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**ANALYSIS OF THE INFLUENCE OF MOTIVATION AND PERCEPTIONS OF ORGANIZATIONAL SUPPORT ON TEACHER PERFORMANCE BASED ON THE IMPLEMENTATION OF THE FOUR PILLARS OF UNESCO EDUCATION**

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**KEYWORDS**

Work motivation, teacher performance, perceived organizational support, four pillars of UNESCO education

**ABSTRACT**

This study aims to analyze the influence of work motivation and perceived organizational support on the performance of civil servant teachers of public high schools in Bogor City, using the implementation of the Four Pillars of UNESCO Education as a performance measurement variable. The data collection method was carried out through a questionnaire distributed to 120 respondents of public high school civil servant teachers in Bogor City. Data analysis was conducted using multiple linear regression techniques. The results showed that work motivation has a significant positive effect on teacher performance, and perceived organizational support also has a significant positive effect on teacher performance. In addition, the results of the analysis show that work motivation and perceived organizational support simultaneously affect teacher performance as measured by the implementation of the four pillars of UNESCO Education. These findings are expected to add to the theoretical scientific repertoire and have important implications for education management and school leadership in improving the performance of civil servant teachers of public high schools in Bogor City.

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**INTRODUCTION**

It is hard to argue that education is essential for the survival and progress of human civilization. Various knowledge and skills needed to understand life and obtain solutions to problems that occur are obtained through education. In addition to academic knowledge, education provides provisions on how to build and develop social skills. The introduction of ethical values and the cultivation of noble character as an effort to shape the pattern of attitudes and behavior of true human beings involve education.

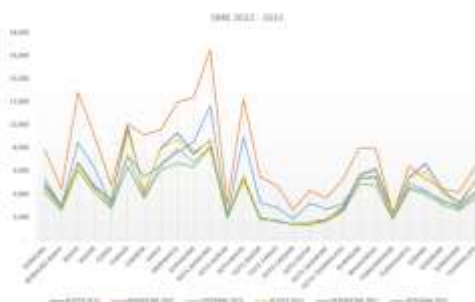
Various factors and interactions between factors can affect the results and quality of education from global, national, and individual perspectives. Globalization provides opportunities for anyone to expand access to information and resources in the international arena even though at the same time the challenges of global competition arise. At the national level, education policy and infrastructure should systemically educate citizens. From the individual and family aspects, among others, it relates to interests and talents in addition to motivation, discipline, and attitudes towards learning (Case-Smith, 2014).

Given the importance of education, all parties are responsible and must contribute to the world of education. UNESCO as the United Nations Agency for Education, science, and Culture takes an active part in supporting and developing the education sector. The establishment of global education policies by formulating guidelines, standards, and frameworks that help member states to improve their education systems such as Education for All and the Dakar Framework for Action are clear examples of UNESCO's contribution to advancing education around the world.

More than 1,100 participants from 164 countries gathered in Dakar, Senegal in April 2000, for the World Education Forum. It was a gathering of everyone from teachers to prime ministers, academics to policymakers, non-governmental bodies to heads of major international organizations to adopt the Dakar Framework for Action, Education for All Fulfilling Our Shared Commitments, and agree on six broad education goals to be achieved by 2015 <https://en.unesco.org/gem-report/report-education-all-efa> namely Early Childhood Care and Education, Universal Primary Education, Youth and Adult Skills, Adult Literacy, Gender Parity and Equality, and Quality Education (Education for All Global Monitoring Report 2015, 2015).

Long before the International Commission for the Twenty-first Century, also known as the Delors Commission, an independent body working for UNESCO produced a report entitled "Delors Report: Learning: The Treasure Within". The report recommended four pillars of education as a framework for educational development. The concept of the four pillars of education, namely learning to know, learning to do, learning to live together, and learning to be was later recognized by UNESCO and even used as the basis for various educational development policies and initiatives so that it is known as the four pillars of UNESCO education.

