

## **The Correlation Between Work Ethic and Work Commitment with Performance through Achievement Motivation at Elementary School in Paringin**



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**ABSTRACT:** The purpose of this study is to describe and analyze the direct and indirect correlation between achievement motivation as an intermediate variable in the correlation between work ethics and work commitment and teacher performance. The population includes 151 teachers from elementary schools in Paringin, with a sample size of 109 people. The data analysis of this study used a descriptive and inferential statistics through SPSS 22. The data was collected through questionnaires. The results showed that: Work ethic, work commitment, motivation to excel, and teacher performance are included in the high category, there is a direct correlation between work ethic, work commitment, motivation to excel, teacher performance, and teacher performance, also work ethic, commitment, and performance have an indirect correlation with teacher performance through teacher achievement motivation.

**KEYWORDS:** work ethic, work commitment, motivation to excel, teacher performance

### **I. INTRODUCTION**

Teachers that perform well show professional behavior during the teaching and learning process, such as honesty, discipline (punctuality), the ability for cooperation, and relationships with their students. The creation of annual programs, semester programs, learning implementation plans (RPP), attendance lists, grade lists, and student portfolio lists are other ways that teachers show their performance (Anwar, Yusrizal, & Murniati, 2015).

The correlation between performance and the success of an education, where when an educational organization has underperforming teachers, it will automatically be difficult for the educational organization to achieve the objectives in the act. For performance benefits intended in this case, short-term benefits such as satisfactory results in teaching and learning, while long-term benefits for education such as achieving educational goals. Person's performance is the outcome of the job they have completed in line with their tasks and responsibilities and in accordance with organizational goals that are connected to specific performance standards. The responsibilities and roles of teachers as decision-makers in relation to aspects of teaching and education delivery, such as learning planning, implementation, and evaluation, are related to student achievement. According to the aforementioned two explanations, "performance" can be interpreted as the final result of work produced by employees (teachers) in accordance with the responsibilities assigned by the leadership and organization.

Teacher performance includes output quality and quantity as well as dependability. Teachers can work well if they are high performers who can also produce good work. With the high performance of teachers, it is hoped that the goals of the school organization can be achieved. On the other hand, the goals of school organizations are difficult, if not impossible, to achieve if teachers work without good performance and thus cannot produce good work (Hasibuan, 2015).

Based on the results of preliminary observations and some data on the principal of SDN in Paringin, it can be seen that the level of performance of SDN teachers in Paringin is still low, student success is closely related to teacher performance in conveying competence in both theoretical and practical learning activities. When viewed from the teacher's teaching readiness, the performance of SDN teachers in Paringin can be seen from the teacher preparing learning equipment before teaching. Completeness should have been compiled prior to the teaching and learning process so that the teacher has adequate preparation before addressing the class.

Cultivating a high work ethic and commitment from an individual will lead to good performance. Sinamo (2011) defined "work ethic" as a set of positive work behaviors that are grounded in strong cooperation and fundamental beliefs and are fully committed to an integral work paradigm. A person's work ethic is a fundamental attitude toward themselves that determines good work behavior. It is built on mental awareness, fundamental beliefs, and a complete dedication to an integral work paradigm.

Every teacher in the school must be highly committed to achieving the mission, vision, and goals of the school in order to create good teacher performance. The inner relation between teachers and organizations in the public sector might be based on

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sharing the organization's mission, vision, and goals rather than just sharing a working relationship. Working for the government requires a bond that goes more than a salary, such as a desire to serve the state and society, having a high social status and other factors. According to Kreitner and Kinicki (2010), commitment is the emotional connection between an employee and his organization.

There are many other factors that affect performance, one of which is motivation to excel. This is in accordance with Keith Davis's opinion that the factors that affect performance achievement are ability factors and motivational factors. Motivational factors are defined as the attitude of leaders and employees towards work situations in their organizational environment. In the world of work, motivation is the most important element that employees should have. Motivation is the ability of a person to exert effort to achieve goals and is accompanied by the ability of the individual to satisfy his needs. In this study, researchers used four research variables, namely work ethic and work commitment with performance, through The Motivation of Outstanding Teachers at SDN in Paringin (Mangkunegara, 2011).

