



ANALYSIS OF THE FACTORS THAT INFLUENCE THE WORK SPIRIT OF TEACHER

Cindy Aurora*¹, Robin²

STMB MULTISMART, Indonesia*¹²

cindyaaurora17@gmail.com*¹, robinzheng@stmb-multismart.ac.id²

Abstract: The working spirit of teachers at the Anugerah Harapan Bangsa school has decreased. This can be seen in the teachers who feel lazy and less effective in doing their work and do not give satisfaction to parents and students. This study aims to determine whether there is a relationship between compensation, work motivation, and organizational culture in the work spirit of teachers at Anugerah Harapan Bangsa school. The sample in this study amounted to 64 teachers, where the data were obtained directly by filling out a questionnaire in the form of a questionnaire and processed by the Likert scale method. The data method technique used quantitative analysis and multiple linear regression analysis. The results showed that compensation had a positive and significant effect on the work spirit of Anugerah Harapan Bangsa school teachers by $0.000 < 0.05$, work motivation had a positive and significant effect on the work spirit of Anugerah Harapan Bangsa school teachers by $0.016 < 0.05$, organizational culture had a negative effect on the work spirit of Anugerah Harapan Bangsa school teachers by $0.826 > 0.05$, but simultaneously or Simultaneously, compensation, work motivation, and organizational culture have a positive and significant effect on the work spirit of teachers at Anugerah Harapan Bangsa school by $0.000 < 0.05$.

Keywords: Compensation; Organizational Culture; Work Spirit; Work Motivation

INTRODUCTION

The profession is a type of work that is engaged in by someone, which requires training and mastery of special knowledge. Examples of diverse professions include law, health, finance, military, designers, and educators. Someone who has taken a deeper and competent education in a certain profession is called a professional (Rahmawati, 2020). To reach the professional stage, it is very necessary to have a soul in a person to focus on pursuing the chosen profession. In addition to focus, there must also be a spirit that is embedded in a person to reach the professional stage.

As stated by Arianto (2014) work spirit is an attitude within a person or group of people to do work diligently and voluntarily together so that organizational goals can be completed faster and better. The high morale of an individual will have an impact on optimal work results and of course, it will be easier to achieve the goals of an organization. On the other hand, it will be difficult to achieve organizational goals if individual morale is low (Artama & Nuridja, 2015). It can be concluded that morale is a condition within a person that greatly affects the achievement of an organization's goals to complete work faster and better.

According to Arianto (2014), high morale can be seen in an individual who feels happy, passionate, tolerant, and optimistic. Conversely, if an individual who likes to argue, looks disinterested, likes to offend, then the individual's morale is low. This of course has an impact on the assessment of consumers or the public towards the organization. If an individual can work well and provide high service, then the consumer or society will feel satisfied. Conversely, if the work done is less than optimal and the quality of service provided is low, then consumers who need service will feel dissatisfied. This condition can also occur in the world of education.

Anugerah Harapan Bangsa School is one of the Christian college foundations that is engaged in services by providing services in the form of education, namely good

Submitted: November 26, 2021; Revised: March 25, 2022;

Accepted: March 28, 2022; Published: April 29, 2022;

Website: <http://journalfeb.unla.ac.id/index.php/almana/article/view/1737>



learning for its students. However, in practice, not a few teachers feel lazy and less effective in doing their jobs and do not give satisfaction to parents and students. In addition, teachers do not prepare well for teaching and learning activities so learning is less effective. So, from the initial analysis, it can be seen that the work spirit of Anugerah Harapan Bangsa school teachers is low. Several factors that affect individual morale are awarding or compensation, work motivation, and organizational culture itself (Hermayati, 2015).

