THE EFFECT OF WORKLOAD AND COMPETENCE ON PERFORMANCE WITH MOTIVATION AS A MEDIATING VARIABLE IN ELEMENTARY SCHOOL TEACHERS IN CIREBON CITY

NOVERIA SUSIJAWATI [1], SITI MARYAM [2], and LISA HARRY SULISTIOWATI [3]

[1, 2, 3] Faculty of Economics and Business, Universitas Swadaya Gunung Jati, Indonesia.

Abstract

This study aims to analyze the effects of workload and competence on performance, as well as the role of motivation as a mediating variable, among elementary school teachers in Cirebon City during the COVID-19 pandemic. The independent variables in this study are workload and competence, while the dependent variable is performance, and motivation serves as the mediating variable. The population for this study consisted of 1,871 elementary school teachers in Cirebon City, and the sample used was purposive sampling, comprising 330 teachers who held the status of State Civil Apparatus (ASN). The research method employed is quantitative, utilizing path analysis. The results of the hypothesis testing indicate that workload does not have a direct effect on performance, while competence has a direct effect on performance. Furthermore, the study found that workload does not have an effect on performance when motivation is considered as a mediating variable, but competence does affect performance when motivation is taken into account.

Keywords: Competence, Motivation, Performance, Workload

INTRODUCTION

Human resources are the assets of a nation and state, and it is crucial to pay attention to their competence and development, particularly in the era of the Fourth Industrial Revolution where technology is prevalent in almost all economic and industrial activities. According to Mondy and Martocchio (2016), technology is the defining factor shaping current trends in human resources management. Therefore, competent and skilled human resources are essential across all sectors, including education and various economic and industrial activities. To cultivate reliable human resources for national progress, educators who can meet the challenges of the Fourth Industrial Revolution, especially during the COVID-19 pandemic, are necessary. The industry's demand for human resources today focuses on individuals who possess digital technology skills (Rohida, 2018). The implementation of Distance Learning (PJJ), a policy initiated by the Ministry of Education and Culture (Kemendikbud), poses a significant challenge for the education sector in the country during the COVID-19 crisis. The government's attention is currently focused on education, particularly basic education, with a strong emphasis on the quality of distance learning. Basic education plays a vital role in nurturing students' creativity and abilities in the learning process as it serves as the foundation for building their character. In the field of education, an effective performance management process is essential, given the demanding and challenging nature of the teaching profession (Van Waeyenberg et al., 2020). Distance learning presents challenges for both teachers and elementary school students, as it relies on various technologies such as the Zoom application, Google Classroom, Google Meet, WhatsApp, Google Forms, and others. The effectiveness of student learning

heavily depends on teacher-student interactions (Durksen et al., 2017). Therefore, teachers must put in extra effort compared to traditional face-to-face classrooms to ensure that learning objectives and quality are not compromised.

The Covid-19 pandemic has indirectly compelled teachers to adapt to the digital world in the distance learning process. In recent years, information technology has had a significant impact on human resources (HR) processes and practices. However, there is limited research on its effectiveness, and most studies have not assessed the extent to which these new systems enable organizations to achieve their HR goals of attracting, motivating, and retaining employees (Stone et al., 2015). Teacher performance plays a crucial role in determining the quality of distance learning. Several factors influence teacher performance, including workload, competence, and motivation. During the Covid-19 pandemic, the workload of elementary school teachers has significantly increased, particularly at the initial stages of online distance learning. Teachers must maintain excellent stamina to ensure the smooth operation of distance learning. Research has shown that teacher workload is becoming more demanding, leading to an increased number of teachers leaving the profession before completing 35 years of service. Additionally, Cox-Fuenzalida (2007) stated in their research that workload history, specifically workload shifts, has significant implications for various work environments. Teacher competence in distance learning is very important, especially in the era of digitalization. According to Zubaidah (2017), there is a positive and significant influence of teacher competence on teacher performance. The results of research conducted by Suwiyadi et al. (2018) show that competence variables have a positive and significant influence on performance.