### II. METHODOLOGY

This study used a quantitative approach. Design with a causal correlation design because this study tried to find out the causal correlation, especially for the variables that are regressive, and if any, how close the effect is and whether or not the effect means anything. The correlation between independent variables and dependent variables the following figure depicts the effect of teacher performance variables (Y), two independent variables, namely work ethic (X1) and work commitment (X2), and variables between teacher achievement motivation (Z) (Arikunto S. , 2016).

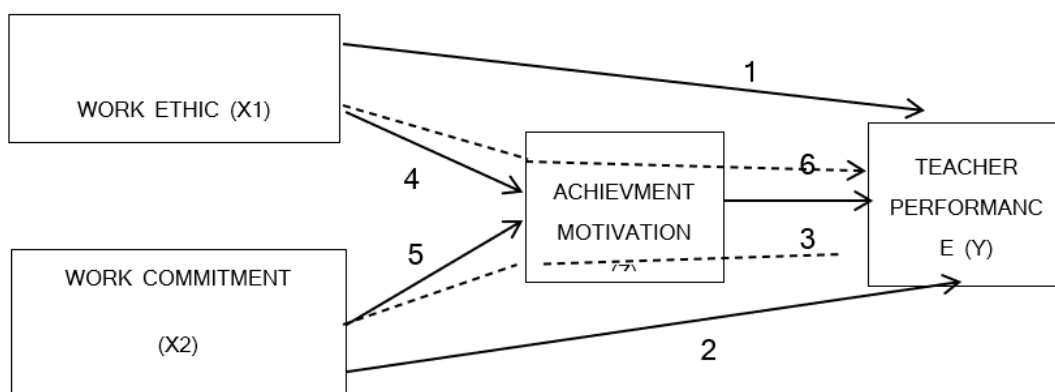


Figure 1. Research Design Correlation between Variables X1, X2, Z, and Y

The population of this study was the entire SDN in Paringin, which consisted of 151 people from 18 schools and was homogeneous, according to the Slovin formula (Ridwan, 2010: 65). With a confidence level of 5%, a sample of 109 teachers was obtained. This research technique uses random sampling because sampling of members of the population in a study is carried out randomly without looking at the strata present in that population

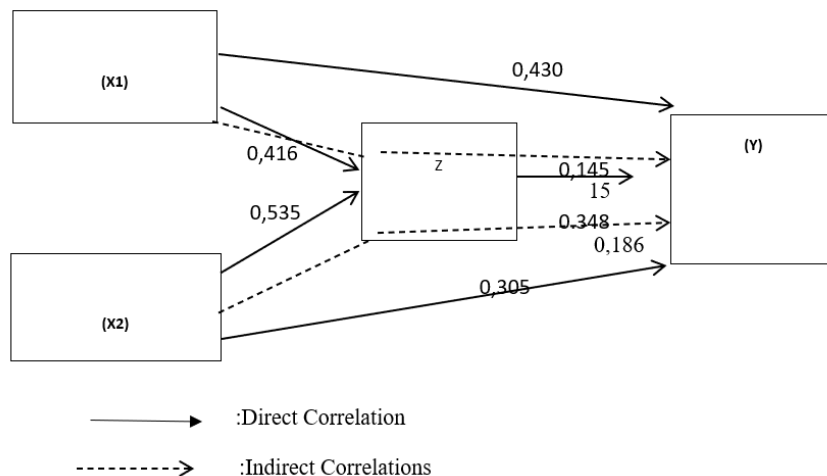
Based on the data collection method, this research is quantitative because this study was characterized by statistical analysis with multiple regression techniques. The design of this study consists of two free variables, one intermediate variable, and one bound variable. The data analysis process follows these steps: (i) data description; (ii) analysis requirements; and (iii) hypothesis testing. The data description results are used as a guide to describe and describe the tendency of each researcher variable. In the test the hypothesis using simple regression analysis and multiple regression. for significant tests using a significance level of 0.05. If t-count exceeds t-table, Ho rejected means significant. In contrast, if t-count t-table, Ho, which means insignificant, is accepted.

