

## **Influence Of Quality Of Work Life, Organizational Culture And Workload On Teacher Performance**

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### **Abstract**

*The quality of work life influences performance, meaning that the higher the quality of work life can improve performance. Performance is the basis for achieving the goals of an organization. This research aims to look at the influence of quality of work life, organizational culture and workload on teacher performance. The research was carried out using a quantitative approach where quantitative data relies on a population and withdrawal techniques, and uses questionnaires for data collection. The method used in the research is the regression analysis method. The research population was all teachers at SDN schools in Kertasari District, represented by teachers with ASN and PNS status. Number of teachers in 41 schools. So if we describe the total number of teachers, there are 135 who will become population and sample data or will become respondents in further research. When conducting this research, when collecting data, you can use field studies to come directly to the research object. Then by distributing and giving questionnaires directly to respondents. Data analysis used to determine the influence of independent variables and dependent variables is descriptive statistical analysis, validity test, reliability test, simple linear regression analysis, followed by a significant test, namely the t test. This research explains the influence of Quality of work life, organizational culture, workload on the performance of elementary school teachers in Kertasari District. From the problem formulation presented in chapter I and the results of data testing that has been carried out as well as the discussion presented in chapter IV previously, the following conclusions can be drawn. Simultaneously, the calculated F-value is 2.967 and the F-table value is 3.18, so that the F-count value (8.945) < F-table (2.67) with a significant value of 0.000 < 0.05, then, H<sub>0</sub> is rejected and H<sub>4</sub> is accepted. It can be concluded that Quality of work life, work culture and workload together have a significant influence on the performance of SDN teachers in Kertasari District.*

**Keywords : Quality Of Work Life, Organizational Culture, Workload, Teacher Performance**

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## **INTRODUCTION**

The more advanced civilization becomes, the greater the challenges that human resources will face to be able to keep up with the progress and development of the times. In the Industry 4.0 era which is increasingly developing in the fields of communication and technology, there is one important thing that remains a concern in supporting its development (Irham, Mr., & Oktavia, 2017).

Educators are human resources in the field of education who have professional qualifications as teachers, lecturers, counselors, tutors, lecturers, teaching assistants, supervisors, coordinators, and other titles according to their expertise, subjects, and participate in educational activities. Simply put, an educator is a person who transmits knowledge to students, whereas in society's view he is a person who provides education in a certain place, not necessarily in formal educational institutions, but also in mosques, at home, and so on (Megahati, Yanti, & Susanti, 2018).

Based on Republic of Indonesia Law Number 14 of 2005 concerning Teachers Article 1 paragraph 2, teachers are professional educators and scientists with the main task of transforming, developing and disseminating science, technology and art through education, research and community service. In education, a teacher or lecturer is said to be an educator.

Teacher performance is very important to assess and correct the progress of the teacher and the school, thus teacher performance is very necessary (Husna, Adlim, Gani, Syukri, & Iqbal, 2020). One thing that influences teacher performance is professionalism. Professionalism is a condition, direction, value, goal and quality of expertise and authority related to a person's livelihood (Astra, Wahyuni, & Nasbey, 2015).

Technically, productivity is described as a comparison of the ratio of output to input. As explained by John W. Newstroom who believes that, "Productivity is a ratio that compares units of output with units of input, often against a predetermined standard. If more outputs can be produced from the same amount of inputs, productivity is improved." That productivity is basically the ratio between input (input) and output (output). The explanation above confirms that productivity always relies on two main components, namely input (input) and output (output). If these two components have proportional magnitudes, then this can be said to be productive. This opinion explains that in an organization efforts are always made to reduce input and optimize output (Jhon W, 2011). Learning achievement for students is very important because it is an illustration of the level of success in teaching and learning activities (Arizen & Suhartini, 2020).

