

The Effect of The Implementation of Unique Quality Management and Organizational Culture on Teacher Performance with Work Motivation as Intervening Variable at SMK Satria Nusantara Binjai

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ABSTRACT

The implementation of integrated quality management and organizational culture in schools needs to be evaluated so that schools become better and are in demand by many students and prospective students. This study aims to analyze the effect of the implementation of integrated quality management and organizational culture on teacher performance through work motivation as an intervening variable. The research was conducted at the SMK Satria Nusantara Binjai. This type of research is causal associative. The number of respondents as samples studied in this study was 65 respondents. Data analysis was carried out through PLS-SEM using the SmartPLS program. The results showed that the implementation of integrated quality management had a positive and significant effect on work motivation. The implementation of integrated quality management has a positive and significant impact on teacher performance. Organizational culture has a positive and significant effect on work motivation. Organizational culture has a positive and significant effect on teacher performance. Work motivation has a positive and significant effect on teacher performance. The implementation of integrated quality management has a positive and significant impact on teacher performance through work motivation. Organizational culture has a positive and significant effect on teacher performance through work motivation.

Keywords: Implementation of Integrated Quality Management, Organizational Culture, Teacher Performance, Work Motivation

INTRODUCTION

The low quality of education is still a problem, especially at the levels of primary and secondary education. Various efforts have been made to improve the quality of national education, but the problem of the low quality of education has not been overcome. Education is the most important investment for the nation, and development can only be done by people who are prepared through education. The national education system has so far not been able to fully respond to global needs and challenges. The various efforts that the government has made to improve the quality of education have not shown satisfactory results. Various analyses of the causes of the low quality of education have shown that problems of inaccurate management, deployment of personnel that do not fit the field of expertise, and problem-handling is not for the experts. The goal of national education to enlighten the life of the nation through quality improvement at every type and level of education has not been realized. Teacher management is very important for a school in managing, organizing, and

utilizing the functions of teachers in the school so that their presence can function productively within the framework of achieving organizational goals. Through the professional management of teacher quality, a balance can be created between the needs of teachers and the demands and abilities of students in the learning and teaching process as a reflection of improving teacher performance. The development of a school is greatly influenced by the balance between teacher quality and teacher performance so that the school can grow and develop in accordance with the ideals to be achieved. The condition of teacher performance in educational institutions is a crucial issue and requires each institution to organize and improve in accordance with the dimensions of space and time, especially for educational institutions that are appointed to carry out their main tasks and functions in a disciplined and timely manner.

This demand has become a global tendency that willy-nilly, like it or not, must be fulfilled in order to coordinate the performance of teachers in educational institutions, which accelerate external changes by using various approaches.

Efforts to improve the performance of teachers in educational institutions continue to be carried out by, among other things, improving the quality of teachers, increasing the ability of human resources to solve various problems, and increasing the responsibility of educational institutions to problems and demands from within the educational institution itself as well as from outside.

This phenomenon occurred at SMK Satria Nusantara Binjai, where the performance was not in line with the purpose of the school. This is reinforced in the report of the teacher's learning program in the year 2021, which has not yet become the school's goals. The target given by the school to the teacher was also not met by the teacher properly, which resulted in the lack of work ability given by the teacher in the teaching and learning process. As a result of the pre-survey conducted by the researcher, the data shows that the performance of teachers at SMK Satria Nusantara Binjai is still less than optimal. Here is a table that describes the targets and realizations of teachers at SMK Satria Nusantara Binjai in the last year, namely 2021, as follows:

Table 1: Targets and achievements of teachers at SMK Satria Nusantara Binjai

Month	Target teaching hours	Teacher Performance Achievement		
		Realization of Teaching Hours	Percentage	Average
Jan	80	70	87%	75
Feb	80	70	87%	75
Mar	80	68	85%	74
April	80	60	75%	70
May	80	30	37%	55
June	75	40	53%	57
July	70	52	74%	61
Aug	70	40	57%	55
Sept	70	40	57%	55
Oct	70	40	57%	55
November	65	30	46%	47
December	60	35	58%	47

Regarding the level of teacher performance at SMK Satria Nusantara Binjai, it can be concluded that the realization of the teacher's performance target has not been achieved. The main target to be achieved in the 2013 curriculum is character education. The formation of character or noble behavior for students is the expected output and is an indication of the success of the new curriculum. Students are expected to

become mature human beings, which can be seen from several indicators such as expert qualifications, creative skills, and good behavior. As stated by Sukardjo and Komarudin, quality education basically produces quality human resources. Quality human resources are nurtured in accordance with the potential development of students from primary, secondary, and higher education. Those who get the education

services then become adults who have expert qualification indicators, are skilled, creative, innovative, and have positive attitudes and behaviors (Sukardjo and Komaruddin, 2017).

The management system called Integrated Quality Management (MMT) is a program to meet the needs, desires, and expectations of its customers, now and in the future. Before that is achieved, then all parties involved in the education process, starting from the school committee, school principal, head of administration, teachers, students, and employees, must really understand the essence and purpose of education. In general, SMK Satria Nusantara Binjai is classified as a model school as a reference in implementing effective quality management. This school is one of the educational institutions that has a very large role in preparing students to become human resources (HR) that meet the quality criteria of education.

Agus Setiawan's research (2014) showed that the application of integrated quality management has a positive and significant effect on teacher performance. While the research conducted by Roswirman and Elazhari (2021) shows that there is no influence of integrated quality implementation on teacher performance, Teacher performance, in addition to being influenced by the implementation of Integrated Quality Management, is also influenced by organizational culture (Suharyanto and Susilo, 2019). Organizations can grow and develop because the organizational culture found within is able to stimulate the work spirit of human resources (teachers) so that the performance of the organization increases. According to Deal and Peterson, school culture is a set of values that underpins behaviors, traditions, daily habits, and symbols that are practiced by principals, teachers, administrative staff, students, and the community around the school. School culture is a characteristic, character, and image of the school in the community (Supardi, 2019).