Therefore, the competence of elementary school teachers is needed in distance learning. Elementary school teachers must be able to use applications in teaching and provide education to students about using these applications so that students are not constrained by technology. In addition, the learning material provided must be interesting and easy for students to understand, even though it is online, so that students do not feel bored and saturated in learning. Motivation plays a very important role in the performance of a teacher. Even during the COVID-19 pandemic, if teachers are motivated in providing online learning, this will have a positive impact on teacher performance. The results of research by Handayani & Rasyid (2015) state that there is a significant effect of teacher work motivation on teacher performance. Teacher work motivation has an effect on the performance of certified teachers (Tambingon, 2018). Work motivation is needed for a teacher in carrying out their duties. If teacher motivation is low, distance learning will result in low performance. Conversely, if a teacher's motivation is high, distance learning will not reduce teacher performance; instead, it can be seen as a challenge. The problems faced by schools regarding distance learning are as follows: 1. What is the direct effect of workload on the performance of elementary school teachers in the city of Cirebon during the COVID-19 pandemic? 2. What is the direct effect of competence on the performance of elementary school teachers in the city of Cirebon during the COVID-19 pandemic? 3. What is the effect of workload on performance with motivation as a mediating variable in elementary school teachers in the city of Cirebon during the COVID-19 pandemic? 4. What is the effect of competence on performance with motivation as a mediating variable in

elementary school teachers in the city of Cirebon during the COVID-19 pandemic? This study aims to examine the relationship between workload, competence, performance, and motivation among elementary school teachers in Cirebon city during the COVID-19 pandemic. By testing these relationships, this study seeks to provide insights into the factors influencing the performance of elementary school teachers in the challenging context of the COVID-19 pandemic in Cirebon city.

THEORETICAL FRAMEWORK AND HYPOTHESES DEVELOPMENT

1. Workload

Workload refers to the volume of work assigned to a position or organizational unit, determined by the combination of work volume and time norms (Permendagri, 2008) No. 12/2008, Article 7, paragraph 2). According to Manuaba (2000), workload also considers the worker's capacity to handle the assigned tasks, taking into account their physical and psychological abilities. It is crucial for the workload to align with the worker's capabilities to ensure a balanced and appropriate distribution of tasks. Research conducted by Adhani (2013) suggests that workload does not significantly impact performance. Manuaba (2000) identifies two factors influencing workload: external factors and internal factors. To measure workload, Manuaba (2000) suggests considering indicators such as work attitude, work organization, work environment, somatic conditions, and psychological well-being.

2. Competence

Spencer and Spencer (1993), as cited in Edision et al. (2018), describe competence as an underlying characteristic of an individual that is causally linked to effective and superior performance in a specific job or situation. Marshal, as cited in Sudarmanto (2018), defines competence as a fundamental attribute enabling individuals to deliver exceptional performance in a particular job, role, or situation. In this study, competence indicators based on Edision et al. (2018) include possessing relevant knowledge for the work, exhibiting a willingness to enhance knowledge, having technical expertise aligned with the field of work, demonstrating problem-solving abilities, showing initiative in supporting colleagues, exhibiting friendliness and politeness in carrying out tasks, and responding diligently to customer complaints.

3. Motivation

Motivation is a process that originates from a physiological or psychological deficiency, driving behavior or action towards goals or incentives (Luthans, 2006). Hasibuan (2014) defines motivation as the driving force that generates enthusiasm for work, encouraging individuals to collaborate, work effectively, and integrate their efforts to achieve satisfaction. The indicators used in this study, based on Sutrisno (2016), include the desire to thrive, the desire for personal growth, the desire for appreciation and recognition, the desire for power, the work environment conditions, adequate compensation, effective supervision, status and responsibility, and flexible regulations.