The following graph illustrates that applicants to public senior high schools in all cities in West Java province in 2021 and 2022 have increased, including Bogor city.



**Figure 1**

**Graph of the increase in school enrollment in West Java in 2021-2022**

Source: <https://ppdb.jabarprov.go.id/hasil-ppdb> accessed 14/01/2024 pk 09:32

Although it is part of the West Java province, Bogor is closer to Jakarta. Alternative mobility options for Bogor-Jakarta residents are relatively easy and cheap. The busy and dense traffic flow of Bogor-Jakarta visibly shows how close the city of Bogor is to Jakarta. Many Bogor residents work in Jakarta while Jakarta residents often make Bogor a vacation spot. The greener and fresher environment or several historical places give it charm as a tourist

destination. Not a few companies in Jakarta make Bogor a market for their products as well as Bogor being a supplier of several products needed by Jakarta residents. The existence of the Bogor Agricultural Institute makes Bogor a center of education and research, including by Jakarta residents who have an interest in this field.

Looking at the results of research related to public schools shows that there are conditions in Palembang where the quality of service of public senior high schools is better than the quality of service of private senior high schools (Aulia et al., 2020). The results of the analysis in Lamongan show that the quality of public high school education is categorized as good and very good (Billah et al., 2020). Based on managerial concepts, it has been proven that employee performance affects customer loyalty which is strengthened by service satisfaction (Setyadi et al., 2022). Other research related to education shows that lecturer motivation has a positive effect on student loyalty to the institution (Latip, 2020).

At the secondary education level, the person at the forefront of education is the teacher. Teacher behavior includes influential individual behavior in educational organizations. As learning agents, teachers function to improve the quality of national education through their performance. Teachers who can prepare the next generation of quality as expected are teachers who can carry out their duties professionally as well as creatively and innovatively (Angraini et al., 2021).

One of the factors that can affect teacher performance as well as their professionalism and ability to innovate is motivation. Research results show that motivation has a positive effect on teacher performance. Teachers who have high performance are in line with their high motivation in carrying out their duties and the opposite condition occurs when their motivation is low (Renaldo et al., 2022). The results of other studies show a similar thing that motivation affects performance (Yanti et al., 2020). It has been proven that motivation encourages teachers to maintain their professionalism by continuing to improve their ability to keep up with advances in science and technology (Solissa et al., 2023). Other research also shows that innovative behavior is needed to create and implement new ideas to improve performance in carrying out their roles and innovative behavior can be significantly owned by motivated teachers (Bawuro et al., 2020). Even if the income earned is not necessarily commensurate, motivation can keep teachers performing well.

Perceptions of organizational support have been the subject of research by many companies when exploring employee behavior. Employees who feel directly that they receive individual and organizational support have high performance as a form of return to the company (Kurniawan, 2021).

Public senior high schools are educational institutions facilitated by the state as a form of state responsibility in education. The teacher recruitment system was created so that teachers who are recruited not only meet the quota but also the expected quality. As described in the Regulation of the Minister of Administrative Reform and Bureaucratic Reform of the Republic of Indonesia No. 27 of 2021 concerning Civil Servants in Article 1 Paragraph 1 the State Civil Apparatus, hereinafter abbreviated as ASN, is a profession for civil servants and government employees with work agreements who work in government agencies. In the next paragraph, it is stated that Civil Servants, hereinafter abbreviated as civil servants, are Indonesian citizens who meet certain requirements, appointed as ASN employees permanently by civil service

officials to occupy government positions. This means that teachers who pass the recruitment mechanism organized by the government are called civil servant teachers (Alfiantyi, 2021).

The purpose of this study is to determine and analyze the influence of Work Motivation and Organizational Support on Teacher Performance as measured by the implementation of the four pillars of UNESCO education in teaching and learning activities of public high schools in the city of Bogor and to determine and analyze how much the influence of Work Motivation and Organizational Support contributes to Teacher Performance as measured by the implementation of the four pillars of UNESCO education (Fachrurrozi et al., 2022).