According to Law number 20 of 2003 on the national education system, it consists of students, educators, principals, educators, and school committees. Each individual has his own role in an organization. And each individual has an interaction that reflects a situation in an educational institution. School culture is something that is built from the meeting between the values that the head of the school as a leader embraces and the values that are embraced by the teachers and employees in the school. These values are developed by the human mind in school.

Organizational culture can influence the attitude, behavior, and performance of teachers at work. With organizational culture, all school personnel will carry out organizational tasks guided by the prevailing values and norms. If the organizational culture is good, then the teacher's work will automatically have a good impact. A strong organizational culture in the school will help the school to provide certainty to the teachers, staff, and students in the school to grow together, grow and develop the school.

At school, teachers are the second parents as role models for their students. Therefore, discipline for a teacher is an important part of the educational tasks in teaching and learning activities. Although the teacher is not the only factor that determines the success of education, but teaching is the central point of education and qualification, as a mirror of quality, the teaching staff makes a very large contribution to the quality of education for which they are responsible.

In previous research conducted by S. Febriantina et al. (2018), the results show that organizational culture has an influence on teacher performance. While the research conducted by Christina Karunia (2021) shows the results that organizational culture has a positive but not significant effect on teacher performance,

Another factor that influences the achievement of teacher performance improvement is the ability to foster

motivation in each individual teacher. "Work motivation" is an encouragement to a series of human behavior processes in the achievement of goals. While the elements of motivation include awakening, directing, caring, demonstrating intensity, being continuous, and having a purpose (Wibowo, 2018:322). According to Sutrisno (2017), motivation is a willingness to try as optimally as possible in achieving organizational goals, which is influenced by the ability to satisfy some individual needs. Performance is a function of motivation and ability. A person must have a certain level of readiness and ability to complete tasks and jobs. A person's willingness and skills are not effective enough to do something without a clear understanding of what will be done and how to do it (Sinambela, 2018:481). The teacher's performance can also be shown by the extent to which the required competencies are met.

As educational professionals, teachers have different work motivations as teachers. This will later result in differences in teacher performance in improving the quality of education. In his book, Prof. Dr. J. Winardi, SE., states that "Work motivation is not a single dimension, but is composed of two factors, namely: the motivator factor (satisfier) and the hygiene factor". Motivating factors are factors that cause job satisfaction, such as work performance, recognition, progress, and a feeling that what they do is important and responsible. Hygiene factors are extrinsic factors, such as administrative policies, supervision, relationships with co-workers, salary, job security, personal life, working conditions, and status. Teacher work motivation is an important factor in improving teacher performance because it is the main driver of every teacher's professional duty in accordance with the applicable provisions. Research conducted by Titin Eka Ardiana (2017) showed that work motivation has a positive effect on teacher performance. While research conducted by Siti Markonah and Sunarto (2013) showed different results, they concluded that motivation had no effect

on teacher performance. The realization of quality education is not only seen from the quality of its graduates but also includes how educational institutions are able to meet the needs of customers in accordance with the applicable quality standards and have noble morals in accordance with the religious teachings they adhere to.

The problem in this research is that the teacher's performance has decreased. The research questions are formulated as follows:

RQ1: How does the application of integrated quality management affect work motivation at SMK Satria Nusantara Binjai?

RQ2: How does the application of integrated quality management influence the performance of teachers at SMK Satria Nusantara Binjai?

RQ3: How does organizational culture influence motivation at SMK Satria Nusantara Binjai?

RQ4: How does organizational culture influence the performance of teachers at SMK Satria Nusantara Binjai?

RQ5: How does work motivation influence the performance of teachers at SMK Satria Nusantara Binjai?

RQ6: How does the application of integrated quality management influence the performance of teachers through work motivation at SMK Satria Nusantara Binjai?

RQ7: How does organizational culture affect teacher performance through work motivation at SMK Satria Nusantara Binjai?

The purpose of this research is to find out the factors that affect the performance of teachers as follows:

1. Analyze the influence of the application of integrated quality management on work motivation at SMK Satria Nusantara Binjai.
2. Analyze the influence of the application of integrated quality management on the performance of teachers at SMK Satria Nusantara Binjai.
3. Analyze the influence of organizational culture on work motivation at SMK Satria Nusantara Binjai.

4. Analyze the influence of organizational culture on the performance of teachers at SMK Satria Nusantara Binjai.
5. Analyzing the influence of work motivation on teachers' performance at SMK Satria Nusantara Binjai.
6. Analyzing the influence of the implementation of integrated quality management on teachers' performance through work motivation at SMK Satria Nusantara Binjai.
7. Analyzing the organizational culture of teachers' performance through work motivation at SMK Satria Nusantara Binjai.

The results of this research are expected to provide input in providing information on the influence of the implementation of quality management, which consists in particular of the role of the teacher, the role of the leader, the relationship between the leader and the teacher, organizational aspects, aspects of the integrated environment, and motivation at SMK Satria Nusantara Binjai, providing suggestions and means for applying knowledge and theories obtained in developing the concept of human resource behavior to improve teacher performance as a reference and to add theoretical concepts in doing research, especially on the influence of Integrated Quality Management Implementation, which consists of the role of the teacher, the role of the leader, and the relationship between the leader and the teacher, organizational aspects, environmental aspects, and motivation at SMK Satria Nusantara Binjai.

LITERATURE REVIEW

Integrated Quality Management

According to Tjiptono and Diana in Ratnawati (2018), TQM is an approach to increasing organizational productivity (quantitative performance), increasing quality (reducing errors and damage levels), increasing effectiveness in all activities, increasing efficiency (reducing resources

through increased productivity), and doing everything right the first time.

The meaning of total quality management according to Kaynak and Kartika (2018) explains that TQM can be understood as a holistic management philosophy that encourages continuous improvement and development in all organizational functions and can be achieved if the concept of total quality is used in the use of resources in customer after-sales service.

The purpose of the company for all its business activities is to serve customers. Products, up to a certain point, are not only limited to physical goods but services as well, and customers are not only limited to buyers of company products but also include people within the company who use or benefit from the output of internal activities. Employees are required to identify their customers as well as determine the needs and priorities of those customers through the process of interacting with them.