4. Performance

According to Anwar Prabu (2017), performance, also known as work performance, represents the quality and quantity of work accomplished by an employee in fulfilling their assigned duties and responsibilities. Rivai and Basri (2005), as cited in Sinambela (2019), define performance as the level of success achieved by an individual or a group within a specific timeframe, compared to predefined criteria, standards, targets, or goals. Evaluation of an employee's current or past performance is done by comparing it to established performance standards (Gary, 2017). The performance indicators utilized in this study, based on Bernadin and Russel as cited in Sutrisno (2016), include quality, quantity, timeliness, cost-effectiveness, supervision requirements, and the impact on interpersonal relationships with coworkers.

5. Framework

The learning process carried out by teachers is significantly impacted by the workload assigned by their superiors. When the workload becomes excessive and time-consuming, teachers may feel burdened. Therefore, it is crucial to carefully consider the distribution of tasks to ensure it directly or indirectly affects performance through the mediation of motivation. High workloads have a negative effect on performance, leading to a decrease in productivity. Conversely, reducing the workload of teachers can improve their performance. Teacher competence is essential for effective teaching, whether in the classroom or online, as exemplified during the COVID-19 pandemic. Teachers have had to acquire additional competencies, such as utilizing technology and adapting their teaching methods. Competence can directly or indirectly influence performance, with motivation playing a mediating role.

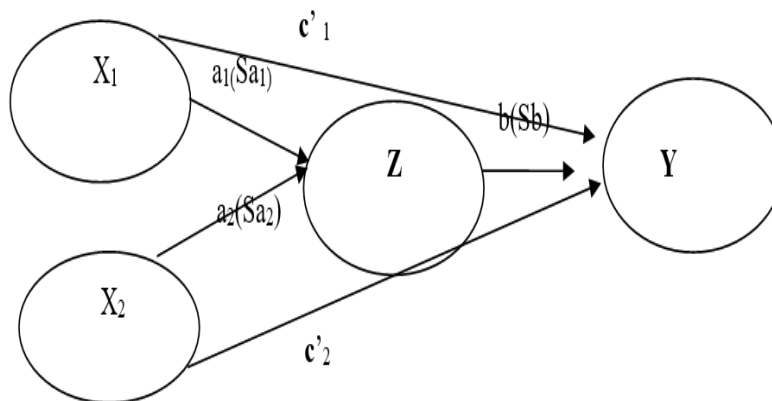Based on this framework of thought, the paradigm for this research can be described as follows:

Figure 1: Conceptual Framework

Information:

X1: Workload Variable (Independent Variable)

X2: Competency Variable (Independent Variable)

Z: Motivation Variable (Mediation Variable)

Y: Performance Variable (Dependent Variable)

The hypotheses proposed in this study are as follows:

Hypothesis 1: Workload directly affects the performance of elementary school teachers in Cirebon city during the COVID-19 pandemic.

Hypothesis 2: Competence directly affects the performance of elementary school teachers in Cirebon city during the COVID-19 pandemic.

Hypothesis 3: Workload indirectly influences performance through motivation as a mediating variable in elementary school teachers in Cirebon city during the COVID-19 pandemic.

Hypothesis 4: Competence indirectly influences performance through motivation as a mediating variable in elementary school teachers in Cirebon city during the COVID-19 pandemic.

METHODOLOGY

The research conducted in this study was quantitative in nature. Quantitative analysis was employed using path analysis, which is an extension of multiple regression analysis. The aim of path analysis was to estimate the significance of the relationship between multiple variables, including mediating variables. The SPSS version 24 application was used by the researcher to facilitate the calculations. This study involved two independent variables: workload, measured by five indicators, and competence, measured by eight indicators. Additionally, there was one mediating variable: motivation, measured by eleven indicators. Finally, the study included one dependent variable: performance, measured by six indicators. The Likert scale was used as the measurement scale in this study. According to Sekaran and Bougie (2016), the Likert scale was designed to assess the level of agreement or disagreement with statements on a five-point scale, ranging from strongly disagree (1) to strongly agree (5). The target population for this study consisted of all elementary school teachers in Cirebon city. According to the Education Office (Dinas Pendidikan, 2020), there were 1871 teachers in the city of Cirebon. The sample size for this population was determined using the Slovin formula (Umar, 2014), resulting in a sample of 330 elementary school teachers. Purposive sampling was employed in this study, specifically selecting teachers who were State Civil Apparatus (ASN) and were assigned to public elementary schools that were easily accessible to the researchers during the COVID-19 pandemic. The data collection technique employed in this study was a survey. Survey research involved the use of written questionnaires or formal interviews to gather substantial amounts of information about the background, behavior, beliefs, or attitudes of individuals (Neuman, 2014).

