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The influence of the headmaster's reward system toward the teachers work motivation in the Senoir High School 1 of Tanete Rilau of Barru Regency

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ABSTRACT

This study aims to find out and explain the influence of the headmaster's reward system toward the teachers' work motivation. This study uses a quantitative associative approach using descriptive statistical data analysis techniques with percentage, mean and standard deviation and inferential statistical analysis using data normality test, product moment correlation, simple linear regression, and homogeneity test. The results of this study suggest that the headmaster's reward system has a significant effect on the work motivation of the teacher. This can be seen from the results of the data analysis, the level of influence of the headmaster's reward system to the work motivation of teachers in the SeniorHigh School1 of Tanete Rilau of Barru Regency, which is classified as in the medium category.

Keywords: Reward System, Teachers' Work Motivation

INTRODUCTION

Education is an aspect of life that is very basic for the development of a country so it is very important in people's lives (Birch & Wachter, 2011; Heyns & Viljoen, 2004; Saldaña, 2006). This is affirmed in Law Number 20 of 2003 concerning the National Education System, which affirms that education is a conscious and planned effort to realize a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by him/her, society, nation and state.

School is a complex social system consisting of a number of interrelated components, both in the form of input, process, and output. As a complex social system, schools need a competent leader, namely a school headmaster that expected to be able to manage all school resources effectively and efficiently, and able to develop the school optimally (Agarwal & Somaini, 2018; Vercruysse, De Clercq, Goossens, Aelterman, & Haerens, 2017; Yani, Mulyadi, & Ruhimat, 2018).

One of the factors that drives an increase in teachers' work motivation is the provision of adequate compensation or compensation. Rewards system is the most important part of providing fulfillment for educator farmers, especially in efforts to increase teacher achievement motivation towards high effectiveness and performance, because with the existence of a reward or compensation system that is in line with teacher expectations, especially financial and non-

financial rewards in the form of incentives, bonuses and Holiday Allowances in return for work performance, allow educators to concentrate on their routines and are expected to improve the quality of their duties so that they can improve the quality of education.

According to Qayyum (2018), a work motivation is something essential, which is the drive for someone to work. A person's main motivation in working is to be able to fulfill their basic needs such as clothing, food and shelter, all of which can certainly be fulfilled in income in the form of money. In addition, the provision of teacher's work motivation aims to increase the teachers' morale, increase teacher work productivity, reduce the teachers' absenteeism, create a good atmosphere and work relationship, enhance teacher's sense of responsibility for their duties so as to create good performance. This means that the implementation of activities that are the responsibility of the teacher is always accompanied by welfare benefits that should be accepted. In addition, the existence of the work environment greatly influences the motivation of the teacher's work, especially the facilities and infrastructure.

In the reality, there is often a gap between the expectations which desired by the teacher and the reward system or compensation received. This is influenced by the government's ability to provide adequate / satisfying salary provision, especially the provision of job allowances and rewards that can increase teachers' motivation in carrying out their functions properly and are also influenced by the leadership role, in this case the headmaster, in managing and taking policy.

METODE

This research is included quantitative research with explanatory purpose, which is to explain the causal relationship (influence) between the headmaster's reward system variable (X) to the work motivation of the teacher (Y) in Senior High School 1 of Tanete Rilau of Barru Regency. The research design can be described as follows:

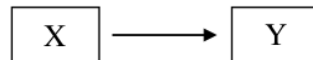


Figure 1. Research Design

Where :

X = Headmaster Rewards System

Y = Teachers' Work Motivation

To measure variables in this study, the researcher used a questionnaire. In the questionnaire technique, the questionnaire that was distributed contained a number of statements that had been classified, in which the two variables both the headmaster's reward system variable (X) and the teachers' work motivation variable (Y) were measured using the standard interpretation of r values. According Creswell, Clark, & Plano Clark (2017), argues that: the Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. In research, this social phenomenon has been specifically

determined by researchers, hereinafter referred to as the research variable. To measure variables in this study, the researcher use a questionnaire. In the questionnaire technique, the questionnaire that was distributed contained a number of statements that had been classified, in which the two variables both the headmaster's reward system variable (X) and the teacher's work motivation variable (Y) were measured using the standard interpretation of r values. According Creswell, Clark, & Plano Clark (2017), argues that: the Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. In research, this social phenomenon has been specifically determined by researchers, hereinafter referred to as the research variable. To measure variables in this study, the researcher used a questionnaire. In the questionnaire technique, the questionnaire that was distributed contained a number of statements that had been classified, in which the two variables both the headmaster's reward system variable (X) and the teacher's work motivation variable (Y) were measured using the standard interpretation of r values. According Creswell, Clark, & Plano Clark (2017), argues that: the Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. In research, this social phenomenon has been specifically determined by researchers, hereinafter referred to as the research variable.