Quality improvement efforts should extend to marketing activities. Packaging, advertising effectiveness, sales methods, product image, as well as product distribution and delivery should be evaluated with the aim of improving quality and service for customers. Job evaluation should include surveys of current customers to determine their level of satisfaction with the product; recording the number of customer complaints and the number of repairs made during the warranty period; determining the number of late deliveries or the percentage of on-time deliveries; as well as tracing back sales to the same customer and sales to new customers.

The rationale behind the need for TQM is very simple, namely that the best way to compete and excel in global competition is to produce the best quality. In order to produce the best quality, continuous improvement efforts are needed for human capabilities, processes, and the environment. The best way to be able to continuously improve the capabilities of these components is to apply TQM.

There are several advantages of quality control described by Ishikawa in Kartika (2018), namely making it possible to build quality at every step of the production process in order to produce a product that is 100% defect-free and allowing the company to find mistakes or failures before they eventually turn into a disaster for the company. It can be concluded that the application of total quality management is beneficial to achieve the main goal of the company's agency, which is to increase the target and profitability.

There are seven quality management principles according to ISO 9001:2015: customer focus, leadership, engagement of people, process approach, improvement, evidence-based decision making, relationship management.

The implementation of school quality management will be greatly influenced by several factors that are internal to the school environment or external factors outside the school. Rodliyah (2018) argues, in general, several supporting factors for school quality management are as follows: Leadership and management in schools; social conditions; the economy; and community appreciation of education; government support; and professionalism. According to Salis (2018:29), the dimensions of Total Quality Management are as follows: continuous improvement, quality assurance, change of culture, upside-down organization, and keeping close to the customer.

Organizational culture

According to Torang (2018:106), organizational culture can also be said to be a habit that continues to repeat and become a value and lifestyle for a group of individuals in the organization followed by subsequent individuals. Meanwhile, according to Effendy (2017:8), organizational culture is defined as the norms, values, assumptions, beliefs, philosophies, organizational habits, etc. that are developed over a long period of time by the founders, leaders, and members of organizations and are socialized and taught

to members and applied in organizational activities in producing products, serving consumers, and achieving organizational goals.

Organizational culture is school/madrasah culture, which is something that is built from the meeting between the values embraced by the head of the school/madrasah as a leader and the values embraced by the teachers and employees in the school. These values are developed by the thoughts of the human mind in the school or madrasah. The meeting of human minds then produces what is called "organizational thought" (Kasali, 2017). It is from the organization's mind that it then emerges in the form of values that are believed together, and then those values will become the main material that forms the culture of the school/madrasah.

A positive school organizational culture will boost morale and encourage positive interactions. It can create a comfortable school environment. If the organizational culture can be managed seriously, then it can be influential and encourage school members to behave positively, dedicated and productive. Values in an organization's culture aren't visible, but they can motivate people to act in ways that help them do their jobs better. These include values, norms, and habits.

According to Sutrisno (2017:125), the sources of organizational culture formation are as follows: founder of the organization; owner of the organization; foreign human resources; outside the organization; stakeholders; and society. While according to Mardiyah (2019:82), it is also stated that the cultural process can occur in the following ways: cultural contact, cultural collision, and cultural excavation.

Teachers have the main task of educating, teaching, directing, guiding, evaluating, training, and evaluating students so that they can be said to be professional educators. In addition, the obligation of a professional teacher is to plan learning, carry out a quality learning process, and assess and evaluate learning outcomes. Then it was

reaffirmed that the main task of a teacher is to plan learning, implement learning, evaluate learning outcomes, guide and train students (Priansa, 2018:78).

Teacher performance

Priansa (2018:394) shows that teacher performance is the level of teacher success in completing their work. Another opinion from Supardi (2019:54) states that teacher performance is the ability of a teacher to carry out learning tasks at school and be responsible for the students under his guidance by improving the performance or learning outcomes of his students. Furthermore, Saondi in Manullang (2017:1) states that teacher performance is the ability shown by teachers in performing their duties and jobs. Performance is said to be good or satisfactory when the goals achieved are in accordance with the standards that have been set. It is also mentioned that the teacher's performance is the quality and quantity of work achieved by a teacher in carrying out his duties in accordance with his responsibilities, which include organizing a program of learning activities; implementation of learning; implementation of evaluation; and evaluation analysis (Manullang, 2017:2).

According to Supardi (2019:59), the quality of a good and professional teacher's performance in implementing the curriculum in learning activities has the following characteristics: designing learning plans, implementing learning, and assessing student learning outcomes. A teacher's performance evaluation is an evaluation designed to identify the teacher's ability to carry out his duties through the measurement of mastery of competence shown in his performance (Priansa, 2018:355). Next, Priansa (2018:393) also shows that the implementation of teacher performance evaluation involves various parties, starting from the central level (ministry), up to the school principal level. According to Purnomo (2017:200), teacher performance evaluation can be carried out by several sources of educational personnel

as follows: Self-evaluation, evaluation by students, Evaluation by peers, evaluation by superiors or principals.

Work motivation

Hafidzi et al. (2019:52) stated that motivation is the giving of a driving force that creates passion for a person's work so that they are able to cooperate, work effectively, and have integrity with all their efforts to achieve satisfaction. Motivation is something that motivates someone to work. According to Sutrisno (2018), work motivation is a psychological state that can motivate, move, or activate in directing and channeling every behavior, attitude, and action of a person toward achieving a goal. A person performs an action for something in order to achieve a goal. Therefore, motivation is a driving force that leads to a goal and it rarely appears in vain. Every organization wants to achieve a goal. To achieve that goal, the role of humans involved in it is very important.