RESEARCH RESULTS AND DISCUSSION

The identification of respondents in this study is categorized based on several respondent characteristics, including gender, age, and education level. A detailed description of the

respondent characteristics and the analysis of the relationship between the respondents and the variables under study are provided in the following explanation:

Table 1: Characteristics of Respondents Based on Gender, Age, Education, and Years of Service (2021)

Characteristics of Respondents	Number of Respondents	
	In number	Percentage
1. Gender		
a. Man	87	26,36
b. Woman	243	73,64
2. Age		
a. < 25 years	9	2,73
b. 25 – 35 years	108	32,73
c. 36 – 45 years	70	21,21
d. > 45 years	143	43,33
3. Education		
a. Diploma	6	1,82
b. Bachelor degree (S1)	314	95,15
c. Master degree (S2)	10	3,03
4. Years of service		
a. < 5 years	58	17,57
b. 5 – 10 years	68	20,61
c. 11 -15 years	65	19,70
d. 16 – 20 years	41	12,42
e. > 20 years	98	29,70

Source: Data processed in 2021

Based on Table 1, the majority of individuals identify as female, accounting for a total of 243 respondents or 73.64%. In terms of age, the highest number of participants falls within the over 45 years age group, with 143 individuals or 43.33%. Regarding education, the majority of respondents hold a Bachelor's degree (S1), comprising 314 individuals or 95.15%. Lastly, concerning length of service, the majority of respondents have worked for over 20 years, totaling 98 individuals or 29.70%.

The results of the validity test calculations are presented in Table 2 as follows:

Table 2: Results of the Validity Test for the Research Instrument

Statement Points	Workload	Competence	Motivation	Performance
1	0,263	0,728	0,550	0,705
2	0,519	0,807	0,579	0,769
3	0,587	0,772	0,609	0,594
4	0,550	0,727	0,617	0,464
5	0,229	0,688	0,620	0,644
6		0,701	0,569	0,628
7		0,540	0,636	
8		0,543	0,641	
9			0,433	
10			0,642	
11			0,521	

Source: Data processed in 2021

In this study, a total of 330 teachers were surveyed to obtain the critical value of r using the calculation of degrees of freedom (df) = n - 2 = 330 - 2 = 328, with a significance level (α) of 0.05. According to the Product Moment correlation coefficient table, the critical value (r table) is 0.1129. The results of the validity test indicate that all research instruments obtained a calculated value (r count) greater than the critical value (r table). Therefore, it can be concluded that all statement items are considered valid. The results of the reliability test for variables such as workload, competence, motivation, and performance are presented in Table 3 below:

Table 3: Results of the Reliability Test for Research Instruments

No	Variable	Cronbach α
1	Workload	0.714
2	Competence	0.900
3	Motivation	0.878
4	Performance	0.852

Source: Data processed in 2021

Based on Table 3, it is evident that all research variables exhibit Cronbach's α values greater than 0.70. Therefore, it can be concluded that all instruments are considered reliable. The classical assumption tests employed in this study include the multicollinearity test and normality test. The results of these tests are presented in Table 4:

Table 4: Results of the Multicollinearity Test and Normality Test

Variable	Tolerance	VIF
Workload	0,979	1.021
Competence	0,732	1.367
Motivation	0,733	1.365
Kolmogorov-Smirnov: 1,059 Asymp. Sig. (2-tailed) : 0.212		

Source: Data processed in 2021

Based on Table 4, all research variables have VIF values greater than 10 and Tolerance values less than 0.10, indicating the absence of multicollinearity. The Kolmogorov-Smirnov test

yielded a value of 1.059 with a significance level of 0.212, which is greater than 0.05. Therefore, it can be concluded that the residual data follows a normal distribution.