Table 1. Anugerah Harapan Bangsa School Teacher Salary List

Category	Nominal
Kindergarten teacher	IDR 1,100,000,-/month
Elementary School teacher	IDR 91.000,-/les
Middle school teacher	IDR 95.000,-/les
high school teacher	IDR 99,000,-/les

Source: Data that has been processed by the author (2021)

The data in table 1. can be explained that the level of compensation given to Anugerah Harapan Bangsa school teachers is low. This will have an impact on teachers' work spirit because compensation is a form of the reciprocal relationship between superiors and their subordinates. A superior must pay attention to all the needs related to his subordinates so that the enthusiasm of subordinates to complete their duties is high (Nanulaitta, 2018). One of the factors that indicate the low morale of the Anugerah Harapan Bangsa school is the high absenteeism rate. The teacher absentee level at the Anugerah Harapan Bangsa school in the even semester of 2021 is as follows:

Table 2. Anugerah Harapan Bangsa School Teacher Attendance List for Even Semesters

Month	Sick	Permission	Alpha
January	5	5	7
February	6	10	4
March	5	11	5
April	14	14	2
May	10	10	3
June	5	5	6
Amount	45	55	27

Source: Data that has been processed by the author (2021)

The data in table 2. can be explained, that the absentee level of the Anugerah Harapan Bangsa school teacher for the even semester of 2021 tends to rise and fall every month, especially in April when the absentee rate reaches 30 times, this is due to the absence of awards or motivations given to teachers. on their performance and work motivation is one of the most important factors in increasing and encouraging one's morale (Subaidi, 2013). Work motivation, it can make a person feel happy to complete the task and feel that the work given is valuable to him so that the individual can work hard to complete the task that has been given (Simamora & Robin, 2019).

The previous research used as a reference for this research, namely "Analysis of the Causes and Impacts of Low Teacher Morale in SLB-C Yaspenlub, Demak Regency" examines the factors that cause low teacher morale in SLB-C Yaspenlub, Demak Regency. The results showed that the factors that caused the low morale of teachers at SLB-C Yaspenlub Demak Regency in 2014 were the low provision of remuneration and awards, an uncomfortable work environment, and the culture of the organization itself. The impact is a decrease in teacher performance, an uncomfortable teaching and learning process, and a low spirit of tolerance and a sense of responsibility among teachers (Arianto, 2014). The aim of this research is: (1) To find out whether compensation has a significant and positive effect on work spirit; (2) To find out whether work motivation has a significant and positive effect on work spirit; (3) To find out whether organizational culture has a significant and positive effect on work spirit; (4) To find out whether compensation, work motivation, and organizational culture have a simultaneous effect on work spirit.

METHODS

This research was conducted with a quantitative approach. The research subjects were teachers at the Anugerah Harapan Bangsa school while the object of the study was the factors that influenced the work spirit of the teachers at the Anugerah Harapan Bangsa school. The object of the research is located on Jalan AMD, 22 Gang Serasi Medan Marelan. In this study, primary data sources were used, namely data obtained directly from teachers at the Anugerah Harapan Bangsa school. The population in this study amounted to 64 teachers at the Anugerah Harapan Bangsa school, precisely in 2021. The sampling technique of this study was a saturated sample where the entire population was used as a sample. The data analysis method used in this study is multiple linear regression analysis, which is a method to see the effect of one variable on other variables. Data collection techniques were carried out by questionnaires in the form of filling out questionnaires by research subjects directly. The results of filling out the questionnaire from the research subjects were then processed using the SPSS for Windows application program. The research framework is presented to determine whether there is a relationship between the independent variable, namely compensation (X_1), work motivation (X_2), and organizational culture (X_3) on the dependent variable, namely work spirit (Y). The design of this research hypothesis testing is presented in the following framework:

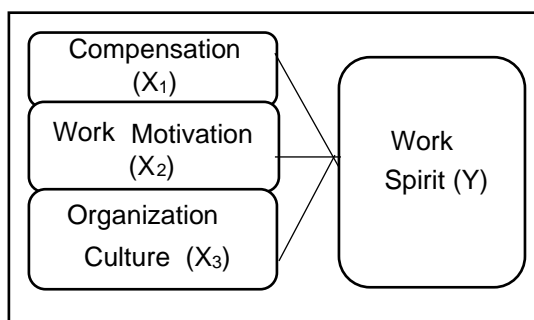


Figure 1. Research Framework

Source: Data that has been processed by the author (2021)