. According to Rivai (2019:607), motivation is a series of attitudes and values that influence individuals to achieve specific things in accordance with their individual goals. According to Uhing (2019:363), it is a condition or energy that moves employees who are directed or directed to achieve the company's organizational goals. McClelland, as translated by Suwanto (2020:161), says that work motivation is "a set of strengths from inside and outside of a person that encourages them to start behaving at work in a certain way, direction, intensity, and time period." It can be concluded that motivation is a variety of efforts made by humans, of course, to fulfill their desires and needs. However, in order for his desires and needs to be fulfilled, it is not easy to obtain without maximum effort. According to Bangun (2019:314), the motivational approach is as follows: traditional approach, human relations approach, human resources approach, contemporary approach.

According to Sedarmayanti (2017:162), concrete steps for motivation, getting to

know the members of the organization and identifying their needs patterns are as follows: Set targets that must be achieved based on the principle of accurate target placement. Develop a reliable performance measurement system and give them feedback. Periodically, Place members of the organization in jobs based on their abilities and talents. Give support in completing tasks, for example, through training and developing a sense of "capability". Be fair, objective, and be a role model. According to Sedarmayanti (2017:154), motivation is divided into three categories, as follows: main driver, semi-main driver, and non-material driver.

The influence of the implementation of integrated quality management on work motivation

Teacher professionalism is one of the main conditions for the success of the development of quality management. One of the reasons why the increase in the professionalism of teachers is very important is the rapid development of science and technology. As a professional, it is expected that school teachers can understand and anticipate technological advances in the process of educational activities, especially learning in the classroom. Teacher learning and accountability are important conditions in Integrated Quality Management. Teachers have influence in decision-making by participating in the planning, development, monitoring, and improvement of school-based teaching programs.

In Integrated Quality Management, the teacher's role is as a co-worker, making decisions and implementing the teaching program. In order for the teachers to have a greater role in the management of the school, it is necessary to empower the integrated knowledge possessed by the teachers. There are two types of knowledge that are important for teachers to have. First, knowledge related to the responsibility of school participants within the framework of quality management. Second, related to teaching and changes in the school program, including knowledge about

teaching, learning, and curriculum. The research conducted by Nida Alfita Khairunissa (2020) shows that the application of Total Quality Management has a positive and significant influence on work motivation.

H₁: The implementation of integrated quality management has a positive and significant effect on work motivation at SMK Satria Nusantara Binjai.

The influence of the implementation of integrated quality management on teacher performance

Integrated quality management in the field of education ultimately aims to improve the quality and competitiveness of output (graduates) with indicators of intellectual and skill competence as well as high social competence of students and graduates. In order to achieve these results, the implementation of TQM in educational organizations (schools) needs to be done in a real way and not half-heartedly. By taking advantage of all the quality entities in the organization, our education will not be in a place like it is now.

The quality of our education is ranked at 101 and is still below Vietnam, which by the way, can be said to be newly independent compared to the independence of our nation, Indonesia. The implementation of integrated quality management in educational organizations is not easy. There are obstacles in the work culture. The work performance of teachers and employees is very influential. There is no need to deny that the work culture, performance, and discipline of civil servants in our country is very poor. This greatly affects the effectiveness of the implementation of integrated quality management.

The research conducted by Suhirmo and Agus Setiawan (2014) shows the results that the application of integrated quality management has a positive and significant effect on teacher performance. The same research conducted by Lena Purnamasari (2014) showed the results that the application of integrated quality

management has a positive effect on school performance.

H₂: The application of integrated quality management has a positive and significant effect on the performance of teachers at SMK Satria Nusantara Binjai.

The influence of organizational culture on work motivation

The success of an educational institution is not only supported by facilities and infrastructure, relevant teachers or good student input, but school culture plays a very important role in increasing school effectiveness. School culture also plays a very important role in conducting all disciplinary activities of the school organization. According to Ernawan (2020: 192), organizational culture actually grows because it is created and developed by individuals who work in an organization and is accepted as values that must be maintained and passed down to each new member. These values are used as guidelines for each member as long as they are in the organization's environment and are considered to be special characteristics that distinguish an organization from other organizations.

Discipline is very important for school growth, especially to motivate teachers to be able to discipline themselves in carrying out work both individually and in groups. Furthermore, discipline is useful in educating teachers to follow and please rules, procedures, and existing policies in order to produce good work. Lack of knowledge about existing rules, procedures, and policies is the cause of the majority of teacher disciplinary actions. One of the ways to overcome this is for teachers to provide motivation or encouragement to students for school disciplinary activities. If the student violates the rules or school process or does not carry it out as it should be, a warning should be given to the student not to violate the rules again. The research conducted by Fata Sri Wahyuni (2017) shows that school culture has a positive effect on teacher performance.

H₃: Organizational culture has a positive and significant effect on work motivation at SMK Satria Nusantara Binjai

The influence of organizational culture on teacher performance

An organization is a system that mutually affects each other. If one of the sub-systems is damaged, it will affect the other sub-sub-systems. The system can run properly if the individuals in it are obliged to manage it, which means as long as the members or individuals still like and carry out their responsibilities as they should, then the organization will run well.

Human Resources (teachers/staff) is a strategic element in determining the health of an organization. Planned and sustainable HR development is an absolute necessity, especially for the future of the organization. In these environmental conditions, management is required to develop new ways to maintain employees at high productivity as well as develop their potential in order to provide the maximum contribution to the organization. The problem of human resources, which seems to be only an internal problem of an organization, actually has a close relationship with the wider community as a public service that is measured by performance.

Research conducted by Trihana Susilawati (2018) shows the results that organizational culture has a significant influence on teacher performance. The same research was also conducted by S. Febriantina et al. (2018), showing the results that organizational culture has an influence on teacher performance.

H₄: Organizational culture has a positive and significant effect on the performance of teachers at SMK Satria Nusantara Binjai.

The influence of work motivation on teacher performance

A teacher's ability to do his job well is often determined by the evaluation of his performance. Assessment is not only done to help monitor the organization's resources

but also to measure the level of efficiency in the use of existing resources and identify things that need to be improved. The evaluation of performance is an important factor in improving the performance and job satisfaction of teachers. The parts that show the teacher's ability that cannot be identified are known so that strategies can be determined to improve their performance.