## **METHOD RESEARCH**

Every research is conducted to achieve certain goals and uses. The data obtained is then used to prove the existence of doubts about information, theories, policies, actions, or a product, which means that the purpose of the research conducted is to prove. Such research usually uses quantitative methods (Sugiyono, 2022).

Since the purpose of this research is to prove the effect of work motivation and perceived organizational support on teacher performance as measured by the implementation of the four pillars of Unesco education in civil servant teachers of public high schools in Bogor City, this research uses quantitative methods.

The quantitative method is a research method used to examine a symptom that is observed by the human senses which is taken by collecting data using research instruments whose data analysis results are statistical to describe and test hypotheses (Sugiyono, 2022).

All the symptoms to be studied are classified into research variables in a representative sample through a deductive research process, namely the formulation of existing problems is answered using concepts and theories so that hypotheses can be formulated. Furthermore, the hypothesis is tested using statistics through the collected field data so that it can be concluded whether the hypothesis formulation is proven or not.

### **Identification of Research Variables**

Variable is a term that only exists in quantitative research as a way to answer questions about what is being studied. Everything in any form that has been determined by the researcher will be studied until a conclusion is obtained based on all information about it being a variable. An attribute can be used as an object of research if it varies. For example, motivation in a group of people is not necessarily the same so it can be used as an object of research. If an attribute does not vary, it cannot be used as an object of research. This situation is the background to the naming of variables, namely the existence of variation (Sugiyono, 2022).

## **RESULTS AND DISCUSSION**

### **UNESCO's Four Pillars of Education**

Based on the results of the reliability test that has been carried out, the Four Pillars of UNESCO Education scale has a Cronbach's Alpha reliability test value of 0.941 based on 19 items. The correlation coefficient on good items ranges from 0.563 to 0.786. This condition means that the reliability coefficient on the UNESCO Four Pillars of Education scale shows fairly good consistency and stability in value. Thus it can be concluded that the statements in the questionnaire are reliable because they have Cronbach's Alpha > 0.700.

### **Achievement Motivation**

Based on the results of the reliability test that has been carried out, the achievement motivation scale has a Cronbach's Alpha reliability test value of 0.892 based on 13 items. The correlation coefficient on good items ranges from 0.523 to 0.758. This can be interpreted that the reliability coefficient on the achievement motivation scale shows fairly good consistency and stability in value. Thus it can be concluded that the statements in the questionnaire are reliable because they have Cronbach's Alpha > 0.700.

**Perceived Organization Support (POS)**

In this study, the items used in the POS measurement scale were 8 items. Based on the results of the reliability test that has been carried out, the organizational support perception scale has a Cronbach's Alpha reliability test value of 0.835. The correlation coefficient on 8 items ranges from 0.418 to 0.832. This means that the reliability coefficient on the perceived organizational support scale shows fairly good consistency and stability in value. Thus it can be concluded that the statements in the questionnaire are reliable because they have Cronbach's Alpha > 0.700.

**Hypothesis Test**

**a. Testing the influence of Achievement Motivation variables and Perceptions of Organizational Support on the Implementation of the four pillars of UNESCO education simultaneously and partially**

The data that has been collected is then processed by the objectives of the first hypothesis-testing stage. The following are the results of data processing shown by the SPSS output as follows:

**Table 1**  
**Out Put SPSS - ANOVA: Effect of Achievement Motivation and Perceived Organizational Support on the Four Pillars of UNESCO Education simultaneously**

	<b>Model</b>	<b>Sum Of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig</b>
1	Regression	6277,878	2	3138,939	62,903	.000 <sup>b</sup>
	Residual	5838,488	117	49,902		
	Total	12116,367	119			

a. dependent variable: performance (Y)

b. Predictors: (Constant), Perceived organizational support (X2), Motivation (X1)