RESULTS AND DISCUSSION

The measurement of the accuracy of the data in this study was used through validity and reliability tests. A validity test is used to measure whether a questionnaire is valid or not. In this study, 30 respondents were taken as samples for testing validity and reliability. The results of the validity test are based on this table:

Table 3. Validity Test of Compensation

		Correlations								
		X1.1	X1.2	X1.3	X1.4	X1.5	X1.6	X1.7	X1.8	Total_X1
X1.1	Pearson	1	.517**	.452*	.324	.211	.325	.258	.517**	.658**
	Correlation									
	Sig. (2-tailed)		.003	.012	.081	.263	.080	.168	.003	.000
	N	30	30	30	30	30	30	30	30	30
X1.2	Pearson	.517**	1	.375*	.306	.459*	.240	.250	.826**	.738**
	Correlation									
	Sig. (2-tailed)	.003		.041	.100	.011	.202	.183	.000	.000
	N	30	30	30	30	30	30	30	30	30
X1.3	Pearson	.452*	.375*	1	.306	.357	.180	.250	.254	.588**
	Correlation									
	Sig. (2-tailed)	.012	.041		.100	.053	.341	.183	.175	.001
	N	30	30	30	30	30	30	30	30	30
X1.4	Pearson	.324	.306	.306	1	.312	.682**	.153	.497**	.641**
	Correlation									
	Sig. (2-tailed)	.081	.100	.100		.093	.000	.420	.005	.000
	N	30	30	30	30	30	30	30	30	30
X1.5	Pearson	.211	.459*	.357	.312	1	.294	.510**	.571**	.715**
	Correlation									
	Sig. (2-tailed)	.263	.011	.053	.093		.115	.004	.001	.000
	N	30	30	30	30	30	30	30	30	30
X1.6	Pearson	.325	.240	.180	.682**	.294	1	.420*	.301	.629**
	Correlation									
	Sig. (2-tailed)	.080	.202	.341	.000	.115		.021	.106	.000
	N	30	30	30	30	30	30	30	30	30
X1.7	Pearson	.258	.250	.250	.153	.510**	.420*	1	.381*	.611**
	Correlation									
	Sig. (2-tailed)	.168	.183	.183	.420	.004	.021		.038	.000
	N	30	30	30	30	30	30	30	30	30
X1.8	Pearson	.517**	.826**	.254	.497**	.571**	.301	.381*	1	.805**
	Correlation									
	Sig. (2-tailed)	.003	.000	.175	.005	.001	.106	.038		.000
	N	30	30	30	30	30	30	30	30	30
Total_X1	Pearson	.658**	.738**	.588**	.641**	.715**	.629**	.611**	.805**	1
	Correlation									
	Sig. (2-tailed)	.000	.000	.001	.000	.000	.000	.000	.000	
	N	30	30	30	30	30	30	30	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Source: Data that has been processed by the author (2021)



Table 4. Validity Test of Organizational Culture

		Correlations					
		X2.1	X2.2	X2.3	X2.4	X2.5	Total_X2
X2.1	Pearson Correlation	1	.513**	.399*	.450*	.366*	.776**
	Sig. (2-tailed)		.004	.029	.013	.047	.000
	N	30	30	30	30	30	30
X2.2	Pearson Correlation	.513**	1	.268	.629**	.173	.731**
	Sig. (2-tailed)	.004		.152	.000	.361	.000
	N	30	30	30	30	30	30
X2.3	Pearson Correlation	.399*	.268	1	.275	.240	.623**
	Sig. (2-tailed)	.029	.152		.142	.201	.000
	N	30	30	30	30	30	30
X2.4	Pearson Correlation	.450*	.629**	.275	1	.369*	.764**
	Sig. (2-tailed)	.013	.000	.142		.045	.000
	N	30	30	30	30	30	30
X2.5	Pearson Correlation	.366*	.173	.240	.369*	1	.621**
	Sig. (2-tailed)	.047	.361	.201	.045		.000
	N	30	30	30	30	30	30
Total_X2	Pearson Correlation	.776**	.731**	.623**	.764**	.621**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	30	30	30	30	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Source: Data that has been processed by the author (2021)