Based on Indonesian Law Number 14 of 2005 regarding Teachers, Article 1 Verse 2: Teachers are professional educators and scientists with the main task of transforming, developing, and disseminating knowledge, technology, and art through education, research, and service to the community. Thus, the position of teachers as professionals at the level of education appointed in accordance with legislation has three main tasks, namely in the field of education, research, and community service. The three main tasks aim to establish the maintenance of learning in accordance with the principles of professionalism in order to fulfill the equal rights of every citizen to obtain a quality education. Considering the importance of the position, role, and function of teachers as teaching staff, work motivation and performance are needed for the sake of improving quality human resources. Work motivation has a very important role in achieving maximum organizational goals because with motivation, teachers can complete their work in accordance with the standards that have been determined.

Research conducted by Nurfai (2018) shows that motivation has a significant effect on teacher performance. The same research conducted by Titin Eka Ardiana (2017) showed that work motivation has a positive effect on teacher performance.

H₅: Work motivation has a positive and significant effect on teacher performance at SMK Satria Nusantara Binjai.

The influence of the implementation of integrated quality management on teacher performance through work motivation

Education in a school environment that reflects a developed society because it optimally utilizes science and technology and is integrated with religious knowledge so that students are not only intellectually intelligent (IQ) but also emotionally intelligent (EQ) and spiritually intelligent (SQ). With the development of technology, there have been many excellent schools in the fields of IPTEK (science and technology) and IMTAQ (science and piety).

Integrated quality management (Total quality management) is a fundamental and comprehensive value system in managing organizations with the aim of improving performance in a sustainable way in the long term by paying special attention to the achievement of customer satisfaction while paying adequate attention to the fulfillment of the needs of the entire organization concerned. In improving quality, there are several components that greatly influence one of them, namely teacher performance.

Motivation is one of the most decisive factors in improving teacher performance. Their low motivation towards the teaching and learning process affects the quality of students. Motivation is one of the leadership tools so that employees want to work hard and work smart as expected. Knowledge of motivational patterns helps managers understand the work attitudes of their respective employees. Managers can motivate their employees in different ways according to their most prominent patterns.

Indeed, the school principal must not neglect to supervise and continue to improve the quality of the school, which starts with the performance of the teachers. There are many efforts that can be made in improving the work of teachers, namely starting from choosing qualified teachers, placing teachers in accordance with their fields of study, and conducting training to develop teachers' abilities.

H₆: The application of integrated quality management has a positive and significant effect on teacher performance through work motivation at SMK Satria Nusantara Binjai.

The influence of organizational culture on teacher performance through work motivation

Cultural change is very difficult and takes a relatively long time. A change in attitude and work system is required for a Total Quality Management (TQM) culture. The leader must be able to convince the staff that the existing cultural change towards a culture of Total Quality Management (TQM) can lead to higher quality schools. On the other hand, staff need a direct understanding and appreciation of the information that Total Quality Management (TQM) will provide as a very strong influence on school and personal development. Leaders should be aware that teachers and administrative staff need a pleasant work environment, complete infrastructure, and practical and easy-to-implement work procedures that can help them with their tasks. School principals are very instrumental in motivating them to implement Total Quality Management (TQM). The work they do requires their worthy appreciation and can improve their well-being so as to inspire them to perform even better.

Motivation is the desire found in an individual that stimulates him to take actions or something that is the basis or reason for a person's behavior. Work motivation can be interpreted as a desire or need that motivates a person to work. Motivation can come from within or outside of a person. Motivating oneself, let alone motivating others or subordinates, is not an easy job, especially for people who are over 40 years old or for officials who have been working in the same job for a long time. The routine of work often causes deep saturation that can lower the motivation to perform, which is aggravated by unsupportive working conditions (Usman, 2017:275).

H7: The implementation of organizational culture has a positive and significant effect on teacher performance through work motivation at SMK Satria Nusantara Binjai.

RESEARCH METHODS

The type of research used is quantitative descriptive research. Quantitative descriptive research includes the collection of data to test hypotheses or answer questions about the status of the research subject (Sugiyono, 2017). The approach used in this research is a survey approach, which is the activity of collecting as much data as possible on the facts that are supportive of the research with the intention of knowing the status, symptoms of finding the same status by comparing with the standards that have been selected or determined (Sugiyono, 2017). The nature of the research is explanatory research (Sugiyono, 2018), stating that explanatory research is research that means explaining the position of the variables being studied and the relationship between one variable and another variable. This research was conducted at SMK Satria Nusantara Binjai, North Sumatera, Indonesia.

Population and Sample

According to Sugiyono (2018), "population" is a generalization region that consists of objects or subjects that have certain qualities and characteristics set by researchers to be studied and then drawn to conclusions. The population in this research is all teachers who teach at SMK Satria Nusantara Binjai, with the total population in this research being 65 respondents. Sampling is done in accordance with the purpose of the research that has been determined. A sample is a part of the population that consists of elements or objects that are expected to have the same characteristics as the population. As for the sampling technique used in this research by using the census method or saturated sample, that is, all the population is used or used as a sample (Sugiyono, 2016:104).

According to Arikunto (2018:104), if the total population is less than 100 people, then the total sample is taken as a whole, but if the population is larger than 100 people, then 10-15% or 20-25% of the total population can be taken. Based on this research, because the total population is not

greater than 100 respondents, the researcher took 100% of the total population of SMK Satria Nusantara Binjai, which is 65 respondents. Thus, the use of the entire population without having to draw a research sample as an observation unit is called a census technique.

Operationalization of Variables

The application of integrated quality management (X1) is Total Quality Management can be understood as a holistic management philosophy that encourages continuous improvement and development in all organizational functions and can be achieved if the concept of total quality is used in the use of resources in customer after-sales service. Organizational culture (X2) is the result of the process of melting the cultural style and behavior of each individual brought before into a new norm and philosophy that has the energy and group pride in facing certain things and goals. Teacher performance (Y) is the ability of a teacher to carry out learning tasks at school and is responsible for the students under his guidance by improving the performance or learning outcomes of his students. Work motivation (Z) is the provision of a driving force that creates a person's work passion so that they are able to cooperate, work effectively, and have integrity in all their efforts to achieve satisfaction.