Apart from the opinion above, another view comes from Donal C. Mosley, Leon C Megginson, and Paul H. Pietri (2005:439) who say, "Productivity is a measure of outputs compared to inputs. Productivity can be increased by increasing output with the same input, decreasing input and maintaining the same outputs, or increasing output while decreasing input". Productivity is a measure of output compared to input. Productivity can be increased by increasing output with the same input, reducing input and keeping the output the same, or increasing output by reducing input (Cardno, 2018).

The quality of work life influences performance, meaning that the higher the quality of work life can improve performance. Performance is the basis for achieving the goals of an organization. The success of an organization in improving its performance is very dependent on the quality of the human resources concerned in their work while in the organization. Furthermore, the role of human resources in organizational performance is very important, human resource decisions must be able to increase efficiency and even be able to provide increased organizational results and also have an impact on increasing satisfaction.

Apart from the context of quality life, according to Edgar H. Schein (2011:71) defines school culture as: "a pattern of basic assumptions invented, discovered, or developed by a given group as it learns to cope with its problems of external adaptation and internal integration that has worked well enough to be considered valuable and therefore to be taught to new members as the correct way to perceive, think and feel in relation to those problems". School culture is a pattern of basic assumptions discovered and developed by a particular group such as learning to overcome problems of external adaptation and internal integration that has worked well enough to be considered valuable and therefore should be taught to new members as the correct way to see and think. , and feel connected to these problems (Jagers, Rivas-Drake, & Williams, 2019).

In line with research by Gibson (2003), good human resource management certainly cannot be separated from the role of management and employees as workers in the company. Companies are expected to be able to manage employees so they can work well, have high productivity, so that employees can continue to maintain and improve their performance. stated that the concept of quality of work life refers to "a management philosophy that enhances the dignity of all workers; introduces changes in organizational culture, and improves the physical and emotional well-being of employees (Bensimon & Marshall, 2020).

School culture is a set of values that underlie the behavior, traditions, daily habits and symbols practiced by the principal, teachers, administrative officers, students and the community

around the school. School culture is the characteristics, character or disposition, and image of the school in the wider community (Djita, 2019).

In this case, school culture must be able to provide a comfortable situation that is able to build togetherness and unite the perspectives of teachers, staff and school principals in order to achieve goals, including through the formation of a disciplined work mentality with high dedication and loyalty to their work, the formation of a clear vision and mission. Firmness, guidance, direction, good coordination and supervision require a school principal who is able to manage all resources to improve the quality of education, involve community components, and create a school organizational culture that is conducive to improving teacher performance (Maliki, Surani, Fatoni, Tabrani, & Kusuma, 2021).

HR in the education sector is very important in most organizations. Especially in service-based organizations, Human Resources (HR) is one of the factors that plays an important role in advancing the education sector. As stated by Evans, Campbell et al in their book ".... people are an important resource to most organizations, but in service based organizations in particular it is often the human resource..." (Martin, 2019), so that It can be understood that human resource management includes policies and practices for determining human aspects or human resources in management positions, including recruiting, screening, training, rewarding and evaluating. Thus, HR plays a role as a key factor in realizing successful performance in the workplace. implementation of formal education, especially Vocational High Schools.

From initial observations, Kertasari is an area that is part of Bandung Regency, West Java, Indonesia. This sub-district is located 42 km south of Bandung City or around 52 km from the capital of Bandung Regency, Soreang. Kertasari District borders the Garut Regency area. Part of the Mount Papandayan area is in this sub-district (Miller, Liu, & Ball, 2020).