Based on Table 1, there is an F test which is often known as the simultaneous test or Model test / Anova test which is seen from the Sig value and the comparison of the calculated F value with the F table. This test is used to determine how the influence of all independent variables together on the dependent variable or to test whether the regression model that has been made is significant or not. If the model is significant then the model can be used for prediction/forecasting. Vice versa, if it is non-significant then the regression model cannot be used for forecasting. In the Sig value table, the number 0.000 is smaller than 0.05. In the table, the calculated F value is 62.903 while the F table (2 independent variables and a sample size of 10) is 3.07. The conclusion is that Ho is rejected and Ha is accepted, or in other words, the significant model, namely X1, achievement motivation, and X2, perceived organizational support, simultaneously affects variable Y.

**Table 2**  
**Out Put SPSS -Coefficients: Effect of Achievement Motivation and Perceived Organizational Support on the Four Pillars of UNESCO Education partially**

Model	Coefficients			t	Sig
	Unstandardized coefficients		Standardized coefficients		
	B	Std.Error	Beta		
(Constant)	24,781	4,793		5,170	,000
Motivation (X1)	,313	,069	,234	3,253	,001
1 Perceived organizational support (X2)	1,221	,151	,583	8,111	,000

a. Dependent Variable: Performance (Y)

Table 2 shows the Sig value of Motivation 0.001 and the Sig Perception of Organizational Support 0.000. The F test can be done by comparing the numbers in the sig column, whether they are smaller or greater than 0.05. If it is smaller then Ho is rejected Ha is accepted, or in other words the model is significant. The calculated Sig value is smaller than 0.05, indicating that partially the independent variable Achievement Motivation and the independent variable Perception of Organizational Support affect the performance variable measured through the implementation of the Four Pillars of UNESCO.

Knowing the magnitude of the contribution of the influence of Work Motivation and Perceptions of Organizational Support on Teacher Performance as measured by the implementation of the Four Pillars of UNESCO Education.

To find out how much influence the X1 and X2 variables contribute to the Y variable, it can be seen from the following table:

**Table 3**  
**Model Summary 1**

Model	R	R Square	Adjusted R Square	Std.Error of the Estimate
1	.720 <sup>a</sup>	.518	.510	7,06411

a. Predictors: (Constant), Perceived organizational support (X2), Motivation (X1)

In Table 3 in the R-Square column, there is a number 0.518, this means that the ability of variable X to predict Y is 51.8%, namely Achievement Motivation and Perceptions of Organizational Support have an influence of 51.8% on performance as measured by the implementation of the Four Pillars of UNESCO, while the remaining 48.2% is influenced by other factors outside the study. According to Chin (1998), the R-Square value is categorized as strong if it is more than 0.67, moderate if it is more than 0.33 but lower than 0.67, and weak if it is more than 0.19 but lower than 0.33, so it can be concluded that the predictive ability of variables X1 and X2 on Y is moderate.

In Table 3, the constant beta value is 24.781, the coefficient of the Achievement Motivation variable is 0.313 and the Perceived Organizational Support variable is 1.221, so the equation formed is:

$$Y = 24,781 + 0,313 X1 + 1,221 X2$$

The equation can be described as follows:

- a. A constant of 24.781 means that when all independent variables (Achievement Motivation and Perceived Organizational Support) do not change, teacher performance as measured by the implementation of the Four Pillars of UNESCO increases by + 24.781.
- b. The coefficient X1 of 0.313 indicates that every 1% increase in the value of Achievement Motivation will increase teacher performance as measured by the implementation of the Four Pillars of UNESCO by 0.313. This value indicates that the relationship between Achievement Motivation and teacher performance as measured by the implementation of the UNESCO Four Pillars is positive, the higher the Achievement Motivation, the more teacher performance as measured by the implementation of the UNESCO Four Pillars will increase.
- c. The X2 coefficient of 1.221 indicates that every 1% increase in the value of Achievement Motivation will increase teacher performance as measured by the implementation of the Four Pillars of UNESCO by 1.221. This value indicates that the relationship between perceived organizational support and teacher performance as measured by the implementation of the Four Pillars of UNESCO is positive, the higher the perceived organizational support, the more teacher performance as measured by the implementation of the Four Pillars of UNESCO will increase.