Table 5. Validity Test of Work Spirit

		Correlations					
		X3.1	X3.2	X3.3	X3.4	X3.5	Total_X3
X3.1	Pearson Correlation	1	.331	.289	.098	.354	.496**
	Sig. (2-tailed)		.074	.121	.607	.055	.005
	N	30	30	30	30	30	30
X3.2	Pearson Correlation	.331	1	.386*	.397*	.281	.746**
	Sig. (2-tailed)	.074		.035	.030	.132	.000
	N	30	30	30	30	30	30
X3.3	Pearson Correlation	.289	.386*	1	.215	.136	.552**
	Sig. (2-tailed)	.121	.035		.254	.473	.002
	N	30	30	30	30	30	30
X3.4	Pearson Correlation	.098	.397*	.215	1	.415*	.629**
	Sig. (2-tailed)	.607	.030	.254		.023	.000
	N	30	30	30	30	30	30
X3.5	Pearson Correlation	.354	.281	.136	.415*	1	.599**
	Sig. (2-tailed)	.055	.132	.473	.023		.000
	N	30	30	30	30	30	30
Total_X3	Pearson Correlation	.496**	.746**	.552**	.629**	.599**	1
	Sig. (2-tailed)	.005	.000	.002	.000	.000	
	N	30	30	30	30	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Source: Data that has been processed by the author (2021)



Table 6. Validity Test of Motivation Work

		Correlations						Total_Y
		Y.1	Y.2	Y.3	Y.4	Y.5	Y.6	Total_Y
Y.1	Pearson Correlation	1	.281	.427*	.281	.427*	.427*	.669**
	Sig. (2-tailed)		.133	.019	.133	.019	.019	.000
	N	30	30	30	30	30	30	30
Y.2	Pearson Correlation	.281	1	.392*	1.000**	.392*	.569**	.789**
	Sig. (2-tailed)	.133		.032	.000	.032	.001	.000
	N	30	30	30	30	30	30	30
Y.3	Pearson Correlation	.427*	.392*	1	.392*	1.000**	.493**	.784**
	Sig. (2-tailed)	.019	.032		.032	.000	.006	.000
	N	30	30	30	30	30	30	30
Y.4	Pearson Correlation	.281	1.000**	.392*	1	.392*	.569**	.789**
	Sig. (2-tailed)	.133	.000	.032		.032	.001	.000
	N	30	30	30	30	30	30	30
Y.5	Pearson Correlation	.427*	.392*	1.000**	.392*	1	.493**	.784**
	Sig. (2-tailed)	.019	.032	.000	.032		.006	.000
	N	30	30	30	30	30	30	30
Y.6	Pearson Correlation	.427*	.569**	.493**	.569**	.493**	1	.764**
	Sig. (2-tailed)	.019	.001	.006	.001	.006		.000
	N	30	30	30	30	30	30	30
Total_Y	Pearson Correlation	.669**	.789**	.784**	.789**	.784**	.764**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	30	30	30	30	30	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Data that has been processed by the author (2021)

This test shows that the item being tested is valid because the conditions for whether or not the item being tested is valid $r_{\text{value}} > r_{\text{table}}$ value. Multiple linear analysis was used to determine the magnitude of the effect of compensation, work motivation, and organizational culture on the work spirit of teachers at the Anugerah Harapan Bangsa School. Furthermore, the results of multiple linear regression can be seen in Table 7 below:

Table 7. Linear Regression Test Coefficients

Model	Coefficients B	Unstandardized Std. Error	Standardized Coefficients Beta	t	Sig.	Collinearity Statistics Tolerance	VIF
1 (Constant)	-6.099	4.025		-1.515	.140		
Compensation	.784	.161	.661	4.884	.000	.508	1969
Work Motivation	.509	.199	.306	2,555	.016	.649	1,540
Culture Organization	-.047	.212	-.029	-.222	.826	.537	1,861

a. Dependent Variable: Work Spirit

Source: Data that has been processed by the author (2021)

The regression coefficient of the X_1 variable is 0.000 with the assumption that if the compensation variable increases by one point, it can be predicted that the X_1 variable also increases by 0.784. The X_2 variable regression coefficient is 0.016 with the



assumption that if the work motivation variable increases by one point, it can be predicted that the X_2 variable increased by 0.509. The regression coefficient for the X_3 variable is 0.826 with the assumption that if the organizational culture variable increases by one point, it can be predicted that the X_3 variable will decrease by 0.047. The t-test was conducted to determine the magnitude of the effect of compensation, the effect of work motivation, and the influence of organizational culture on the work spirit of teachers, according to Ghozali (2011) if the significance value is $< 0,05$, it can be concluded that the independent variable (X) partially affects the dependent variable (Y).

Based on the results of the t-test The significance value for the effect of the Compensation Variable (X_1) on the Work Spirit Variable Y is $0.000 < 0.05$ and $t_{count} 4.884 > t_{table} 2.042$ means that there is an influence between the Compensation Variable (X_1) on the Work Spirit Variable (Y). The significance value for the effect of Work Motivation Variable (X_2) on Work Motivation Variable (Y) is $0.016 < 0.05$ and $t_{count} 2.555 > t_{table} 2.042$ means that there is an influence between Work Motivation Variable (X_2) on Work Motivation Variable (Y). The significance value for the influence of the Organizational Culture variable (X_3) on the Variable Work Spirit (Y) is $0.826 > 0.05$ and $t_{count} 0.222 < t_{table} 2.042$ so that there is no influence of the Organizational Culture variable (X_3) on the Variable Work Spirit (Y).

Table 8. F Test (Simultaneous)

Model	Sum of Squares	ANOVA			Sig.
		df	Mean Square	F	
1 Regression	261.563	3	87,188	25.853	.000b
Residual	101.172	30	3.372		
Total	362,735	33			

Dependent Variable: Work Spirit
 Predictors: (Constant), Organizational Culture, Work Motivation, Compensation

Source: Data that has been processed by the author (2021)

Based on the results of the F-test that the significance value for the effect of compensation (X_1), the effect of work motivation (X_2), and the influence of organizational culture (X_3) on work spirit (Y) is $0.000 < 0.05$, it means that the independent variable (X) has a simultaneous effect or together with the dependent variable (Y). According to Sujarweni (2014), the effect of the independent variable (X) on the dependent variable (Y) simultaneously can also be determined from the $F_{count} > F_{table}$ value. From table 8, it can be seen that with the value of $F_{count} 25.853 > F_{table} 2.92$, it can be concluded that the independent variable (X) has a simultaneous effect on the dependent variable (Y). The percentage of the influence of variables simultaneously is equal to 72.1%. 27.9% of the influence comes from other factors that are not variables in this study.

The Effect of Compensation on Work Spirit

The results of the analysis that have been presented prove that compensation has a significant and positive effect on the work spirit of the Anugerah Harapan Bangsa school teachers of 4.884 with a regression coefficient of 0.000. Compensation affects the work spirit of the teacher because it is a form of remuneration given and must be following the duties and responsibilities given to the teacher. Following Fitriyani's opinion (2019) where a large remuneration will greatly affect a person's performance. Good performance can arise because of the spirit that is embedded in a person. Conversely, if the remuneration provided is small, the morale will also decrease.