Data on work ethic (X1), work commitment (X2), motivation for achievement (Z), and teacher performance (Y) are the steps taken and data collection methods used in this study in the SDN in Paringin. Data are obtained with questionnaires that have been tested for validity and reliability. As a respondent-is this existing teacher this was made a questionnaire. Before the research instrument is used to collect data, an instrument trial is carried out first so that the instrument really meets the requirements of validity and reliability. Furthermore, hypothesis testing in this study uses path analysis with path structure.

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## III. RESULTS AND DISCUSSION

Based on the findings of the data with the help of SPSS, direct and indirect correlation coefficients have been found. as illustrated below:



**Figure 2 Correlation of Path Analysis of work ethic (X1), work commitment(X2) and teacher achievement motivation (Z) to teacher performance (Y)**

Based on the results of the path analysis research between work ethic (X1), work commitment (X2), and teacher achievement motivation (Z) to teacher performance (Y) in the SDN in Paringin, the discussion of each hypothesis is as follows:

### 1) Direct Correlation of Work Ethic (X1) with the Performance of (Y) Teachers of SDN in Paringin

The test results of this study have provided answers to hypotheses that have been described in the formulation of problems in the field. The first hypothesis of this study is that there is a direct correlation between work ethic and the performance of teachers at SDN in Paringin. The conclusion that can be drawn based on the tests that have been carried out is that there is a direct correlation between work ethic and the performance of teachers at SDN in Paringin. Increasing organizational culture will increase the organizational commitment of teachers. The high level of low work ethic of these teachers is one of the determining factors for their level of performance towards their schools at Paringin Elementary School.

In line with Alkarni, W. Sulaiman & Ngadimun (2022) stated that teacher work ethic directly affects teacher performance at state junior high schools in Hulu Sungai Tengah by 0.436. A good work ethic within agencies can help teachers understand how they work in the course of their duties. Work ethic is a feeling, conversation, and action of human beings who work in the agency, so it can be said that the work ethic in the agency affects everything in the agency, including the way of thinking, behaving, and acting. A high work ethic will be an absolute prerequisite, which must be cultivated in this life, especially in the adjustment of teachers to places and co-workers. Because it will open people's eyes and attitudes to judging hard and earnest work in order to erode the perfunctory work attitude that is not oriented towards quality or the quality of work that should be. By applying this attitude of being able to adjust themselves and their personalities, a teacher can achieve optimal work results, and their own performance will also increase.

In line with the research results of Rasidinurahmad, Metroyadi, and Suhaimi (2022), the results prove that there is an effect of work ethic on the performance of junior high school teachers in Balangan Subdistrict by 0.573, showing that a work ethic can help in bringing up and can also improve the performance of each teacher so that they can work optimally and the goal of the agency can be achieved.

Every teacher should be able to understand how important it is to have a strong work ethic, because every organization really needs hard work and dedication from every teacher. Every organization that always wants to move forward will involve members in their performance, and every organization must have a work ethic. The work ethic possessed by a person or community group will be a source of motivation for their actions, so as to improve teacher performance.

### 2) Direct Correlation of Work Commitment (X2) with the Performance (Y) of Teachers at SDN in Paringin

The second hypothesis of this study is that there is a direct correlation between work commitment and the performance of teachers at SDN in Paringin. The conclusion that can be drawn based on the tests that have been carried out is that there is a direct correlation between work commitment and the performance of teachers at SDN in Paringin. Increasing work commitment will increase teacher motivation. One of the determining factors for the high level of low teacher performance at SDN in Paringin is the high level of low teacher work commitment.

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In line with research by Rumanti, Aslamiah, and Rizalie (2022), it was stated that there is an effect of organizational commitment on the performance of State MTS teachers in Balangan Regency by 0.357. Commitment encourages teachers to have self-confidence and morale to carry out tasks toward making things better. It is characterized by an improvement in the physical and psychological qualities of the results of work.