The population in this study were all teachers of Senior High School 1 of Tanete Rilau of Barru Regency, totaling 46 people. So that this research can provide generalizations with a very small error rate, and considering the number of population is only 46 people, then in this study used sampling technique is saturated sampling, where all members of the population are sampled. Thus the number of samples in this study was 46 people. Data collection techniques are using questionnaire techniques, observation techniques and documentation techniques. Data analysis techniques used in this study are descriptive statistical analysis techniques in the form, average, and standard deviations, and inferential statistical analysis techniques in the form of data normality tests to determine the normality of a data about the headmaster's reward system (variable X) and motivation the teacher's work (variable Y) has been collected, then a data normality test is performed. This data normality test used the Chi Square formula by Sugiyono (2010: 250) that described as follows :

$$\chi^2 = \sum_{i=1}^k \frac{(f_o - f_h)^2}{fn}$$

Where:

χ^2 = Chi Square

f_o = Observed frequency

f_h = Expected frequency

To find out the influence of the headmaster's reward system on the work motivation of teachers in Senior High School 1 of Tanete Rilau of Barru Regency, the data were analyzed by simple linear regression. To know whether the data is homogeneous or could not be tested for data homogeneity. This data analysis technique uses the Oneway-Anova program in SPSS (Statistical Product Standard Solution) version 14 for windows, if the significant level $> \alpha = 0.05$ then the data is said to be homogeneous and if the significant level $< \alpha = 0.05$ then the data is considered inhomogeneous.

To test whether or not there is a significant relationship between the headmaster's reward system variables and the work motivation of teachers, Senior High School 1 of Tanete Rilau of Barru Regency, is tested for product moment correlation as stated by Sugiyono (2010: 212) as follows:

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{(n \sum x_i^2 - (\sum x_i)^2)(n \sum y_i^2 - (\sum y_i)^2)}}$$

Testing the correlation coefficient by testing the hypothesis, namely $H_0: \rho = 0$ versus $H_1: \rho \neq 0$. The testing criteria are provided that the number r counts $> r$ table in a certain sample (N) at a significance level of 5% means that there is a significant relationship vice versa. To determine the magnitude of the relationship between the two variables, the interpretation standard used by Creswell, Clark, & Plano Clark (2017) is as follows:

Table 1.
 The Interpretation of Coefficient Correlation

Coefficient interval	Relationship Level
0,00 - 0,199	Very low
0,20 - 0,399	Low
0,40 - 0,599	Medium
0,60 - 0,799	Strong
0,80 - 1,000	Very strong

While the degree of error or free degree (db) to test the F on the alpha (α) = 0.05%.

RESULT AND DISCUSSION

Result

1. Descriptive statistical analysis

a. Description of Rewards System (X)

Descriptive analysis is intended to obtain an overview of the system of reward and work motivation by using distribution and percentage. The data presented in this study is data obtained from questionnaires or questionnaires in the form of a list of statements related to the two variables studied. Where the reward system consists of four indicators, namely wages and salaries (2 statement items), incentives (3 statement items), commissions (3 statement items), bonuses (2 statement items), for more details instruments and statement items can be seen in attachment 1 and 2 of results of this study.

Furthermore, to determine the effect of the reward system on work motivation in Senior High School 1 of Tanete Rilau of Barru Regency, the quality of the answers of 46 respondents

was categorized into 5 parts: very high, high, quite high, low and very low. And for more details about the description of the headmaster's reward system at Senior High School 1 of Tanete Rilau of Barru Regency, can be seen in Table 2.

Table 2
Frequency Distribution and Percentage of Headmasters Reward Systems in Senior High School 1 of Tanete Rilau of Barru Regency.