In this research, the data examined is primary and secondary data. The primary data came from respondents through questionnaires. The collection of primary data in this research was done by using a questionnaire. And secondary data is a source that does not directly provide data to data collectors, for example, teacher performance data at SMK Satria Nusantara Binjai obtained from websites, articles, and supporting documents.

Data Analysis

Data analysis uses Structural Equation Modeling (SEM) to comprehensively explain the relationship between the variables in the research. SEM is used not to design a theory but rather to check and justify a model. SEM is a group of statistical techniques that allow simultaneous testing of a network of relationships. The relationship is built between one or several independent variables. (Santoso, 2017).

The hypothesis testing in this research is done with the Structural Equation Model (SEM) approach based on Partial Least Square (PLS). A PLS is a structural equation model (SEM) based on components or variants. Structural Equation Models (SEM) is one of the fields of statistical research that can test a network of relationships that are relatively difficult to measure simultaneously.

According to Latan and Ghazali (2017), PLS is an alternative approach that shifts from a covariance-based SEM approach to a variance-based one. Covariance-based SEM generally tests causality or theory, while PLS is more of a predictive model. However, there is a difference between covariance-based SEM and component-based PLS in the use of structural equation models to test theories or develop theories for prediction purposes. The relationship between independent variables, implementation of Integrated Quality Management (X1), organizational culture (X2), teacher performance (Y) and work motivation (Z).

RESULTS

Respondent Characteristics

Based on the distribution of questionnaires to 65 respondents based on gender, age, status and Working period

Table 2: Characteristics of Respondents

Characteristics	Frequency	Percentage
Gender		
Male	34	52.3
Female	31	47.7
Amount	65	100

Amount		
20-30 years	15	23.1
31-40 years	33	50.8
> 41 years	17	26.2
Amount	65	100
Position		
Permanent teacher	47	72.3
Honorary teacher	18	27.7
Amount	65	100
Working period		
1-5 years	25	38.5
> 5 years	40	61.5
Amount	65	100

Description of respondents' responses

The description of the respondents' answers describes the distribution of the respondents' answers to the questions asked in the questionnaire. The following can be seen in

the distribution of respondents' responses regarding the variables of implementation of integrated Quality management (X1), Organizational culture (X2), Teacher performance (Y) and Work motivation (Z).

Table 3 Summary of Respondents' response Distribution

Construct	Mean	Category
Implementation of Integrated Quality Management (X1)	3,49	High
Organizational Culture (X2)	3,57	High
Teacher Performance (Y)	3,66	High
Work Motivation (Z)	3,77	High

Outer Model (Measurement Model)

Convergent validity is part of the measurement model. In SEM-PLS, it is usually referred to as the outer model. There are two criteria to assess whether the outer model (measurement model) meets the condition of convergent validity for the reflective construct, namely the loading must be above 0.7 and the p value must be significant (< 0.05). The results of testing the validity of the loading factor show that all loading factors are greater than 0.7. It means that the validity conditions have been met based on the loading value. Reliability testing was then performed based on the composite reliability (CR) value. Each variable indicator has an outer loading value of > 0.5 .

According to Ghozali (2018), the outer loading value of between 0.5 and 0.6 is considered sufficient to meet the conditions of convergent validity. Indicators are declared eligible or valid for research and can be analyzed further. An internal consistency and reliability assessment is done on each construct. The composite reliability value of each construct is at least 0.7. However, in exploratory research, a composite reliability value of > 0.6 is

acceptable. The results of the SmartPLS algorithm on the composite reliability of each construct show that each construct has met the outer model reliability assessment criteria with a composite reliability value of > 0.7 . Thus, the outer analysis is extended to the assessment of convergent validity by looking at the value of average variance extracted (AVE). The AVE value on each construct states that the AVE value on each good construct is at least > 0.5 . The results of the SmartPLS Algorithm on the AVE value are summarized in Table 4 as follows:

Table 4. Average Variance Extracted (AVE)

Construct	AVE
Organizational Culture (X2)	0.526
Teacher Performance (Y)	0.545
Work Motivation (Z)	0.663
Implementation of Integrated Quality Management (X1)	0.590

Table 4 shows that the AVE value of each construct in the final model has reached a value of > 0.5 . Thus, the proposed structural equation model meets the criterion of convergent validity.

Inner model (Structural Model)

Structural model testing (Inner Model) by looking at the R-Square (R²) value of the variable. The results of the R-Square (R²)

value on the variables based on the measurement results show that the R-Square value for the teacher performance variable is 0.817, which means that the percentage of influence of the Implementation of Integrated Quality Management and Organizational Culture on teacher performance is 81.7%, while 18.3% is influenced by other variables that were not examined in this research. The R Square value for the work motivation variable is 0.691, which means that the percentage of influence of the implementation of Integrated Quality Management and organizational culture on work motivation is 69.1%, while 30.9% is influenced by other

variables that were not studied in this research.

Direct effect test

Hypothesis testing is done with a T-statistics test (t-test) with a significance level of 5%. It is said to be significant if the T-statistics value > 1.66 . On the other hand, if a p-value < 0.05 is obtained, it means the test is significant, and 5%. It is said to be significant if the T-statistics value > 1.66 . On the other hand, if a p-value 0.05 is obtained, it means the test is significant, and if a p-value > 0.05 , it means it is not significant. The results of the direct influence test of each variable can be seen in Table 5, as follows:

Table 5: Direct effect test

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	Standard Deviation (STDEV)	P Values
Organizational Culture (X2) -> Teacher Performance (Y)	0.581	0.592	0.136	2.270	0.000
Organizational Culture (X2) -> Work Motivation (Z)	0.700	0.673	0.319	2.192	0.029
Work Motivation (Z) -> Teacher Performance (Y)	0.312	0.307	0.149	2.099	0.036
Implementation of Integrated Quality Management (X1) -> Teacher Performance (Y)	0.546	0.558	0.125	2.381	0.000
Implementation of Integrated Quality Management (X1) -> Work Motivation (Z)	0.535	0.530	0.120	2.461	0.000

Table 5 displays the results of direct influence. The influence between the implementation of integrated quality management on work motivation with P-Values $0.000 < 0.05$, meaning that there is a positive and significant influence between the Implementation of Integrated Quality Management and Work Motivation. H1: There is a positive and significant influence of Integrated Quality Management on Work Motivation.