The multiple regression results for Equation 1, which examines the impact of workload and competence on motivation, can be expressed as follows: $Z = b1X1 + b2X2 + e1$. The detailed multiple regression results for Equation 1 are presented in Table 5:

Table 5: Multiple regression results of the Effect of Variables X1 and X2 on Z

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	23,618	2,254	-	10,478	0,000
1). Workload (X_1)	0,074	0,061	0,058	1,216	0,225
2). Competency (X_2)	0,653	0,062	0,506	10,612	0,000
N = 330					
Adjusted R Square = 0,263					
F statistic = 59,654					
Sig F statistic = 0,000					

Source: Data processed in 2021

Based on table 5, equation 1 is obtained for path analysis as follows: $Z = 0,058 X1 + 0,506 X2 + 0,858$.

The value of e1 can be calculated, namely $e1 = \sqrt{(1 - 0,263)} = 0,858$

The impact of workload (X1) on motivation (Z) is determined to be 0.058, indicating a positive influence. This implies that as the workload increases, teachers' motivation also increases. Conversely, as the workload decreases, teacher motivation tends to decrease. Additionally, the influence of competence (X2) on motivation (Z) is measured to be 0.506, indicating a positive influence. This means that higher levels of competence result in higher motivation levels for teachers, whereas lower competence levels lead to lower motivation. The multiple regression analysis in Equation 2 explores the effect of workload, competence, and motivation on performance. The equation is represented as follows: $Y = b1X1 + b2X2 + b3Z + e2$. The multiple regression results for Equation 2 are presented in Table 6:

Table 6: Multiple regression results of the effect of variables X1, X2, and Z on Y

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3,853	1,457	-	2,644	0,009
1). Workload (X_1)	-0,031	0,034	-0,038	-0,901	0,368
2). Competence (X_2)	0,350	0,040	0,433	8,766	0,000
3). Motivation (Z)	0,195	0,031	0,311	6,308	0,000
N = 330					
Adjusted R Square = 0,418					
F statistic = 77,913					
Sig F statistic = 0,000					

Source: Data processed in 2021

Based on table 6, equation 2 is obtained for path analysis as follows: $Y = -0,038\ X1 + 0,433\ X2 + 0,311\ Z + 0,763$. The value of e2 can be calculated, namely: $e2 = \sqrt{(1 - 0,418)} = 0,763$

The impact of workload (X1) on performance (Y) is -0,038, indicating a negative effect. This means that as the workload increases, performance tends to decrease, while decreasing workload levels are associated with improved performance.

The influence of competence (X2) on performance (Y) is measured at 0,433, indicating a positive effect. Higher levels of competence lead to improved performance, while lower levels of competence are linked to lower performance. Furthermore, the impact of motivation (Z) on performance (Y) is found to be 0,311, indicating a positive influence. Higher levels of motivation are associated with improved performance, whereas lower motivation levels are linked to decreased performance.

To determine the total effects of each variable, the following calculations are conducted:

Total Effect of workload (X1) = $-0,038 + (0,058 \times 0,311) = -0,019962$

Total Effect of competence (X2) = $0,433 + (0,506 \times 0,311) = 0,590366$

Total Effect of motivation (Z) = 0,311
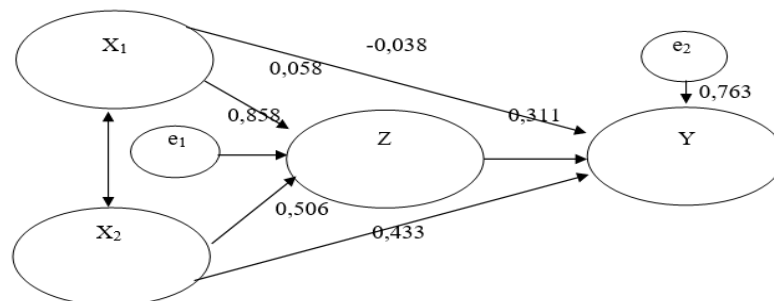
Path analysis can be described as follows:

Figure 2: Path Analysis Results

1) Hypothesis Testing 1:

Based on Table 6, it can be seen that the direct effect of workload (X1) on performance (Y) is -0.038 with a calculated t-value of -0.901 and a significance value of $0.368 > 0.05$. Therefore, the hypothesis 1, which states "Workload has a direct effect on the performance of elementary school teachers in the city of Cirebon during the COVID-19 pandemic," is rejected.

2) Hypothesis Testing 2:

According to Table 6, the direct effect of competence (X2) on performance (Y) is 0.433 with a t-value of 8.766 and a significance value of $0.000 > 0.05$. Consequently, hypothesis 2, which states "Competence has a direct effect on the performance of elementary school teachers in the city of Cirebon during the COVID-19 pandemic," is accepted.

3) Hypothesis Testing 3:

Table 6 shows that the direct effect of workload (X1) on performance (Y) is -0.038, and the indirect effect of workload (X1) on performance (Y) through motivation is 0.018038. Hence, the total effect of workload is -0.019962. The Sobel test yields a t-value of 0.9419 < 1.9679 (t-table). Therefore, it can be inferred that the motivation variable (Z) mediates the effect of workload (X1) on performance (Y), leading to the rejection of the hypothesis that states "Workload affects performance with motivation as a mediating variable in elementary school teachers in the city of Cirebon during the COVID-19 pandemic."

4) Hypothesis Testing 4:

Based on Table 6, it is evident that the direct effect of competence (X2) on performance (Y) is 0.433, and the indirect effect of competence (X1) on performance (Y) through motivation is 0.157366. Thus, the total effect of competence is 0.590366. The results of the Sobel test indicate a t-value of 6.3199 > 1.9679 (t-table). Therefore, it can be explained that the motivation variable (Z) can mediate the effect of workload (X1) on performance (Y), thereby accepting the hypothesis that states "Competence affects performance with motivation as a mediating variable in elementary school teachers in the city of Cirebon during the COVID-19 pandemic."

Effect of Workload (X1) on Performance (Y)

The results indicate that workload had no negative and insignificant effect on the performance of elementary school teachers in the city of Cirebon during the COVID-19 pandemic. This can be attributed to the teachers' adaptation to distance learning over the course of 1.5 years, utilizing online platforms such as WhatsApp, Google Classroom, Zoom, Google Meet, YouTube, and video calls for their work. Moreover, the support from schools and parents in the online learning process has alleviated the burden on teachers while carrying out their responsibilities. Although workload does not directly impact teacher performance, it is still important to consider teachers' physical conditions, such as eye and head fatigue resulting from prolonged computer use, their preference for face-to-face learning in the classroom, and potential saturation with distance learning.

Effect of Competence (X2) on Performance (Y)

The findings reveal that competence has a positive and significant effect on the performance of elementary school teachers in the city of Cirebon during the COVID-19 pandemic. This implies that higher levels of competence are associated with increased teacher performance, while lower levels of competence are linked to decreased teacher performance. Teacher competence, which encompasses knowledge supporting their work, willingness to improve knowledge, technical expertise in their field, problem identification and solving abilities, initiative to assist colleagues, friendliness, and professionalism in addressing student and parent concerns, motivates teachers to produce quality students in line with the expectations of parents, society, and the government. Quality students serve as an investment in human resources that will shape the nation's future.

The Effect of Workload (X1) on Performance (Y) Mediated by Motivation (Z)

The results demonstrate that motivation does not mediate the effect of workload on performance. Additionally, the study indicates that workload has no indirect effect on performance through motivation. Path analysis reveals that workload has neither a positive effect on motivation nor a negative effect on performance. Elementary school teachers in Cirebon have demonstrated professionalism in adapting to online distance learning, preparing themselves for the digital era of the Fourth Industrial Revolution, including the field of education. While workload does not significantly impact motivation and performance, attention should still be given to providing recognition and rewards to teachers, fostering positive recognition from leaders and colleagues, and ensuring supportive work environments with adequate computer laboratories, flexible regulations, and cost-effective measures during the COVID-19 pandemic.