With the area of Kertasari District being approximately: 15,207.36, it is an area that has great potential for educational development, thus providing opportunities to create professional human resources. According to statistical data, there are 41 state elementary schools, including Argasari Sdn., Buni Asih Sdn. Citawa, Sdn Dangdang 01, Sdn Dangdang 02, Sdn Joglo 01, Sdn Kertasari 01, Sdn Kertasari 02, Sdn Kertasari 03, Sdn Lebaksari, Sdn Lembangsari, Sdn Lodaya, Sdn Moh Madta, Sdn Negla, Sdn Neglasari, Sdn Pacet 01, Sdn Pagelaran, Sdn Papandayan, Sdn Pinggirsari 01, Sdn Prered, Sdn Puncakmulya, Sdn Usahabesar, Sdn Santosa, Sdn Sedep 01, Sdn Silih Asih, Sdn Sukamaju, Sdn Sukapura, Sdn Sukasari, Sdn Sukastay, Sdn Talun, Sdn Tarumajaya 01, Sdn Tarumajaya 02. Of the large number of elementary schools in Kertasari that will be the research sample, namely teachers who have ASN/PNS status. The reason is because teachers who have certain main duties and functions can be said to represent issues related to the quality of work life, organizational culture, one of which is a problem. workload on teacher performance.

The researchers' findings from the preliminary study through observations and interviews obtained expressions as data that they said: lack of guarantees of better quality of work, Opening all communication networks of all types and levels, both vertical and horizontal communication, More open and transparent, Creating togetherness and a sense of mutuality (van Engen, Steijn, & Tummers, 2019). have a high level, Increase solidarity and a sense of family, If errors are found they can be corrected immediately, Can adapt well to developments in science and technology. The school community has a responsibility to maintain a good and acceptable school culture. The school community plays a role in developing and realizing an effective school culture (Lemke, 2019).

From the results of the gap above. Based on the gap above, the researcher wants to find out more about how much influence work life and school culture have on teacher performance, so it is important to conduct research and highlight it under the title: The Influence of Quality of Work Life, Organizational Culture and Workload on Performance. Teacher. It is hoped that

rational evidence regarding how big the influence of these factors will be can be mapped accurately. so this needs to be followed up by formulating it in a study (Davidovitz & Cohen, 2023).

## **RESEARCH METHODS**

### **Research Design**

The research was carried out using a quantitative approach where quantitative data relies on a population and withdrawal techniques, and uses questionnaires for data collection (Darling-Hammond, Schachner, & Edgerton, 2020). Quantitative research was used to obtain data in the form of a percentage of the general description of the influence of quality of work life, organizational culture and workload on teacher performance (Fuadiputra & Rofida Novianti, 2021).

The method used in the research is the regression analysis method. Regression analysis is basically a study of the dependence of one dependent (dependent) variable on one or more independent variables (explanatory/independent variables), with the aim of estimating and/or predicting the population average or average value of the dependent variable based on the value of the independent variable. what is known (Alashwal, 2020).

The sampling technique used in the research is a non-probability sampling technique with a saturated sampling technique which uses all members of the population as the research sample. Briefly, this research aims to obtain a description of the influence of Quality of Work Life (X1), Organizational Culture (X2) and Workload (X3) on Teacher Performance (Y1) in Public Elementary Schools in Kertasari District.

### **Participants**

Participants in this research include State Elementary School Teachers who are administratively registered and actively teaching at State Elementary Schools in Kertasari District.

### **Population and Sample**

Samples in a research activity are samples that represent and are used as respondents as research subjects, or who will be researched and used as respondents in research. According to Sugiyono (2017:120), the sample is part of the number and characteristics of the population. Sampling needs to be done in a responsible way to obtain correct data, so that the conclusions drawn can be trusted. The sampling technique used was saturated sampling (Chang & Chang, 2021).

### **Data Collection Techniques**

In order to obtain precise and accurate data to make it easier to answer the problems in this research, the following techniques are used in data collection Interview: is a technique used to obtain information through questions and answers with a source. Questionnaire: distribute question sheets to respondents and then fill them in according to the questions listed on the sheet

When conducting this research, when collecting data, you can use field studies to come directly to the research object. Then by distributing and giving questionnaires directly to respondents. A questionnaire is a sheet containing question items which will then be filled in by the respondent. Questionnaires will be distributed directly to the sample used in this research, namely Elementary School Teachers in Kertasari District (Bergeler & Read, 2021).