The results show the influence between the implementation of Integrated Quality Management on Teacher Performance with P-Values $0.000 < 0.05$, meaning that there is a positive and significant influence between the implementation of Integrated Quality Management and Teacher Performance. H2: There is a positive and significant influence of Integrated Quality Management on Teacher Performance.

The results show the influence of organizational culture on work motivation with P-Values $0.029 < 0.05$, meaning that there is a positive and significant influence between organizational culture and work motivation. H3: There is a positive and significant influence of organizational culture on work motivation.

The results show the influence of organizational culture on teacher performance with P-Values $0.000 < 0.05$, meaning that there is a positive and significant influence between organizational culture and teacher performance. H4: There is a positive and significant influence of organizational culture on teacher performance.

The results show the influence of organizational culture on teacher performance with P-Values $0.000 < 0.05$, meaning that there is a positive and

significant influence between organizational culture and teacher performance. H4: There is a positive and significant influence of organizational culture on teacher performance.

The results show the influence of work motivation on teacher performance with P-

Values $0.036 < 0.05$, meaning there is a positive and significant influence between work motivation and teacher performance. H5: There is a positive and significant influence of work motivation on teacher performance.

Indirect effect test

Table 6: Indirect effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	Standard Deviation (STDEV)	P Values
Organizational Culture (X2) -> Work Motivation (Z) -> Teacher Performance (Y)	0.143	0.150	0.107	2.398	0.020
Implementation of Integrated Quality Management (X1) -> Work Motivation (Z) -> Teacher Performance (Y)	0.219	0.209	0.143	2.530	0.037

Table 6 shows empirical evidence that the application of integrated quality management on teacher performance through work motivation has an indirect influence coefficient value of P-Values $0.037 < 0.05$, the application of integrated quality management indirectly has a positive and significant effect on teacher performance through work motivation. H6: There is a positive and significant influence of the implementation of integrated quality management on teacher performance through work motivation.

The results show empirical evidence that organizational culture has a positive and significant effect on teacher performance through work motivation with an indirect influence coefficient value of P-Values $0.020 < 0.05$, so organizational culture indirectly has a positive and significant effect on teacher performance through work motivation. H7: There is a positive and significant influence of organizational culture on teacher performance through work motivation.

DISCUSSION

The influence of the application of integrated quality management on work motivation

The result of the direct influence test is known that the implementation of Integrated Quality Management has a positive and significant effect on work motivation, where

the path coefficient value from the implementation of Integrated Quality Management is 0.535 and the significant value is $0.000 < 0.05$, meaning that the research results show that the implementation of Integrated Quality Management has a positive and significant influence on work motivation. Thus, the first hypothesis can be accepted.

The direct influence of Integrated Quality Management on work motivation is 53.5%. The principal always strives to improve the ability of educators by including them in training or workshops. School principals apply quality management by performing their primary duties and functions as managers and delegating tasks and responsibilities to teachers and school staff in an accurate and clear manner. The division of duties is determined in the school meeting forum. In addition, the principal also involves teachers in every decision related to improving the quality of the school, especially in providing services to students, meeting their learning needs, and guaranteeing a good relationship with their parents. The results of this research are in line with research conducted by Alfita Khairunissa (2020) stating that the implementation of Total Quality Management has a positive and significant influence on work motivation.

The influence of the implementation of integrated quality management on teacher performance

The result of the direct influence research test is known that the Implementation of Integrated Quality Management has a positive and significant influence on Teacher Performance, where the path coefficient value of the Implementation of Integrated Quality Management is 0.546 and the significant value is $0.000 < 0.05$, meaning that the research results show that the implementation of integrated quality management has a positive and significant influence on teacher performance. Thus, the second hypothesis can be accepted.

The direct influence of Integrated Quality Management Implementation on teacher performance is 54.6%. Educational quality management is needed in educational organizational change. This is important for organizational innovation and adaptation to management implementation. Quality management is an improvement of service quality. Quality schools need change actions in which there is effective leadership marked by quality decisions by the principal; effective teaching by improving the quality of learning in the classroom by teachers; effective learning by students; and effective management by the principal.

Change management is an improvement in service quality. The school principal's responsibility is based on clarity of view. It is also necessary to have the support of the performance of teachers and school personnel, as well as the support of the community, which is created in the performance of the school committee. This research is also supported by research conducted by Suhirmo and Agus Setiawan (2014) stating that the implementation of Integrated Quality Management has a positive and significant effect on teacher performance. Similarly, to the research conducted by Lena Purnamasari (2014) showing the same results, the implementation of Integrated Quality Management has a positive effect on school performance.

The influence of organizational culture on work motivation

Based on the results of the direct influence research, it is known that organizational culture has a positive and significant influence on work motivation. The path coefficient value of organizational culture is 0.700 and the significant value is $0.029 < 0.05$, meaning that the research results show that organizational culture has a positive and significant influence on work motivation. Thus, the third hypothesis can be accepted.

The direct influence of organizational culture on work motivation is 70.0%. Motivation is important because motivation is the thing that causes, channels, and supports the teacher's behavior in order to work hard and enthusiastically to achieve optimal results. Motivation is becoming increasingly important because it can lead to the achievement of desired goals. As a teacher, motivation is the energy to arouse impulses from within the teacher who is influential, arouses, directs, and maintains behavior related to the work environment. Organizational values set in the relationship between teachers in the organization determine the direction and policy related to the organization's goals to be achieved. The results of this research are in line with research conducted by Fata Sri Wahyuni (2017) stating that organizational culture has a positive effect on teacher work motivation.