N	Interval of Score	Category	Frequency	Percentage(%)
1	10-17	Very low	0	00,00
2	18-25	Low	0	00,00
3	26-33	QuiteHigh	5	10,86
4	34-41	High	26	56,52
5	42-49	Very high	15	32,60
Total			46	100,00

Source: Processed Data Questionnaire

Table 2 above shows that of the 46 study respondents, the data ranges from 10-49. As well as processed questionnaire data No. 1 to 10 using SPSS version 14 for Windows can be obtained an average (mean) of 39.37 where the mean value (mean) after being consulted in table 10 is at intervals 34 - 41, which means high category with a standard deviation of 5.127. This shows that the headmaster's reward system in Senior High School 1 of Tanete Rilau of Barru Regency is relatively high, which is viewed from several indicators that can affect the headmaster's reward system including; wages and salaries, incentive programs, commissions and bonuses. As well as the headmasters in Senior High School 1 of Tanete Rilau of Barru Regency, it signifies the ability to provide a reward system to teachers who have good work motivation, this indicates that the headmaster in Senior High School 1 of Tanete Rilau of Barru Regency is able to think conceptually in an effort to plan changes, designing school goals, making a proper assessment of how the reward system is properly provided.

The good ability of the headmaster of Senior High School 1 of Tanete Rilau of Barru Regency in providing reward system to the teachers, according to the majority of respondents because the headmaster always compiles programs that are relevant to the school's vision and mission, involving teachers in the preparation of the Medium Term Work Plan (RKJM) of school, Annual Work Plan (RKT), Activity Plan and School Budget (RKAS). Besides that the headmaster always uses the results of performance evaluation as the basis for the preparation of school programs by empowering teachers to support the competitive power of students and be able to effectively utilize school facilities and infrastructure for the development of student learning outcomes. The results of this study also show that it turns out that headmaster involve teachers in the management of school libraries, and always prepare for new student admissions through school imaging efforts by involving teacher's participation as a whole.

b. Description of Work Motivation (Y)

To find out the description of the teachers' work motivation in Senior High School 1 of Tanete Rilau of Barru Regency, it can be known through the frequency and percentage tables. The teachers' work motivation is measured through four indicators, namely Achievement (3 statement items), Awards (3 statement items), Challenges (3 statement items), Responsibilities (3 statement items), Development (2 statement items), Engagement (2 statement items), and Ability (2 items statement) To measure the seven indicators, the questionnaire was carried out with a total of 18 items distributed to all teachers of Senior High School 1 of Tanete Rilau of Barru Regency. For more details about the description of the work motivation of teachers in Senior High School 1 of Tanete Rilau of Barru Regency, it can be seen in the frequency distribution and percentage table as follows:

Table 3
 Frequency Distribution and Percentage of the Teachers' Work Motivation in Senior High School 1 of Tanete Rilau of Barru Regency.

	Interval of Score	Category	Frequency	Percentage (%)
1	18-31	Very low	0	00,00
2	32-45	Low	0	00,00
3	46-59	Quite High	0	00,00
4	60-73	High	8	14,39
5	74-87	Very high	38	82,60
Total			46	100,00

Source: Processed Data Questionnaire

Table 3 above shows that of the 46 study respondents, the data range was from 18-87, and the results of the questionnaire data were processed. 1 to 18 can be obtained with an average (mean) of 79.43. Where the mean value (mean) after consultation in table 11 is in the interval 74-87 which means the category is very high with a standard deviation of 6.302. This illustrates that the work motivation of teachers in Senior High School 1 of Tanete Rilau of Barru Regency is very high, it is viewed from the aspect of work quality, namely the level of work carried out by the teacher in carrying out their duties, always preparing work tools such as Lesson Plan (RPP) Medium Term Work Plan (RKJM) of school, Annual Work Plan (RKT), the amount of work produced by a teacher appropriately and quickly, work time, the teacher carries out his duties on time, discipline or always on time in going to school / office.

The better work of teachers both in the teaching process and in the process of making learning programs, according to their assessment of each of them because they always adapt to the school environment in order to improve their effectiveness as educators, participate in implementing various school programs to improve the quality of education in schools, involving the students' parents / guardians in overcoming the students learning difficulties and student progress programs, being able to communicate effectively with fellow teachers, and not

discriminating against differences in religion, ethnicity, gender, family background, and socio-economic status, and always prioritizing attitudes objective towards students in carrying out the learning process.