### **Data Analysis**

Data analysis used to determine the influence of independent variables and dependent variables is descriptive statistical analysis, validity test, reliability test, simple linear regression analysis, followed by a significant test, namely the t test. Descriptive analysis aims to describe

or provide an overview of the research object through sample or population data as it is without carrying out analysis and making conclusions (Manuel, Carter, & Dutton, 2018). Descriptive analysis aims to determine the characteristics and responses of respondents in answering questionnaire questions (Pio & Lengkong, 2020).

## RESULT AND DISCUSSION

### Respondent Description

In this research, the questionnaires that have been distributed by researchers are 135 questionnaires with 35 question items, where the data that has been collected is used as primary data in this research.

**Table 1. Results Description Of Respondents**

SDN in Kertasari District		Frequency	Valid Percent
invalid	SDN Citawa	9	6.7
	SDN Performance	9	6.7
	SDN Prered	9	6.7
	SDN Santosa	8	5.9
	SDN Cihawuk	6	4.4
	SDN Lebaksari	6	4.4
	SDN Argasari	5	3.7
	SDN Cirawa	5	3.7
	01		
	SDN Sedep 01	5	3.7
	SDN Buni	4	3.0
	Asih		
	SDN Cihalimun 02	4	3.0
	SDN Cikembang 01	4	3.0
	SDN Dangdang 01	4	3.0
	SDN Dangdang 02	4	3.0
	SDN Moh	4	3.0
	Madta		
	SDN Pinggirsari 01	4	3.0
	SDN Talun	4	3.0
	SDN Ciakar	3	2.2
	SDN Cisarua	3	2.2
	SDN Lodaya	3	2.2
	SDN Resmitinggal	3	2.2
	SDN Sukapura	3	2.2

SDN Sukatinggal	3	2.2
SDN Tarumajaya 01	3	2.2
SDN Jogllo 01	2	1.5
SDN Negla	2	1.5
SDN Neglasari	2	1.5
SDN Papandayan	2	1.5
SDN Sukamaju	2	1.5
SDN Sukasari	1	0.7
SDN Ciboureum 01	1	0.7
SDN Cibutarua	1	0.7
SDN Kertasari 02	1	0.7
SDN Kertasari 03	1	0.7
SDN Lembangsari	1	0.7
SDN Puncakmulya	1	0.7
SDN Silih Asih	1	0.7
SDN Tarumajaya 02	1	0.7
Total	135	100.0

Based on table it can be seen that the 135 respondents who were obtained came from various elementary schools in Kertasari District. 9 respondents (6.7%) for SDN Citawa, 9 respondents (6.7%) for SDN Pagelaran, 9 respondents (6.7%) for SDN Prered, 8 respondents (5.9%) for SDN Santosa, 6 respondents (4.4%) for SDN Cihawuk, 6 respondents (4.4%) for SDN Lebaksari, 5 respondents (3.7%) for SDN Argasari, 5 respondents (3.7%) for SDN Cirawa 01, 5 respondents ( 3.7%) for SDN Sedep 01, 4 respondents (3%) for SDN Buni Asih, 4 respondents (3%) for SDN Cihalimun 01, 4 respondents (3%) for SDN Cikembang 01, 4 respondents (3%) for SDN Dangdang 01, 4 respondents (3%) for SDN Dangdang 02, 4 respondents (3%) for SDN Moh Madta, 4 respondents (3%) for SDN Pinggirsari 01, 4 respondents (3%) for SDN Talun, 3 respondents ( 2.2%) for SDN Ciakar, 3 respondents (2.2%) for SDN Cisarua, 3 respondents (2.2%) for SDN Lodaya, 3 respondents (2.2%) for SDN Tulisbesar, 3 respondents (2, 2%) for SDN Sukapura, 3 respondents (2.2%) for SDN Sukastay, 3 respondents (2.2%) for SDN Tarumajaya 01, 2 respondents (1.5%) for SDN Jogllo 01, 2 respondents (1, 5%) for SDN Negla, 2 respondents (1.5%) for SDN Neglasari, 2 respondents (1.5%) for SDN Papandayan, 2 respondents (1.5%) for SDN Sukamaju, 2 respondents (1.5% ) for SDN Sukasari, 1 respondent (0.7%) for SDN Ciboureum 01, 1 respondent (0.7%) for SDN Cibutarua, 1 respondent (0.7%) for SDN Kertasari 02, 1 respondent (0.7% ) for SDN Kertasari 03, 1 respondent (0.7%) for SDN Lembangsari, 1 respondent (0.7%) for SDN Puncakmulya, 1 respondent (0.7%) for SDN Silih asih, 1 respondent (0.7%) for SDN Tarumajaya 02. So it can be said that the majority of