The influence of organizational culture on teacher performance

The results of the direct influence research revealed that organizational culture has a positive and significant influence on teacher performance, where the value of the path coefficient from organizational culture is 0.581 and the significant value is $0.000 < 0.05$, meaning that the research results show that organizational culture has a positive and significant influence on teacher performance. Thus, the fourth hypothesis can be accepted.

The direct influence of organizational culture on teacher performance is 58.1%. A

conducive school organizational culture, in which innovation is scattered, stability is maintained, respect for fellow school members is well maintained, oriented to optimal results, caring about small things, prioritizing teamwork orientation, and aggressive in competition, will encourage teachers to be enthusiastic in their work, thus enabling optimal performance.

The explanation above provides information that school organizational culture has an influence on teacher performance. In other words, the better and more conducive the school's organizational culture, the higher the teacher's performance. What needs to be noted is how to maintain and improve the already good organizational culture at SMK Satria Nusantara Binjai.

Good organizational culture gives rise to good teacher performance so that it has an impact on improving the quality of education. The success of the teacher in improving the quality of education will give rise to personal satisfaction for the teacher for the work that has been done. Research supported by research conducted by Trihana Susilawati (2018) states that organizational culture has a significant influence on teacher performance. The same research was also conducted by S. Febriantina et al. (2018), showing the results that organizational culture has an influence on teacher performance.

The influence of work motivation on teacher performance

The results of the direct influence research found that work motivation has a positive and significant influence on teacher performance, where the path coefficient value of work motivation is 0.312 and the significant value is $0.036 < 0.05$, meaning that the research results show that work motivation has a positive and significant influence on teacher performance. Thus, the fifth hypothesis can be accepted.

The direct influence of work motivation on teacher performance is 31.2%. Teachers who have high work motivation will always work hard to overcome all kinds of

problems they face in the hope of achieving better results. The low work motivation of teachers will have an impact on the low results of teacher performance, which can have implications for the low results of student learning. Teacher performance can be shown by the teacher's ability to master the required competencies, namely pedagogical competency, personality competency, social competency, and professional competency (Law Number 14 of 2005). The results of this research are in line with the research conducted by Nurfa (2018) stating that motivation has a significant effect on teacher performance. The same research was also conducted by Titin Eka Ardiana (2017), stating that work motivation has a positive effect on teacher performance.

The influence of the implementation of integrated quality management on teacher performance through work motivation

The result of the indirect influence research test is known that the implementation of Integrated Quality Management has a positive and significant effect on teacher performance through work motivation, where the path coefficient value from the implementation of Integrated Quality Management is 0.219 and the significant value is $0.037 < 0.05$, meaning that the research results show that the implementation of Integrated Quality Management has an influence positive and significant effect on teacher performance through work motivation. Thus, the sixth hypothesis can be accepted.

The direct influence of the implementation of Integrated Quality Management on teacher performance through work motivation is 21.9%. The quality of education at the educational unit level can be demonstrated by the existence of the phenomenon of schools that have excellence and are competitive. One indication of a school that has excellence and is competitive is the display of attitudes and behavior of its students in accordance with

the prevailing norms and the improvement of student learning performance, one of which can be seen from the percentage of students passing above the national standard. Teachers are one of the components that occupy a central and very strategic position in the education system. Teachers are a dominant factor in improving the quality of education because they are an inseparable part of the education system as a whole that is directly involved in the learning and teaching process. It is the teacher who plays a direct role in teaching and educating. In relation to that, it is necessary to carry out various programs to improve the quality of teacher performance and pay more attention to the motivation of teachers to be more enthusiastic in carrying out the teaching and learning process.

The influence of organizational culture on teacher performance through work motivation

The result of the indirect influence research test found that organizational culture has a positive and significant influence on teacher performance through work motivation, where the path coefficient value from organizational culture is 0.143 and the significant value is $0.020 < 0.05$, meaning that the research results show that organizational culture has a positive and significant influence on teacher performance through work motivation. Thus, the seventh hypothesis can be accepted.

The direct influence of organizational culture on teacher performance through work motivation is 14.3%. People with a high organizational culture will have a high performance tendency because there is a comfortable and conducive working atmosphere and this will improve performance to the maximum. Teachers who have high work motivation will work harder and will do their job to the maximum and as best as possible. In looking at education as a system, teacher performance cannot be separated from organizational culture and work motivation in managing schools and empowering teachers,

especially in improving the quality of teacher performance. Related to organizational culture, which is the habits or norms that apply and are owned by an organization or company, These customs or norms regulate things that happen and are generally accepted and must be obeyed by all members of a company or organization. While work motivation is an encouragement for someone to do work, if a person has a strong drive from within him or a drive from outside him, then that person will be stimulated or driven to do something well.

CONCLUSION

The results of the research and discussion that have been carried out in the previous chapter can be concluded as follows: the implementation of Integrated Quality Management has a positive and significant effect on work motivation at SMK Satria Nusantara Binjai. The implementation of Integrated Quality Management has a positive and significant effect on teacher performance at SMK Satria Nusantara Binjai. Organizational culture has a positive and significant influence on work motivation at SMK Satria Nusantara Binjai. Organizational culture has a positive and significant effect on teacher performance at SMK Satria Nusantara Binjai. Work motivation has a positive and significant effect on teacher performance at SMK Satria Nusantara Binjai. The implementation of Integrated Quality Management has a positive and significant effect on teacher performance through work motivation at SMK Satria Nusantara Binjai. Organizational culture has a positive and significant effect on teacher performance through work motivation at SMK Satria Nusantara Binjai.

The researchers give some suggestions, as follows: it is recommended that all teachers, whether permanent or non-permanent, are treated equally and are free to express complaints when necessary for the progress of the school. The rules and regulations implemented in this school, both for teachers and students, are considered

effective enough to control the behavior of teachers and students. The school is advised to enlighten the teacher for the development and progress of the school. They put together a teaching plan based on an analysis of the students' initial abilities. It is recommended that schools help each other at work, especially for new teachers so that they can socialize and feel comfortable in the work environment.

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