

C2. ASRIN

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Submission date: 21-Jun-2023 10:51AM (UTC-0500)

Submission ID: 2120383652

File name: C2. International Journal of Multicultural and Multireligious Understanding, Vol. 6, Issue 4, Agustus 2019, Hal. 226-234 = 4.pdf (658.27K)

Word count: 4857

Character count: 28876



Headmaster Leadership's Entrepreneurship and Organizational Culture towards Innovative Performance of Teacher in Bima City Public Junior High Schools

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<http://dx.doi.org/10.18415/ijmmu.v6i4.978>

Abstract

This research was intended to know the effect of headmaster leadership¹¹ entrepreneurship towards innovative performance of teachers at Bima City Public Junior High Schools, to know the impact of organizational culture¹² towards innovative performance of teachers in Bima City Public Junior High Schools, and to know the effect of headmaster leadership's entrepreneurship and organizational culture held together toward innovative performance of teachers in Bima City Public Junior High Schools. This research was a quantitative research with ex-post facto method. The technique of data analysis used in this research was regression analysis, both simple regression and multiple regression. The population of this research was certified teachers at Bima City Public Junior High Schools, with 247 teachers. The sample of this research was 71 certified teachers¹⁸ in Bima City Public Junior High Schools which were taken with Random sampling technique. The result of this research showed that: 1) There was a significant and positive effect of headmaster leadership's entrepreneurship toward⁴ innovative performance of teachers in Bima City Public Junior High Schools about 78,1%, 2) There was a significant and positive effect of organizational culture toward innovative performance of teachers in Bima City Public Junior High Schools about 53,7% and 3) There were a significant and positive effect of headmaster leadership's entrepreneurship and organizational culture held together toward innovative performance of teachers in Bima City Public Junior High Schools about 89,2%.

Keywords: Leadership's Entrepreneurship; Organizational Culture; Performance of Teachers

Introduction

Teacher had a strategic position in order to created education's goals. It because of teachers had a relation directly with students as their job as the educator, teacher, leader, guide, coach, assessor, and evaluator students. As an educator, teacher facilitated and motivated students as young generation of the country in order to excavating, finding, and exploring also created all potentation in their ownself optimally so they would be an individual who had a good character, useful, and competence to faced Globalization

Era. Without the existence of teacher, the goal of education would never be achieved because the system of education would not run well.

Pamungkas (2014) stated that teacher's performance was one of the key to success in doing learning process at school. A good teacher's performance would give a positive impact towards the success of learning process especially will impact student achievement's progress. Teacher's performance as the result that was achieved by teacher in doing their duties as their responsibility based on capability, experience, competence, and commitment agree with the criteria that was set by the government. Hence, teacher prosecuted to work optimally in doing their job and responsibility.

The fact right now described that teacher had not given the performance optimally yet. Based on the data processing result from *Pusat Data dan Statistik Pendidikan dan Kebudayaan (PDSPK)* posted on March 20, 2019 about human resource analysis Elementary school and Junior high school year 2015/2016 concluded that teacher's performance in West Nusa Tenggara province at Junior high school level categorized "lack" with the average score was 75,02 and stayed in 30th position from 34 provinces in Indonesia. The lack of Teacher's performance optimal was caused by several factors, those were internal factor and external factor from the teacher.

Based on the first observation at several Bima City Public Junior High Schools on January 9, 2019 showed that the moment when the learning process in the classroom still found that teacher used conventional learning method, and not contextual learning, without used learning media that interested also had as a base IT. It would impact that students had less contribution actively in the learning process because learning was not interested and raised the curiosity of the student, also teacher's performance less than optimal to facilitated the student's need to reconstructed their knowledge. In line with that problem Masaaki in Wibowo and Saptono (2017), stated that teachers in Indonesia was less in creativity, innovation, and mastering the lesson that will be taught to their students.

To encouraged students to be active, teachers had to be able to did innovative work for the times ahead. In this Globalization Era was full of tough competition in all aspects of life, including education, so to competed on that side, the innovative performance of teachers need to be encouraged and fully developed. The teacher's innovative performance became important for implementation of education innovation in order to improved the quality of learning. Darling-Hammond & Goodwin (2004:7-12), said that, the teacher's innovative performance was the performed of teacher that was marked by the new implementation of their duty as an educator. The teacher's innovative performance did not come apart from the teacher's competence to developed the creativity that he had to improved the quality of learning. Teacher as the creator and motivator of the learning process must constantly innovated in creating active, creative, effective, enjoyable learning by considered effective and efficient models, methods, approaches, strategies, and learning media that will be able to facilitated students' characteristics and needed according to the Globalisation Era.