The Effect of Work Motivation on Work Spirit

The results of the analysis prove that work motivation has a significant and positive effect on the work spirit of Anugerah Harapan Bangsa school teachers of 2.555 with a regression coefficient of 0.016. Work motivation affects work because, with work motivation, teachers have the spirit of ambition to complete the tasks and responsibilities given. The better the work motivation is given to the teacher, the better the teacher's performance, and vice versa the lower the teacher's work motivation, the teacher's performance will be less good because of the low spirit of the spirit (Aprida et al., 2020).

The Effect of Organizational Culture on Work Spirit

The results of the analysis prove that organizational culture has no significant and negative effect on the work spirit of Anugerah Harapan Bangsa school teachers of 0.222 with a regression coefficient of 0.826. According to Kaswan (2018), Organizational Culture is one of the invisible strengths of an organization. Organizational culture includes attitudes, beliefs, habits, and expectations of all individual members of the organization from the lowest to the highest level and no management activity is independent of organizational culture (Awaluddin, 2018).

The Effect of Compensation, Work Motivation, and Organizational Culture on Work Spirit

The results of the analysis that have been presented prove that compensation, work motivation, and organizational culture simultaneously or simultaneously have a significant and positive effect on the work spirit of Anugerah Harapan Bangsa school teachers by 25,853 with a significance value of $0.000 < 0.05$. The results of this study are also relevant to the results of previous research by Arianto (2014) which states that the work spirit of teachers is influenced by factors of compensation or remuneration, work motivation, and organizational culture itself. The most dominant factor influencing work spirit morale is the compensation factor or the provision of remuneration which has an impact on the low morale of teachers if the remuneration provided is not following their duties and responsibilities. In addition, this research is also relevant to research conducted by Afrina (2020) that motivation has a moderate correlation with work spirit. In addition, this research is also relevant to research conducted by Larasati (2017) that organizational culture in an organization affects individual work morale by 46.24%.

CONCLUSION

The conclusion from this research is compensation has a significant and positive effect on the work spirit of teachers, work motivation has a significant and positive effect work spirit of teacher's organizational culture has a significant and positive effect on the work spirit of teachers, and compensation, work motivation, and organizational culture have a simultaneous effect on work spirit.

REFERENCES

- Afrina, I. (2020). Pengaruh Motivasi Terhadap Semangat Kerja Karyawan Pada CV. Lancar Jaya Desa Karsa Jaya Belitang Jaya Oku Timur. *Jurnal Aktual STIE Trsina Negara*, 18(2).
<https://www.google.com/url?sa=t&source=web&rct=j&url=https://stietrisnanegara.ac.id/jurnal/index.php/aktual/article/download/65/64&ved=2ahUKEwjF-Oaz-6X0AhUE4zgGHS2oA60QFnoECBwQAQ&usg=AOvVaw3xl-1HH4aq9shzTM-gGroA>