**Respondent Category**

- a. Researchers used a comparison between the empirical mean score, hypothetical mean, and hypothetical standard deviation (SD) to categorize respondents. Respondent categories in the form of descriptions of very low, low, medium, high, or very high are known through the following calculation results:  $Me \text{ Empirik (ME)} = \frac{\sum X}{N}$

Where:

- ME: Empirical Mean
- $\sum X$ : Total score of valid items
- N: Number of respondents

- b. Mean Hipotetik (MH):

$$MH = \frac{1}{2} (imax - imin) \sum x$$

Where:

- i max: Maximum score of the item
- i min: Minimum score of an item
- $\sum x$ : Number of items

- c. Standar Deviasi Hipotetik (SD):

$$\sigma = \frac{1}{6} (Xmax - Xmin)$$

Where:

- $\sigma$ : Hypothetical standard deviation
- Xmax: Subject's maximum score
- Xmin: Subject's minimum score

After knowing the Empirical Mean (ME), Hypothetical Mean (MH), and Hypothetical Standard Deviation (SD), the categorization of respondents for each variable can be determined as follows:

**Table 4**  
**Respondent Categorization for Each Variable**

Calculation Result	Category
$ME < MH - 2SD$	Very Low
$MH - 2SD \leq ME < MH - 1SD$	Low
$MH - 1SD \leq ME < MH + 1SD$	Medium
$MH + 1SD \leq ME < MH + 2SD$	High
$ME \geq MH + 2SD$	Very High

The following is the categorization of respondents for the four variables in this study:

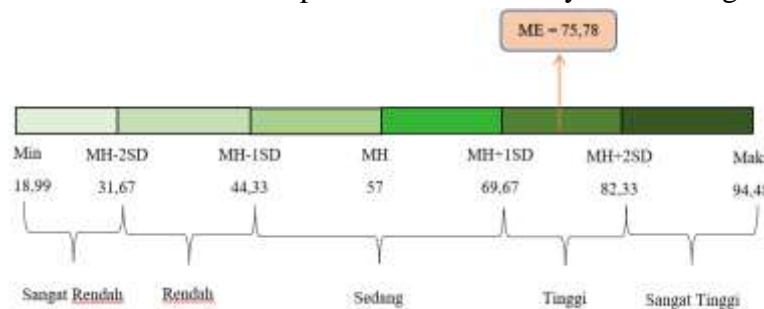
**Four Pillars of Education**

Based on the results of the study, it is known that the empirical mean of the four pillars of education variable is 75.48 with a total of 19 good items. The rating scale used is between 1 and 5. The results of the calculation of the categorization of research respondents for the four pillars of education can be seen in Table 5.

**Table 5**  
**Respondents' Categorization for the Four Pillars of Education**

Variables	Empirical Mean (ME)	Hypothetical Mean (MH)	Hypothetical Standard Deviation	Category
Four Pillars of Education	75,78	57	12,66	Tinggi

From the calculation results, it is known that the empirical mean value is 75.78 and is in the  $MH + 1SD \leq ME \leq MH + 2SD$  category. This shows that the implementation of the four pillars of UNESCO education for respondents in this study is in the high category.



**Figure 2**  
**Categorization of the Four Pillars of Education Motivasi Berprestasi**

Based on the results of the study, it is known that the empirical mean of the achievement motivation variable is 48.09 with a total of 13 good items. The rating scale used is between 1