2. Inferential Statistical Analysis

a. Data Normality Test

Data normality test is intended to find out the normality of the data, about the influence of the headmaster's rewards system for work motivation of the teachers in Senior High School 1 of TaneteRilau of Barru Regency could be continued with parametric statistical calculations. The criterion of this test is to compare the price of Chi Square count with Chi Square table. If the Chi Square price is calculated to be smaller or equal to the price of the Chi Square table ($X^2 \leq X^2_{table}$), then the data distribution is declared normal if it is greater stated to be abnormal. Based on the results of SPSS program data processing version 14 for windows, the chi square value calculated by the headmaster's reward system variable (X) Chi Square count is 20,087 with df equal to 15, while chi squared table is 24.996 with df 15 and significant level is 5%. Because the Chi Square price is calculated to be smaller than the Chi Square table price ($20,087 < 24.996$), then the distribution of Headmaster's Reward System(X) data is normal. Furthermore, for the Work Motivation variable (Y), the calculated Chi Square value is 28,348 with df equal to 18. The value is compared to the Chi Square table value of 28,869, with df equal to 18 and the significant level of 5%. Last, because the Chi Square value is calculated smaller than the Chi Square table value ($28,348 < 28,869$), then the distribution of work motivation data (Y) is considered as normal.

b. Data Homogeneity Test

Data homogeneity test is intended to determine whether the variance of a data is homogeneous or not. Based on the work table test data homogeneity, to determine whether or not homogeneous data can be seen from the level of significance in the homogeneity test, if the significance level is greater than $\alpha = 0.05$, the data is said to be homogeneous or if smaller than $\alpha = 0.05$ the data is said inhomogeneous. Based on the results of SPSS program data processing version 14 for Windows, a significance level of 0.212 is obtained. This means that the level of significance generated is greater than $\alpha = 0.05$ ($0.212 > 0.05$) so it could be concluded that the data of the two groups are said to be homogeneous, while the full calculation can be seen in Appendix 8.

c. Product Moment Correlation Test

Product moment correlation test is intended to determine whether there is a relationship between the headmaster's reward system and the work motivation of the teachers in Senior High School 1 of TaneteRilau of Barru Regency. Based on the calculation of the product moment correlation, obtained a correlation between the headmaster's reward system (variable X) and teacher's work motivation (variable Y), obtained the value of $r = 0.506$ after being consulted in the interpretation table r value (Chapter III) is in the interval 0.40 - 0.599 which means moderate correlation. This means that there is a positive correlation between the headmaster's reward

system and the work motivation of teachers in Senior High School 1 of Tanete Rilau of Barru Regency. To find out whether the correlation of the calculation results is significant or not, it needs to be compared with the calculated r value of 0.506 with the r table value in appendix 10 r product moment values of 5 percent significance level of 0.291. Therefore, $r_{count} > r_{table}$, it shows that there is a significant relationship between the headmaster's reward system and the work motivation of teachers in Senior High School 1 of Tanete Rilau of Barru Regency. Correspondingly, the effect of the headmaster's reward system on the teacher's work motivation is moderate (after being consulted on the interpretation table of r values). The next analysis was to find out the magnitude of the correlation of the headmaster's (X) reward system with the work motivation of the teachers (Y) in Senior High School 1 of Tanete Rilau of Barru Regency, the value of $r = 0.506$. With the determination coefficient (summary model table) obtained $R^2 = 0.256$ or 25.6 percent which means that the contribution of the headmaster's reward system to the teachers' work motivation is 25.6 percent while the rest is determined by other variables not examined in this study is 74, 4 percent.

d. Simple Linear Regression Analysis

To test the hypothesis in this study which reads "there is a significant influence between the headmaster's reward system to the work motivation of teachers in Senior High School 1 of Tanete Rilau of Barru Regency, and then using a simple linear regression analysis. For more details, see table 4.

Table 4
 Summary of the Results of Simple Linear Regression Analysis

Variable	B	F _{calculation}	Sig.	T _{calculation}	sig.
Constant of Headmaster's Reward System	6,676 0,412	15,139	0,000	0,792 3,891	0,433 0,000
	$\alpha: 0,05$				
	$r: 0,506$	$r^2: 0,256$			

Source: SPSS Operation Results version 14 For Windows

Based on Table 4, it appears that the magnitude of the correlation coefficient (r) is 0.506. To find out the magnitude of the relationship between the independent variable and the dependent variable, it can be seen that there is a table of the interpretation value of the previous r value. Based on the table above, it is known that the analysis of the calculation of the regression formulation, it obtained the value of $a = 6.676$ and $b = 0.412$ so that the regression formulation is:

$$\hat{Y} = 6,676 + 0,412 x$$

From the results of the F test calculation, $F_{\text{Calculate}}$ is 15.139 (in the ANOVA table) and F_{Table} (0.05: 1: 46) is 4.05 or $F_{\text{Calculate}}$ is greater than F_{Table} . Because $F_o > F_i$, H_o is rejected or H_i is accepted which stated that the headmaster's reward system influences the work motivation of the teacher. It means that there is a dependency characteristic of the headmaster's reward system and other variables with the teachers' work motivation or it can be said that the hypothesis assumes "there is a significant influence between the headmaster's reward system to the work motivation of teachers in Senior High School 1 of Tanete Rilau of Barru Regency" is accepted.