Furthermore, in accordance with the research of Norlatipah, Saleh, and Darmiyati (2022), there is a correlation between work commitment and teacher performance in state junior high schools in Balangan Regency of 0.346. It is stated that in order to increase the commitment of both organizational commitment to teachers and between teachers and the organization, it is very necessary to increase both of these commitments because these commitments will create a professional work climate.

Based on the results of research by Huda, Aslamiah, and Rizalie (2022), there is an effect on the managerial skills of school principals, work commitment, and motivation for work discipline of Madrasah teachers in Balangan. The results of their research concluded that commitment has a significant effect on teacher performance. The high and low commitment of the organization will greatly determine the performance that will be achieved by the organization. Commitment can be realized if individuals in the organization carry out their rights and obligations in accordance with their respective duties in the organization, because the achievement of organizational goals is the result of the work of all members of the organization that are collective in nature.

It is also in line with Ahmadiyahanto, Suriansyah and Mahrita (2022), there is a link between teacher work commitment and teacher performance in Balangan Region state junior high schools. A high level of commitment will make individual organizations strive to achieve organizational goals in order to improve organizational performance. Individuals who are satisfied with their work tend to fulfill commitments to the organization, resulting in the emergence of employee loyalty to the organization, which ultimately causes the teacher to have a sense of dependence on and responsibility toward the organization. Individuals with low organizational commitment are more likely to engage in behaviors that impede organizational performance, such as high turnover and slow and inaccurate work.

### **3) Direct Correlation of Achievement Motivation (Z) with Performance (Y) of Teachers of SDN in Paringin**

The third hypothesis of this study is the direct correlation between the motivation to excel and the performance of teachers at SDN in Paringin. The conclusion that can be drawn based on the tests that have been carried out is that there is a direct correlation between the motivation to excel and the performance of teachers at SDN in Paringin. Increasing the motivation to excel in teachers will improve teacher performance. The high level of low motivation for these teachers is one of the determining factors for their high level of low performance at Paringin Elementary School towards their schools.

In accordance with Birhasani, Sulaiman & Metroyadi (2022) stated that there is a correlation between motivation to excel and teacher performance at SDN Kandungan Subdistrict. Achievement Motivation is an encouragement to do a task as well as possible based on standards of excellence in order to achieve the highest possible achievement. Teachers must be motivated to succeed and encouraged to improve their performance.

As for the correlation between achievement motivation and performance, Vroom stated that there is a correlation between achievement motivation and performance, namely that an employee will be willing to make greater efforts if it is believed that the effort will result in a good performance appraisal and that a good performance appraisal will result in greater rewards, salary increases, and promotions, all of which allow the person concerned to achieve his personal goals (Surbakti, 2014).

In line with the research results of Jarminto, Aslamiah, and Suhartono (2022), there is a correlation between the motivation to excel and the performance of teachers through private vocational schools in Banjarbaru. It is also shown that a person works because he has the purpose of making ends meet. If a person's basic needs are not met, he will become concerned, which will cause him to become even more motivated. In the research results of Rasidinurahmad, Metroyadi, and Suhaimi (2022), there is an effect of achievement motivation on the performance of junior high school teachers in Balangan Regency. The results of his research show that there is a positive and very significant correlation between achievement motivation and performance with a correlation coefficient value ( $r$ ) of 0.636. The correlation coefficient ( $R^2$ ) is 0.877, and the probability of error ( $p$ ) is 0.000. The effective contribution of achievement motivation to performance was 87.7%; the remaining 12.3% was affected by other variables that were not studied in this study. Then Rusdiana, Suriansyah, A., and Noorhapizah (2022) obtained results from the effect of achievement motivation on the performance of state elementary school teachers in Batumandi Subdistrict. The results of this study showed that there was a significant effect between the motivation to excel and the performance of state elementary school teachers in Batumandi Subdistrict through the regression equation =  $95.582 + 0.669X_1$  ( $p < 0.05$ ), with an effect of 44.6% and an effective contribution of 18.26%.