The Effect of Competence (X2) on Performance Mediated by Motivation (Z)

The results reveal that motivation can mediate the effect of competence on performance. This indicates that motivation indirectly influences performance through competence. Path analysis shows that competence has a positive effect on motivation and a positive effect on performance. Similarly, motivation has a positive effect on performance. The presence of this indirect effect suggests that higher levels of competence lead to increased motivation, resulting in enhanced teacher performance. Conversely, lower levels of competence lead to decreased motivation and reduced teacher performance. Motivation factors such as the desire for a better life, achievement, recognition, career advancement, adequate compensation, effective leadership, job security, responsibility, and flexible regulations enable teachers to work optimally, leading to increased performance.

CONCLUSIONS

Based on the path analysis, it can be concluded that workload does not directly affect performance. This finding can be explained by the high level of education among respondents, with 95.15% holding a bachelor's degree, and the majority of teachers (61.82%) having a tenure of over 10 years. These resources indicate that elementary school teachers in the city of Cirebon are well-equipped, and they carry out their assigned tasks with a sense of responsibility. Although workload does not have a direct impact on performance, it is important for leaders, particularly principals, to consider the physical condition of teachers when assigning tasks. Excessive workload can negatively impact teacher performance, as teachers who already have a heavy workload may experience a decline in performance when additional tasks are assigned.

On the other hand, competence has a direct effect on the performance of elementary school teachers in the city of Cirebon during the COVID-19 pandemic. This indicates that teachers must possess the necessary knowledge to support their work, have a willingness to enhance their knowledge, demonstrate technical expertise in their respective fields, exhibit problem-solving skills, take initiative in assisting colleagues, maintain a friendly and polite demeanor, and address complaints from both students and parents seriously. These factors contribute to

improved performance.

Furthermore, workload does not have an effect on performance when mediated by motivation. This can be attributed to the fact that teachers in the research locations, who were the subjects of the study, had a tenure of over 10 years, accounting for 61.82% of the total 330 respondents. However, principals should still pay attention to the relationship between workload and motivation, as it can impact teacher performance. Excessive workload, such as the one experienced during the COVID-19 pandemic where distance learning activities were conducted outside the classroom, can result in a decrease in teacher motivation. Inadequate work environment conditions and a lack of appreciation from schools can further contribute to low motivation.

Lastly, competence has an indirect effect on performance with motivation as a mediating variable among elementary school teachers in the city of Cirebon during the COVID-19 pandemic. Competence influences motivation, which, in turn, affects performance. Teachers with high levels of competence are motivated to excel in distance learning, particularly in the online realm, ensuring that the quality of education aligns with established standards. This, consequently, leads to enhanced teacher performance.

References

1) Adhani, A. R. (2013). Pengaruh Kebutuhan Aktualisasi Diri Dan Beban Kerja Terhadap Prestasi Kerja Karyawan. *Jurnal Ilmu Manajemen (JIM)*, *1*(4).

2) Anwar Prabu, M. (2017). Manajemen Sumber Daya Manusia Perusahaan, Bandung: PT. In *Remaja Rosdakarya*.

3) Cox-Fuenzalida, L. E. (2007). Effect of workload history on task performance. *Human Factors*. https://doi.org/10.1518/001872007X312496

4) Dinas Pendidikan. (2020). *Cirebon Satu Data*.

5) Durksen, T. L., Way, J., Bobis, J., Anderson, J., Skilling, K., & Martin, A. J. (2017). Motivation and engagement in mathematics: a qualitative framework for teacher-student interactions. *Mathematics Education Research Journal*. https://doi.org/10.1007/s13394-017-0199-1

6) Edision, D. E., Anwar, D. Y., & Komariyah, D. I. (2018). *Manajemen Sumber Daya Manusia* (cetakan ke). ALFABETA , cv JL. Gebarkalong Hilir NO.84 Bandung.