Discussion

1. Headmaster Rewards System

The results showed that the reward system of the headmaster of Senior High School 1 of Tanete Rilau of Barru Regency was in the high category, this meant that the headmaster's reward system in Senior High School 1 of Tanete Rilau of Barru Regency was high, in terms of several indicators proposed by Gary namely factors that could affecting the headmaster's reward system including wages and salaries, incentive programs, commissions and bonuses. The headmaster in Senior High School 1 of Tanete Rilau of Barru Regency always does his job according to the abilities and objectives to be achieved so that the execution of the work can be carried out well, seen from the example of the leader. The headmaster of Senior High School 1 of Tanete Rilau of Barru Regency has shown good examples to teachers and staff so that it can influence the work motivation of teachers in Senior High School 1 of Tanete Rilau of Barru Regency.

The headmaster's reward system can be implemented well because the ability of the headmaster himself to play a role in the school lies in the emotional stability and self-confidence of the headmaster of Senior High School 1 of Tanete Rilau of Barru Regency. As well as the headmaster of Senior High School 1 of Tanete Rilau of Barru Regency, improve his welfare and professionalism and enforce a career system based on work performance with the principle of giving rewards and sanctions that will increase working spirit and a great sense of responsibility.

a. The Teachers' Work Motivation

The findings show that the level of work motivation of teachers in Senior High School 1 of Tanete Rilau of Barru Regency was very high. The achievements of the teachers of Senior High School 1 of Tanete Rilau of Barru Regency are included in the very high category. This can be seen from the answers of respondents who generally gave answers in the high category. Increasing student achievement in school cannot be separated from the level of teacher performance. Therefore, an award is given to teachers who excel so that they are motivated to further improve their performance. Appreciation in this case is not only in the form of goods but can also be in the form of praise or acknowledgment from others about their achievements in the work, other factors that also determine the motivation of the teachers' work are challenging work. The challenge faced by someone in carrying out a job is sometimes a strong motivator to overcome it. Challenges will usually foster enthusiasm for work. Responsibility is an important

factor that can motivate teachers to complete their tasks properly, sense of belonging will lead to motivation to feel responsible for the achievement of organizational goals, therefore teachers who help other teachers in completing their work is a good collaboration that can improve the teachers' work motivation.

b. The influence of the headmaster's reward system to the teachers' work motivation

The findings show that the headmaster's reward system simultaneously (together) can influence the work motivation of teachers in Senior High School 1 of Tanete Rilau of Barru Regency. SPSS output data shows that there are still other variables outside this study that affect the work motivation of the teacher. The value of the influence of the headmaster's reward system on the work motivation of teachers at Senior High School 1 of Tanete Rilau of Barru Regency, showed moderate influence. This means that there is a positive correlation between the headmaster's reward system and the teachers' work motivation. Strong work motivation could encourage teachers' performance in carrying out their daily tasks.

From the description above, then the hypothesis test proposed is "it is suspected that there is an influence of the headmaster's reward system on the teachers' work motivation", can be tested for truth, and in line with the theory put forward by McClelland that: Employees have potential energy reserves, how energy is released and used depends on the power-motivation of one's motivation and the available opportunities. Energy will be used by employees because of encouraged by; 1) basic needs involved, 2) expectations of success, and 3) value of incentives attached to the goal.

Based on the description above, it can be stated that the good and bad work motivation of teachers in giving positive and optimal work contributions to the school is determined by the good and bad factors of the headmaster's reward system.

14 CONCLUSION

Based on the findings of the research and data analysis about the influence of the headmaster's reward system for the work motivation of teachers in Senior High School 1 of Tanete Rilau of Barru Regency, it can be concluded that:

1. The headmaster's reward system in Senior High School 1 of Tanete Rilau of Barru Regency is in the high category, this is viewed from several indicators used such as wages and salaries, incentive programs, commissions, and bonuses.
2. The work motivation of the teachers in Senior High School 1 of Tanete Rilau of Barru Regency is in the very high category, seeing from several indicators used such as achievement, appreciation, challenges, responsibilities, development, involvement, and ability.
3. There is a significant influence between the headmaster's reward system and the work motivation of teachers in Senior High School 1 of Tanete Rilau of Barru Regency. This means that the teachers' work motivation is determined from, one of them, the headmaster's reward system, while other factors are not examined in this study. There is an influence of both variables which are in the medium category.

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