### **Direct Correlation of Work Ethic (X1) with Motivation to Achieve (Z) Teachers of SDN in Paringin**

The fourth hypothesis of this study is that there is a direct correlation between work ethic and motivation for achieving teachers at SDN in Paringin. The conclusion that can be drawn based on the tests that have been carried out is that there is a direct correlation between work ethic and motivation for achieving teachers at SDN in Paringin. Increasing work ethic has no effect on motivation to succeed. Meanwhile, the effect of work ethic on the motivation component of achievement based on the results of the test analysis

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shows that there is a positive and significant effect. In line with the research of Rasidinurahmad, Metroyadi, and Suhaimi (2022), There is an effect of work ethic on motivation for achieving junior high school teachers in Balangan Regency. Work ethic was demonstrated in this study to be an internal demand to behave ethically in order to achieve good and productive performance. A work ethic is a set of positive work behaviors rooted in a strong foundation, a fundamental belief, and accompanied by a total commitment to an integral work paradigm. The term "paradigm" here means the main concept of the work itself, which includes the underlying idealism, the governing principles, the values that move, the attitudes that are born, and the standards to be achieved, including the main character, basic thoughts, codes of ethics, moral codes, and codes of conduct for its adherents. With a good and strong work ethic, it is desirable that a worker will always work effectively and productively in a healthy and developed personal condition. The quality of performance and work results are largely determined by the quality of the work ethic.

In general, human behavior is carried out consciously, meaning that it is always driven by the desire to achieve certain goals. Herein lies the role of motivation to excel. Motivation to excel is one of the factors related to teacher performance. It is said that the motivation to excel is the drive within oneself to do work oriented towards standards of excellence to achieve a goal. This statement was also echoed by Robbins (2014), who stated that individuals with higher achievement motivation favor work situations with personal responsibility, feedback, and a medium degree of risk. When these characteristics apply, high-achieving achievers will be highly motivated to achieve high-achieving events. Therefore, with high achievement motivation, the emergence of a strong effort to achieve the goal will ultimately affect one's performance. A teacher who has a high work ethic and is accompanied by high motivation will carry out his duties with great enthusiasm and a high sense of responsibility, just as a teacher who has a low work ethic and low motivation will be lazy and lack responsibility in carrying them out.

### **Direct Correlation of Work Commitment (X2) with Motivation for Achievement (Z) of Teachers at SDN in Paringin**

The fifth hypothesis of this study is that there is a direct correlation between work commitment and the motivation for achieving teachers at SDN in Paringin. The conclusion that can be drawn based on the tests that have been carried out is that there is a direct correlation between positive and significant work commitment and the motivation for achieving teachers at SDN in Paringin. Increasing work commitment will increase the motivation for teacher achievement. One of the determining factors for the high level of low motivation among teachers at SDN in Paringin is the high level of low work commitment of these teachers.

According to Noriawati, Sulaiman, and Mahrita's (2022) research, there is a significant relationship between commitment and teacher performance. A teacher must have a commitment to his work. Commitment as a state in which a teacher takes the side of a particular organization and expresses his or her purpose and desire to maintain membership in that organization. Individuals with a strong commitment to the organization can be identified by their strong desire to remain members, willingness to go above and beyond for the benefit of the organization, and strong belief in and acceptance of the organization's values and goals. The existence of a high organizational commitment to employees will make teachers avoid negative organizational behaviors such as skipping classes, absenteeism, moving to work for other companies, leaving working hours, and so on.

### **7) Indirect Correlation of Work Ethic (X1) with Performance (Y) through Motivation for Achievement (Z) at SDN in Paringin**

For the sixth hypothesis of this study, there is an indirect correlation between work ethic and performance through the motivation to excel at SDN in Paringin. The conclusion that can be drawn based on the tests that have been carried out is that there is a positive and significant indirect correlation of work ethic with performance through the motivation to excel at SDN in Paringin. Increased work ethic, then improving performance through motivation to excel. This means that the indirect effect between work ethic and performance, mediated by the motivational variable of achievement, is expressed as significant. One of the determinants of the high level of low performance in SDN in Paringin is a lack of work ethic and motivation to excel. However, data show that the effect is stronger on work ethic and performance rather than motivation to achieve.