To improved the teacher's innovative performance skills, it was not apart from the headmaster's role as a leader in the school. As the leader in the education system at the school level, the headmaster had the authority and obligation to empowered all of the resources at the school especially teachers. To carried out the authority and responsibilities as a leader in the school, the headmaster should had adequate competence in order to facilitated the teacher's needed to improved their innovative performance skills. In the provision of the ministry of national education No. 13 year 2007 about the standard of headmaster stated that a Headmaster should had 5-Dimensional competence to supported him in his professional duties, such as: personality competence, independent managing, entrepreneurship competence, supervision competence, and social competence.

The headmaster should had entrepreneurship competence. It aimed to encouraged change and created useful innovations to developed the school or madrasah. The headmaster should had creativity,

innovation, sensitivity to opportunity, daring to risk, and foresight. By maximizing the school's resources including teachers to work in innovative ways to improve the quality of the schools. A study of Wibowo & Saptono (2017) showed that the headmaster entrepreneurship's leadership had a positive direct effect towards teacher's innovative performance. It meant that the higher leadership of headmaster's entrepreneurship the quality of teacher's innovative performance would be higher as well.

In addition to the headmaster entrepreneurship's leadership factor, another factor affected the performance of teacher's innovation was organizational culture. According to Davis in Moehariono (2012:336) the culture of the organization as a pattern of conviction and values understood, imbued, and it has been initiated by the organization and therefore the pattern provided it had its own meaning and the fundamental behavioral rules of the organization. School organizational culture should be able to provide good and conducive circumstances so as to be able to build mutual and unified the teacher's view, the staff and headmaster to continue a mission to achieve a designated vision. According to Robbins & Judge (2017:356), a school (organization) with a superior culture was a school that gave school members an opportunity to innovate and take risks. Hence, if a good and conducive organizational culture was formed and well managed it would improve the teacher's innovative performance.

Based on the exposure above, this research was carried out in order to find the effect of headmaster entrepreneurship's leadership and organizational culture toward teacher's innovative performance in Bima city Junior high schools.

Method

This research was a quantitative research with *ex-post facto* approach. The object that was used as population in this research was 247 certified teachers from 8 Public Junior High Schools in Bima City. The sample taken on this research used Random sampling techniques with the number of sample was 71 teachers.

Research instrument used as a teacher's performance measurement was the Likert scale model frame with 5 (five) answer options. To test the validity of this research took two steps, that were the validity of content that determined on the basis of expert consideration and validity of the instrument was determined through item analysis. Meanwhile, the reliability test was a continuation of the validity test used split-half analysis.

The data analysis technique used in this research was descriptive statistic and inferential statistic. The analysis technique with descriptive statistic was used to illustrate the spread of data on headmaster entrepreneurship's leadership variable, organizational culture, and teacher's innovative performance in Bima City Public Junior High Schools, which were obtained through questionnaire and analyzed with frequency description. An analysis technique with inferential statistic was used to test a hypothesis aimed to know if there any effect of headmaster entrepreneurship's leadership and organizational culture towards teacher's innovative performance in Bima City Public Junior High Schools either separately (partial) by reviewed simple or simultaneous regression analysis.

Result

Based on the result frequency descriptive analysis from each variable data, showed that headmaster entrepreneurship's leadership at Bima City Public Junior High Schools categorized "quite good" with percentage of 66,6%. Whereas organizational culture in Bima City Public Junior High

Schools categorized “quite good” with percentage of 57,7%. Then the teacher’s innovative performance in Bima City Public Junior High Schools “quite good” with percentage of 53,5%.

Before the hypothesis was presented, firstly it would describe the result of classical assumption that was prerequisite test. In this research a prerequisite test used was multicollinearity test, heterosities test, and normality test. The result from multicollinearity test gathered from tolerance score and variance inflation factor (VIF) on the collinearity table. Showed that there was no multicollinearity character between two independent variables in the regression model. Next, the heterosities test result observed through a scatterplot chart showed that the dots spreaded randomly without a clear pattern and the dots were spread both above and below 0 on the Y axis, so it can concluded that there were no heterosities symptoms in the regression model. Last, the result of normality test seen based on a normal chart of the probability plot, the dots was spread followed a diagonal line. It meant that the residual score in this research was distributed normally. Based on multicollinearity test, heterosities test, and normality test. Then it can concluded that all data were qualified to tested for hypothesis. The statistical result used to know the effect of independent variable towards dependent variable that has done by using simple linear regression analysis was obtained the result shown on the table 1:

Table 1 : Simple regression result of the effect X towards Y

Independent variable	Regression coefficient		t _{table}	t _{value}	Sig.	R ²
	Constant	Regression coefficient (b)				
Headmaster entrepreneurship’s leadership	15.502	0.805	1.995	15.672	0,000	0.781
Organizational culture	25.245	0.664	1.995	8.947	0.000	0.537

Dependent variable: Innovative performance of teacher

At the table 1 showed that there was a positive and significant of headmaster entrepreneurship’s leadership towards innovative performance of teacher in Bima City Public Junior High Schools. Because t_{value} was higher than the score of t_{table} (15,672>1,995). Beside that the significant score was less than 0,05 (0,000<0,05). Then, the score of b regression coefficient was 0.805, and constant was 15.502. Thus, the similarity regression of the headmaster entrepreneurship’s leadership (X₁) towards innovative performance of teacher (Y) in Bima city Public Junior High Schools was $Y = 15,502 + 0,805 X_1$, it meant that every single increase in one constant to the variable of headmaster entrepreneurship’s leadership, it would increase the teacher’s innovative performance about 0.168. There was an effect of headmaster entrepreneurship’s leadership towards teacher’s innovative performance in Bima City Public Junior High Schools could be seen from the score of R² was 0.781 it meant that headmaster entrepreneurship’s leadership had an effect about 78,1% towards teacher’s innovative performance in Bima City Public Junior High Schools, for the rest about 21,9% were affected by another factor.

Based on the table 1 could be concluded that there was significant and positive effect of organizational culture towards innovative performance of teacher in Bima City Public Junior High Schools. It was showed from t_{value} score about 8,974 was higher than t_{table} score was 1,995 (8,974>1,995). Then, it showed that significant score was less than 0,05 (0,000<0,05). Moreover, b regression coefficient score was 0,664 and constant score about 25,242. Hence, the formed of organozational culture regression (X₂) towards innovative performance of teacher (Y) in Bima City Public Junior High Schools was $Y =$

$25,242 + 0,664 X_2$. It meant that every single increase in one constant on organizational culture variable, it would increase teacher's innovative performance about 0,664. The great impact of organizational culture towards innovative performance of teacher in Bima City Public Junior High Schools could be known from R^2 score was 0,537. It meant that organizational culture had an effect about 53,7% towards teacher's innovative performance in Bima City Public Junior High Schools, while the rest was 46,3% affected by another factor.

The result of statistical test to know the effect of independent variable hold together towards dependent variable, done by using multiple linear regression analysis obtained result shown on table 2:

Table 2: The effect of X_1 and X_2 variables hold together towards Y variable

Independent Variable	Regression coefficient		F_{table}	F_{value}	Sig	R^2
	Constant	Regression coefficient (<i>b</i>)				
Headmaster entrepreneurship's leadership	10.183	.639	3,13	165,162	0,000	0,829
Organizational culture	10.183	.0259				

Based on Table 2 above, the calculated F_{value} was bigger than the F_{table} ($162,162 > 3.13$) and the significant value obtained was smaller than 0.05 ($0,000 < 0.05$). Thus, it can be concluded that the hypothesis (H_1) in this research was accepted. It meant the proposed hypothesis was proven to had a positive and significant effect on the headmaster entrepreneurship's leadership and organizational culture together on the innovative performance of teachers in Bima City Public Junior High Schools. In addition, the regression coefficient of the headmaster entrepreneurship's leadership was 0.639 and the regression coefficient direction for organizational culture was 0.259. Thus, the effect of headmaster entrepreneurship's leadership (X_1) and organizational culture (X_2) together on the innovative performance of teachers (Y) in Bima City Junior High School was formulated by the equation $\hat{Y} = 10.183 + 0.639 X_1 + 0.259 X_2$. This meant that: 1) if the headmaster entrepreneurship's leadership variable and organizational culture were considered constant then the average innovative performance of teachers is 10.183; 2) Every increase of one constant on the headmaster entrepreneurship's leadership variable (X_1) and organizational culture are considered constant, it will increase the innovative performance of teachers (Y) in Bima City Public Junior High School by 0.639; 3). Every increase of one constant on organizational culture variable (X_2) and the headmaster entrepreneurship's leadership are considered constant, it will increase the innovative performance of teachers (Y) in Bima City Public Junior High School by 0.259. The great effect of headmaster entrepreneurship's leadership and organizational culture together on the innovative performance of teachers in Bima City Public Junior High School was obtained based on the value of R^2 . R^2 value was obtained at 0.829, it meant that the Headmaster entrepreneurship's leadership, and organizational culture together affected 82.9% of the innovative performance of teachers in Bima City Public Junior High School, while the rest was 17.1% affected by other factors.