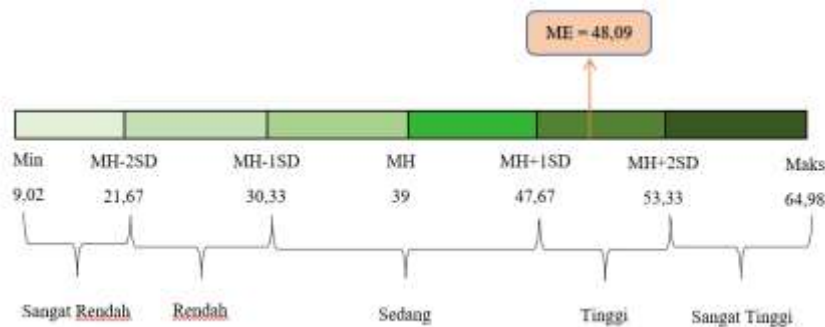


to 5. The results of the calculation of the categorization of research respondents for achievement motivation can be seen in Table 6.

**Table 6**  
**Respondents' Categorization for Achievement Motivation**

<b>Variables</b>	<b>Empirical Mean (ME)</b>	<b>Hypothetical Mean (MH)</b>	<b>Hypothetical Standard Deviation</b>	<b>Category</b>
Achievement Motivation	48,09	39	8,66	High

From the calculation results, it is known that the empirical mean value is 48.09 and is in the  $MH + 1SD \leq ME \leq MH + 2SD$  category. This shows that the achievement motivation of the respondents in this study is in the high category.



**Figure 3**  
**Categorization of Achievement Motivation**

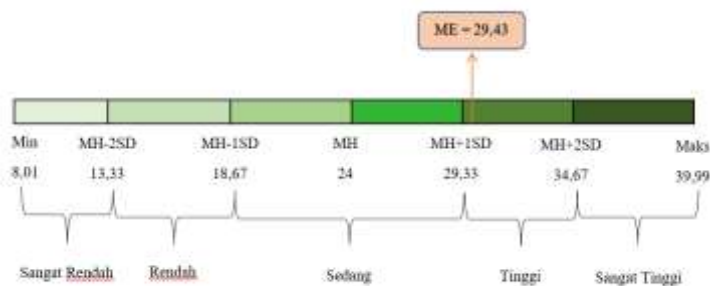
**Perception of Organizational Support**

Based on the results of the study, it is known that the empirical mean of the organizational support perception variable is 29.43 with a total of 8 good items. The rating scale used is between 1 to 5. The results of the calculation of the categorization of research respondents for the four pillars of education can be seen in Table 7.

**Table 7**  
**Respondents' Categorization for Perceived Organizational Support**

<b>Variables</b>	<b>Empirical Mean (ME)</b>	<b>Hypothetical Mean (MH)</b>	<b>Hypothetical Standard Deviation</b>	<b>Category</b>
Perceived Organizational Support	29,43	24	5,33	Tinggi

From the calculation results, it is known that the empirical mean value is 29.43 and is in the  $MH + 1SD \leq ME \leq MH + 2SD$  category. This shows that the perception of organizational support in respondents in this study is included in the high category.



**Figure 4**  
**Categorization of Perceived Organizational Support**

**Description of Implementation of the Four Pillars of UNESCO Education Based on Demographic Data**

In this study, 120 respondents were collected who have different backgrounds. The demographic data of the respondents will be explained based on their backgrounds: 1) age, 2) gender, 3) grade level taught, 4) level of science education, 5) functional position, and 6) length of service.

**a. By Age**

Respondents in this study totaled 120 people. Demographic data of respondents based on age can be seen in Table 8.

**Table 8**  
**Description of Implementation of the Four Pillars of UNESCO Education by Age**

Age	Total	Percentage (%)	Mean Performance	Category
20 - 29 tahun	5	4,16	71,00	High
30 - 39 tahun	5	4,16	75,20	High
40 - 49 tahun	37	30,83	75,30	High
50 - 60 tahun	73	60,83	76,40	High

**b. By Gender**

Respondents in this study totaled 120 and the following demographic data of respondents based on gender can be seen in Table 9.