In line with the research of Rasidinurahmad, Metroyadi, and Suhaimi (2022), it was stated that there is a direct tidal effect of work ethic on performance through the motivation to excel among SMPN teachers in Balangan Regency. In this study, it was stated that the very important role of teachers requires teachers to have a work ethic, motivation to excel, and teaching experience to be able to carry out their performance as teachers. Work ethic is the spirit of work that characterizes and informs a person's or group's beliefs. Work ethic defines normative things as willful attitudes that must be developed. Work ethic can be used as a staple of mind in the world of education in Indonesia, where the work ethic of teachers in school organizations is absolutely necessary to improve the efficiency and effectiveness of the learning process in school education units. A high work ethic will determine the success of the business and learning processes in schools. The follow-up to the work ethic is to improve the performance of teachers in accordance with the plan that has been set for each semester and annual period. Teachers with a strong work ethic always strive to ensure that the tasks assigned to them are completed correctly and with a high teacher performance correlation.

The motivation for achievement is also inseparable from the teacher's performance. Teachers who have the motivation to excel will always strive to provide lessons with high enthusiasm so that students can excel in school and will have a high drive to show good



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performance so that the goal is achieved. A person's motivation to achieve is an internal urge to overcome challenges and obstacles in order to achieve goals. Teaching experience can also be thought to be related to teacher performance.

Octarina (2019) conducted a study on "The Effect of Work Ethic and Motivation for Achievement on Employee Performance at the Sarolangun City Youth and Sports Tourism Cultural Office." The population in this study was all employees at the Youth and Sports Tourism Cultural Service, consisting of employees with the status of civil servants (PNS) and non-PNS, which amounted to 85 employees. The findings revealed that work ethic variables and motivation to achieve partially and simultaneously had a significant effect on the performance of employees of the Sarolangun City Youth Tourism and Sports Culture Office.

### **8) Indirect correlation of Work Commitment (X2) with Performance (Y) through Motivation to Achieve (Z) at SDN in Paringin**

The seventh hypothesis of this study is that there is an indirect correlation between work commitment and performance through motivation to excel at SDN in Paringin. The conclusion that can be drawn based on the tests that have been carried out is that there is a positive and significant indirect correlation of work commitment with performance through the motivation to excel at SDN in Paringin. Increasing work commitment will improve performance through motivation to excel. This means that there is a significant indirect correlation between the variables of work commitment and performance via motivation to achieve. The high level of low work commitment and lack of motivation to excel is one of the determining factors for the high level of low performance in SDN-Paringin.

Performance is something that is important for agencies, especially the performance of employees who can lead agencies to the achievement of expected goals. The good or bad performance of employees can affect the good or bad performance of the agency. Performance can affect the ongoing activities of an organization, and the better the performance shown by employees, the more helpful it will be in the development of the organization or company. Employees who have organizational commitment and work discipline will affect employee performance.

Employees are required to have a high level of commitment where they work in order to achieve school goals; this commitment is a condition that allows an employee's behavior to be motivated or unmotivated in carrying out tasks effectively and efficiently. Motivation is needed to improve employee performance. This motivation is more internal to a person's psychology who views the concept of performance. According to Mangkunegara (2011), the motivation for achievement encourages employees to perform a task properly in order to achieve high performance standards. So, an employee must have a high level of commitment and motivation in order to have the best impact on his school organization.

## **IV. CONCLUSION**

Based on the results of the analysis and discussion of the research results as described above, it can be concluded: The results showed that there were (1) work ethic, (2) work commitment, (3) motivation for achievement, and (4) teacher performance in SDN in Paringin to be included in the high category. (2) Work ethic, work commitment, achievement motivation, and teacher performance all have a direct impact. (3) Work ethic and commitment to a job have an indirect effect on how well teachers do their jobs through teacher achievement motivation.

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