- Aprida, Y., Fitria, H., & Nurkhalis. (2020). Pengaruh Supervisi Kepala Sekolah Dan Motivasi Kerja Guru Terhadap Kinerja Guru. *Jurnal of Education Research*, 1(2). doi: <https://doi.org/10.37985/joe.v1i2.16>.
- Arianto, Dwi Agung Nugroho. (2014). Analisis Penyebab dan Dampak Rendahnya Semangat Kerja Guru Di SLB-C Yaspenlub Kabupaten Demak. *Jurnal Dinamika Ekonomi & Bisnis*. 11(1). <https://ejournal.unisnu.ac.id/JDEB/article/download/92/159>
- Artama, P.A., Zukhri, A., & Nuridja, M. (2015). Analisis Faktor-Faktor Yang Mempengaruhi Semangat Kerja Karyawan Pada PT JBR MI Denpasar Tahun 2014. *Jurnal Pendidikan Ekonomi Undiksha*. 5(1). doi: <http://dx.doi.org/10.23887/jjpev5i1.5081>.
- Awaluddin, M. (2018). Penguatan Peran Lingkungan Kerja Dan Budaya Organisasi Dalam Mengoptimalkan Kinerja Dosen Universitas Islam Negeri Alauddin Makassar Melalui Kepuasan Kerja. *Jurnal Manajemen, Ide, Inspirasi (MINDS)*, 5(1). doi: 10.24252/minds.v5i1.4682.
- Fitriyani, L. (2019). *Inovasi Kepala Sekolah Dalam Meningkatkan Semangat Kerja Guru Di SMP Negeri 4 Seunagan*. Skripsi Thesis, UIN Ar-Raniry Banda Aceh. <https://repository.arraniry.ac.id/id/eprint/8470>
- Ghozali, I. (2011). *Aplikasi Analisis Multivariate Dengan Program SPSS*. Semarang: Universitas Diponegoro.
- Hermayati, R. (2015). *Faktor-Faktor Yang Mempengaruhi Semangat Guru Dalam Pembelajaran*. <http://flashcompugraphics.blogspot.com/2015/10/faktor-faktor-yang-mempengaruhi.html?m=1>
- Kaswan. (2018). *Perubahan Dan Pengembangan Organisasi*. Bandung: Yrama Widya.
- Larasati, I.B. (2017). *Pengaruh Budaya Organisasi Terhadap Semangat Kerja Pegawai (Studi pada: PT. Perkebunan Nusantara II Tanjung Morawa)*. Skripsi Sarjana, Repositori Institusi Universitas Sumatera Utara (RI-USU). <http://repositori.usu.ac.id/handle/123456789/19059>
- Nanulaita, D.T. (2018). Pengaruh Kompensasi dan Lingkungan Kerja Terhadap Kinerja Karyawan Pada KSU. Amboina Mekar di Kota Ambon. *Jurnal MINDS: Manajemen Ide dan Inspirasi*, 5(2). doi: <https://doi.org/10.24252/minds.v5i2.6211>
- Rahmawati, R. (2020). Hubungan Antara Profesionalisme Guru Terhadap Minat Belajar Siswa SD Negeri 02 Muara Jaya Tahun Pelajaran 2019/2020. Skripsi, Institut Agama Islam Negeri (IAIN). https://www.google.com/url?sa=t&source=web&rct=j&url=https://repository.metro.univ.ac.id/id/eprint/1725/1/SKRIPSI%2520RIKA%2520RAHMAWATI%2520%2520Perpustakaan%2520IAIN%2520Metro.pdf&ved=2ahUKEwi3vGC_9zzAhUS7HMBHSHRB6wQFnoECAMQAQ&usq=AOvVaw303CRyKRredCNF3oeNI2fF
- Simamora, Rusdiana., & Robin. (2019). Pengaruh Lingkungan Kerja, Budaya Organisasi, dan Motivasi Kerja Terhadap Kinerja Karyawan STMIK TIME Medan. *Jurnal Ilmiah Smart*. 3(2). <https://ejournal.stmb-multismart.ac.id/index.php/JMBA/article/view/34>
- Subaidi. (2013). *Faktor-Faktor Yang Mempengaruhi Semangat kerja Pegawai Pada Fakultas Teknik Universitas Maritim Raja Ali Haji Tanjungpinang*. Skripsi, Universitas Maritim Raja Ali Haji Tanjungpinang. https://www.google.com/url?sa=t&source=web&rct=j&url=https://jurnal.umrah.ac.id/wpcontent/uploads/2013/08/Jurnal-Subaidi-090563201061-IAN-2013.pdf&ved=2ahUKEwjnqoaL76X0AhWf4nMBHe6ZCUQQFnoECAQQAQ&usq=AOvVaw3v5loNog_-FQ5x-8lq47dh
- Sujarweni, V. Wiratna. (2014). *SPSS Untuk Penelitian*. Yogyakarta: Pustaka Baru.