**Table 9**  
**Description of Implementation of the Four Pillars of UNESCO Education by Gender**

Gender	Total	Percentage (%)	Mean Performance	Category
Male	27	25,62	74,44	High
Pamale	93	74,38	76,17	High

**c. By Grade Level Taught**

120 respondents in this study received teaching assignments at various grade levels. Demographic data of respondents based on the grade level taught can be seen in Table 9.

**Table 10**  
**Description of Implementation of the Four Pillars of UNESCO Education by Grade-Level Taught**

<b>Class</b>	<b>Total</b>	<b>Percentage (%)</b>	<b>Mean Performance</b>	<b>Category</b>
X	37	30,83	75,35	High
XI	29	24,16	74,59	High
XII	54	45,00	76,72	High

**d. By Education Level**

Respondents in this study totaled 120 people who had different levels of education. Demographic data of respondents based on education level can be seen in Table 10.

**Table 11**  
**Description of Implementation of the Four Pillars of UNESCO Education by Education Level**

<b>Education Level</b>	<b>Total</b>	<b>Percentage (%)</b>	<b>Mean Performance</b>	<b>Category</b>
Sarjana	83	69,16	75,01	High
Magister	37	30,83	77,51	High

**e. By Functional Position**

Respondents in this study totaled 120 people from various functional position groups. Demographic data of respondents based on functional position groups can be seen in Table 11.

**Table 12**  
**Description of Implementation of the Four Pillars of UNESCO Education Based on Functional Position**

<b>Functional Position</b>	<b>Total</b>	<b>Percentage (%)</b>	<b>Mean Performance</b>	<b>Category</b>
First Teacher	18	15	77,11	High
Junior Teacher	41	34,16	75,90	High
Middle Teacher	61	50,83	75,31	High

**f. Based on Length of Service**

Respondents in this study totaled 120 people with various lengths of service. Demographic data of respondents based on length of service can be seen in Table 12.

**Table 13**  
**Description of the Implementation of the Four Pillars of UNESCO Education Based on Years of Service**

<b>Length of Service</b>	<b>Total</b>	<b>Percentage (%)</b>	<b>Mean Performance</b>	<b>Category</b>
< 10 years	10	8,33	73,50	High
11 - 20 years	45	37,50	76,33	High
21 - 30 years	38	31,67	78,47	High
31 - 40 years	27	22,50	71,93	High

The purpose of this study was to examine the influence of achievement motivation and perceived organizational support on the implementation of the four pillars of UNESCO education among public high school teachers in Bogor City. The results show that achievement motivation and perceived organizational support have a positive effect on improving performance as measured by the implementation of the four pillars of UNESCO education.

The intended competencies of the four pillars of UNESCO education require effective learning approaches to be achieved and teachers have a large share in designing their learning (Jais, 2019).

Achieving the implementation of UNESCO's four pillars of education requires a comprehensive concept of education service provision from primary to higher education. The concept involves a holistic approach when formulating educational delivery techniques and programs supported by regulation and increased educational collaboration (Irawan et al., 2022).

Reviewing the coefficient value of perceived organizational support 1.221 which is greater than the coefficient value of achievement motivation 0.313 indicates that the effect of perceived organizational support on improving the implementation of the four pillars of education is greater than achievement motivation. Therefore, it is important to consider policymakers to strengthen the factors that can increase the perception of organizational support among civil servant teachers of public high schools in Bogor City.

## CONCLUSION

Based on the results of the analysis and discussion, there is a significant influence between achievement motivation variables on the performance of public high school civil servant teachers in Bogor city as measured through the implementation of the four pillars of UNESCO education, There is a significant influence between the variables of perceived organizational support on the performance of public high school civil servant teachers in Bogor city as measured through the implementation of the four pillars of UNESCO education, There is a significant influence between achievement motivation variables and perceived organizational support simultaneously on the performance of public high school civil servant teachers in Bogor city as measured through the implementation of the four pillars of UNESCO education.

The findings are expected to add to the theoretical scientific repertoire and have important implications for educational management and school leadership in improving the performance of civil servant teachers of public high schools in Bogor City.

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