7) Gary, D. (2017). Human Resource Management Fifteenth edition. In *Pearson Education*.

8) Handayani, T., & Rasyid, A. A. (2015). Pengaruh Kepemimpinan Kepala Sekolah, Motivasi Guru, Dan Budaya Organisasi Terhadap Kinerja Guru SMA Negeri Wonosobo. *Jurnal Akuntabilitas Manajemen Pendidikan*. https://doi.org/10.21831/amp.v3i2.6342

9) Hasibuan, S.P, M. (2014). Manajemen Sumber Daya Manusia. In *Bumi Aksara Jakarta*.

10) Luthans, F. (2006). *Perilaku Organisasi Edisi Sepuluh* (10th ed.). Andi.

11) Manuaba. (2000). Hubungan Beban Kerja Dan Kapasitas Kerja. In *Rinek Cipta* (Issue 72(8)).

12) Mondy, R. W., & Martocchio, J. J. (2016). Human Resource Management. 2016. *Global Edition Pearson Education Limited*.

13) Neuman, W. L. (2014). Social Research Methods : Qualitative and Quantitative Approaches. In *Pearson

Education: Vol. Seventh Ed (Seventh Ed). Pearson Education.

14) Permendagri. (2008). *Permendagri No 12/2008*.

15) Rohida, L. (2018). Pengaruh Era Revolusi Industri 4.0 terhadap Kompetensi Sumber Daya Manusia. *Jurnal Manajemen Dan Bisnis Indonesia*. https://doi.org/10.31843/jmbi.v6i1.187

16) Sekaran, U., & Bougie, R. (2016). Reserach Methods for Bussiness A Skill-Bulding Approach. *Printer Trento Srl*.

17) Sinambela. (2019). *Manajemen Sumber Daya Manusia* (D. Suryani (ed.)). PT Bumi Aksara.

18) Stone, D. L., Deadrick, D. L., Lukaszewski, K. M., & Johnson, R. (2015). The influence of technology on the future of human resource management. *Human Resource Management Review*. https://doi.org/10.1016/j.hrmr.2015.01.002

19) Sudarmanto. (2018). *Kinerja dan Pengembangan Kompetensi SDM*. PT PUSTAKA PEAJAR.

20) Sutrisno, E. (2016). Manajemen Sumber Daya Manusia, edisi pertama, Cetakan ke-8. In *Penerbit: Kencana Pranada Media Group. Jakarta*.

21) Suwiyadi, Purwantomo, A. H., Sumardi, Subardi, A., & Sukrisno. (2018). The Effect of Competence and Motivation in Influencing Teacher Performance with Innovation as Intervening Variable At Technical Senior Scholl in Central JAVA. *International Information Institute (Tokyo). Information*.

22) Tambingon, H. N. (2018). The Influence of Principal Leadership Style and Teacher Work Motivation on the Performance of Certified Teachers at SMA Negeri Kotamobagu, North Sulawesi, Indonesia. *Journal of Education and Learning (EduLearn)*. https://doi.org/10.11591/edulearn.v12i3.8248

23) Umar, H. (2014). Metode Penelitian untuk Skripsi Dan Tesis Bisnis. In *Raja Grafindo* (2nd ed.).

24) Van Waeyenberg, T., Peccei, R., & Decramer, A. (2020). Performance management and teacher performance: the role of affective organizational commitment and exhaustion. *International Journal of Human Resource Management*. https://doi.org/10.1080/09585192.2020.1754881

25) Zubaidah, R. (2017). Pengaruh Kepemimpinan Kepala Sekolah Dan Kompetensi Guru Terhadap Motivasi Kerja Guru Serta Implikasinya Pada Kinerja Guru Di SMP Negeri Kota Palembang. *Jurnal Ecoment Global*. https://doi.org/10.35908/jeg.v1i2.200