Discussion

The Effect of Headmaster Entrepreneurship's Leadership towards Teacher's Innovative Performance in Bima City Public Junior High Schools.

The research results showed that the headmaster entrepreneurship's leadership in Bima City Public Junior High Schools had a positive and significant effect towards teacher's innovative performance. That was the contribution of the Headmaster entrepreneurship's leadership towards the innovative performance of teachers in Bima City Public Junior High School was 78.1%. This meant that the headmaster entrepreneurship's leadership was a major factor that affected the innovative performance of teachers in Bima City Public Junior High Schools, while the rest about 21.9% was affected by other factors. In addition, based on the results from a simple regression test of the independent variable of the headmaster entrepreneurship's leadership towards dependent variable of the teacher's innovative performance, a regression model obtained stated that every increase of one constant on the variable of the Headmaster entrepreneurship's leadership would increase the teacher's innovative performance about 0,168.

The results of this research supported the findings of a previous research conducted by Wibowo & Saptono (2017) which concluded that the headmaster leadership's entrepreneurship had a significant relationship to the innovative performance of teachers with an influence of 19,7%. This finding was in line with the opinion of Suharsaputra (2014) which stated that school leaders who emphasize creativity, trust and contribution to society as a characteristic of entrepreneurial leadership were very necessary in a school organization. Therefore, if the headmaster entrepreneurship's leadership was well implemented, the innovative performance of the teacher would increase.

Another finding in this research stated that the headmaster entrepreneurship's leadership in Bima City Public Junior High School was classified as "quite good" with a percentage of 60.6%. Meanwhile, Sigap (2016) stated that headmaster entrepreneurship's leadership in his research field considered as low category with a percentage of 46,67%. According to Sagala (2013: 178), one of the caused of the low quality of education was the low entrepreneurial spirit of the headmaster, various studies revealed that headmaster had not been responsive to the demanded of the changing dynamics, many school activities took place by the way not by the design. As a leader in school, a headmaster should have sufficient entrepreneurship competencies to supported their professionalism, in accordance with Minister of National Education Regulation No. 13. Year 2007 confirmed that a headmaster should had 5 competencies, one of it was entrepreneurship competence. In Minister of Education Regulation No. 13 year 2007 concerned the standards of school / madrasah leader, also explained that the dimensions of headmaster's entrepreneurial competence consisted of: 1) created innovations that were useful for school / madrasah development, 2) worked hard to achieved school / madrasah success as an effective learning organization, 3) had a strong motivation to succeed carried out their main duties and functions as school / madrasah leaders, 4) never give up and always look for the best solution to faced obstacles by schools, and 5) had an entrepreneurial instinct to managed production / service activities school as a source of learning for students.

Teacher's assumptions on the headmaster entrepreneurship's leadership in Bima City Public Junior High Schools were classified as "quite good" categories, it because the indicators of creative and innovative, be able to exploited opportunities, dare to took risks, and be able to answered future challenges owned by headmaster was considered inadequate. Therefore, due to the effect of the Headmaster entrepreneurship's leadership on teacher performance, the indicators of the Headmaster entrepreneurship's leadership need to be improved by the headmaster in Bima City Public Junior High Schools so that the innovative performance of teachers in Bima City Public Junior High Schools would be increase.

The Effect of Organizational Culture on Teacher's Innovative Performance in Bima City Public Junior High School

The findings in this research proved that the organizational culture in Bima City Public Junior High Schools had a positive and significant effect on the teacher's innovative performance. The effect of organizational culture on the innovative performance of teacher in Bima City Public Junior High School was 53.7%. This research also showed that based on the results of a simple regression test of independent variable of organizational culture to the dependent variable of teacher's innovative performance, a regression model obtained which stated that every increase of one constant in the organizational culture variable would increase teacher's innovative performance about 0.664. The results of this research were consistent with findings made by Wibowo & Saptono (2017), which concluded that organizational culture had a significant relationship with teacher's innovative performance of 78.4%, where a good and conducive organizational culture would have an impact on improved teacher's innovative performance. In addition to Wibowo & Saptono's research (2017), Prayudhayanti research (2014) also showed the results that organizational culture had a positive and significant effect on teacher's innovative behavior. This was consistent with the opinion of Robbins & Judge (2017: 356) that schools (organizations) that had a superior culture were schools that provided opportunities for school members to innovate and to take risks. In addition, the results of this research were supported by the opinion of Wirawan (2016: 35) which stated that, organizational culture was a normative glue that attached organizational elements into one. This showed that organizational culture played an important role to affect organizational leaders, organizational members, and organizational goals.

