intervening Variables. Journal of Management dan Organization* , 37–42
- Robbins S. P, dan Judge. 2007. *Perilaku Organisasi*. Jakarta: Salemba Empat
- _____. 2009. *Organizational Behavior*. New York, NY: Prentice Hall
- Robbins, S. P. (2013). *Perilaku Organisasi*. Jakarta: Indeks.
- Samsudin, S. (2010). *Manajemen Sumber Daya Manusia*. Bandung : Pustaka Setia
- Schermerhorn, J. R., Hunt, J. G., dan Osborn, R. N. (2005). *Organization Behavior: 9th Edition*. Amerika Serikat: John Wiley dan Sons, Inc.
- Sekaran, U., Roger B. (2017). *Metode Penelitian untuk Bisnis: Pendekatan Pengembangan-Kecakapan, Edisi 6, Buku 2*, Salemba Empat, Jakarta Selatan 12610.
- Sinaga, R. (2019). The Influence of Organizational Culture, Leadership, Cognitive Ability, and Work Motivation on Teachers performance. *Advances in Social Science, Education and Humanities Research*., 384, 620-624
- Sudarmanto. (2014) . *Kinerja dan Pengembangan Kompetensi SDM (Cetakan Kedua)*. Yogyakarta: Pustaka Pelajar
- Sugiyono. (2007). *Metodologi Penelitian Bisnis*, PT. Gramedia, Jakarta.
- _____. (2015). *Metode Penelitian Kombinasi (Mix Methods)*. Bandung: Alfabeta.
- _____. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan RdnD*. Alfabeta, CV.
- Sulistiningtyas, Devina. dan B. Medina Nilasari. (2018). The Effect Of Leadership Style, Work Environment, And Organizational Motivation On Teachers performance With Job Satisfaction As Variable Mediating. *Business and Entrepreneurial Review*, 18(2), E-ISSN: 2252- 4614.
- Sunyoto, Danang, (2012). *Teori, Kuesioner, dan Analisis Data Sumber Daya Manusia, Edisi Revisi, Cetakan Kesepuluh*, Center For Academic Publishing Service, Yogyakarta.
- Syafrina, N. (2017). Pengaruh Disiplin Kerja Terhadap Kinerja Karyawan pada PT. Suka Fajar Pekanbaru. *Eko dan Bisnis (Riau Economics and Business Reviewe)* 8 (4), 1-12.
- Utami, Wikan B. (2017). Analisa Pengaruh Motivasi Kerja Terhadap Prestasi Kerja Dosen pada Sekolah Tinggi Ilmu Ekonomi AAS. *Jurnal Ilmiah Ekonomi Islam*, 3(2), 125-138. ISSN 2477-6157
- Vyas, A., dan Shrivastava, D. (2017). Factors Affecting Work Life Balance - A Review. *Pacific Business Review International*, 9(7), 194–200
- Wahyudi. (2019). Pengaruh Disiplin dan Motivasi Terhadap Kinerja Karyawan. *Scientific Journal Of Reflection*. 2(3), 351-360
- Wambugu, L. W. (2014). Effects of Organizational Culture on Teachers performance (Case Study of Wartsila - Kipevu Ii Power Plant). *European Journal of Business and Management*, 6(32), 80-92
- Wambui, M. L., Cherotich, B. C., Emily, T., dan Dave, B. (2017). Effects Of Work Life Balance On Employees' Performance In Institutions Of Higher Learning. A Case Study Of Kabarak University. *Kabarak Journal of Research dan Innovation*, 4(2), 60–79. <http://eserver.kabarak.ac.ke/ojs/>
- Wati, L. N. (2018). *Metodologi Penelitian Terapan*. Bekasi: CV. Pustaka Amri.
- Westman, M., Brough, P., & Kalliath, T. (2009). Expert Commentary on Work - Life Balance and Crossover of Emotions and Experiences: Theoretical and Practice Advancements. *Journal of Organizational Behavior* , 588- 595

Wirawan, (2009). Evaluasi Kinerja Sumber Daya Manusia : Teori, Aplikasi, dan Penelitian, Penerbit Salemba Empat, Jakarta, 2009. Kadarisman M. (2012) Manajemen Pengembangan Sumber Daya Manusia. Jakarta: PT Raja Grafindo Persada