Findings in this research also stated from 71 certified teachers who were respondents in this research, assumed that organizational culture at Bima City Public Junior High Schools categorized "quite good", with the percentage about 57.7%. Organizational culture in Bima City Public Junior High Schools categorized as "quite good". It is because the indicator of organizational culture was the relationship between human resources within the organization, norm implementation, value implementation, and management support had not been implemented well and conducive. A good and conducive organizational culture was really needed for an organization. According to Wirawan (2016:37) a conducive organizational culture created, improved, and maintained high performance. Therefore, based on the enormous effect of organizational culture towards innovative performance of teacher. So, the indicator of organizational culture should improve in Bima City Public Junior High Schools to create a good and conducive organizational culture. Thus, the teacher's innovative performance would increase.

The Effect of Headmaster Entrepreneurship's Leadership and Organizational Culture towards Innovative Performance of Teacher in Bima City Junior High Schools

Findings in this research proved that headmaster entrepreneurship's leadership and organizational culture together had significant and positive effect towards innovative performance of teacher in Bima City Public Junior High schools about 82.9%. While for the rest was 17.1% affected by another factor. The result of this research also showed that innovative performance of teacher affected by headmaster entrepreneurship's leadership and organizational culture together. Then, result of multiple regression test with independent variable were headmaster entrepreneurship's leadership and organizational culture toward dependent variable was innovative performance of teacher, gathered regression model stated that: 1) if variable of headmaster entrepreneurship's leadership and organizational culture considered constant, so the average innovative performance of teacher was 10,183; 2). Every increase of one constant on the entrepreneurship leadership variable of headmaster and organizational culture was considered constant, it would increase teacher's innovative performance in Bima City Public Junior High Schools about 0.639; 3) Every increase of one constant in the organizational culture variable with the headmaster

entrepreneurship leadership variable was considered constant, it would increase the innovative performance of teacher's in Bima City Public Junior High School about 0.259.

The results of this research supported the results of a research conducted by Wibowo & Saptono (2017), which concluded that the headmaster entrepreneurship's leadership and organizational culture together had a significant relationship to the innovative performance of teachers, with an effect of 78.4%. The results of this research were logical because the Headmaster was a driving force for human resources in the school, while organizational culture as a guide for human resource behavior in schools, and teachers were part of the human resources at school or one of the organization members. Therefore, headmaster entrepreneurship's leadership and organizational culture held together would affected towards teacher's innovative performance.

This research also stated that teacher's innovative performance in Bima City Public Junior High Schools categorized "quite good" with percentage about 44,9%. According to Widodo (2014) The teacher's innovative performance was a performance that applied new things to performed the roles and duties which the teacher assigned. The teacher's innovative performance indicators that needed to be improved to made teacher's innovative performance better were: took an initiative to looked for new concepts to anticipated changes, variation of learning presentation, student management dynamics, and student communication facilities. If the teacher's innovative got better so the quality of education would increase. Therefore, the staggering amount of effect headmaster entrepreneurship's leadership and organizational culture towards teacher's innovative performance. So the headmaster entrepreneurship's leadership and organizational culture should improved together for the improvement of teacher's innovative performance.

Conclusion and Suggestion

Based on the result obtained in this research the following conclusions were: 1) headmaster entrepreneurship's leadership, organizational culture, and teacher's innovative performance in Bima City Public Junior High Schools categorized as "quite good", 2) there was positive and significant effect of headmaster entrepreneurship's leadership towards innovative performance of teacher in Bima City Public Junior High Schools 3) there was positive and significant effect of organizational culture towards teacher's innovative performance in Bima City Public Junior High Schools, and 4) there was positive and significant effect of headmaster entrepreneurship's leadership and organizational culture held together towards teacher's innovative performance in Bima City Public Junior High Schools.

The suggestions in this research were as follows: 1) Headmaster should applied the entrepreneurship leadership style optimally, in order to improved teacher's innovative performance at school. 2) The entire public school in Bima City Public Junior High Schools needed to improved the quality of a good and superior organizational culture because organizational culture in Bima City Public Junior High Schools should be improved more cause it categoriuzed as "quite good". Hence, the factors that could improved organizational culture should got attention, and 3) result of this research could be used as a reference for researcher to examined the headmaster enterprenurship's leadrship, organizational culture, and teacher's innovative performance by considered other variables such as moderator variable, control variable, and dependent variable that had not been discussed in this research.

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