respondents came from SDN Citawa, SDN Pagelaran and SDN Prered (Chatrakul Na Ayudhya, Prouska, & Beauregard, 2019).

**Statistical Description**

Descriptive statistics or analysis is very important to carry out in research because descriptive statistics has a useful purpose for analyzing respondents' responses to each indicator item in the questionnaire (Othman & Elwazer, 2023).

**Table 2. Descriptive Statistics Of Quality Of Work Life**

Indicator	Question	N	Min	Max	Mean	Std. Deviation	Category
W1	The school guarantees that every teacher will remain employed for the future	135	1	5	4.27	0.839	VERY HIGH
W2	The school guarantees facilities and security for employees/teachers	135	1	5	4.21	0.823	VERY HIGH
W3	Institutions should guarantee clear career paths for employees/teachers	135	1	5	4.24	0.775	VERY HIGH
W4	There is encouragement from leaders for teachers to work better	135	2	5	4.37	0.770	VERY HIGH
W5	Schools are responsible for providing teacher allowances	135	1	5	3.97	0.938	TALL
W6	The allowance provided by the school should be commensurate with the work carried out	135	1	5	4.13	0.850	TALL
W7	The school has adjusted salaries to match the difficulty of the job	135	1	5	3.92	0.931	TALL
W8	The salary given by the company is in accordance with the work I do	135	1	5	3.90	0.992	TALL
W9	Schools should often provide training to develop teacher abilities	135	1	5	4.33	0.792	VERY HIGH

W10	Schools should give teachers the opportunity to take part in meetings with school leaders/principals	13 5	1	5	4.20	0.721	TALL
W11	The school allows teachers to express opinions during meetings	13 5	1	5	4.43	0.697	VERY HIGH
W12	I feel confident to express my opinion during meetings	13 5	1	5	4.20	0.751	TALL
Total Mean					4.18		<b>TALL</b>

\*W = Quality of work life

### Research Data Analysis

#### Classic assumption test

Testing the Classical Assumptions before carrying out multiple linear regression used in this research is the multicollinearity test, normality test and heteroscedasticity test which are used using SPSS 25 . The results of the classical assumption test analysis are presented below :

#### Multicollinearity Test

The multicollinearity test is used to determine whether there is a relationship or correlation among the independent variables. Multicollinearity states the relationship between independent variables (Erlangga, Sos, & Erlangga, 2021). A good regression model should have no correlation between independent variables (Parmenter, 2021). Detection of whether or not there is multicollinearity in the regression model can be seen from the magnitude of the VIF (Variance Inflation Factor) and tolerance. Regression is free from multicollinearity if the VIF value is  $< 10$  and the tolerance value is  $> 0.10$  (AKAR, 2018).

The table above shows that the VIF values for the three variables are none greater than 10 and the tolerance values for the three variables are greater than 0.1, so it can be said that there is no multicollinearity in the three variables. Based on the classical assumptions of linear regression, a good linear regression model is one that is free from multicollinearity. Thus, the model above is free from multicollinearity (Leitão, Pereira, & Gonçalves, 2021).

#### Normality test

There are two ways to detect whether the residuals are normally distributed or not, namely by graphic analysis and statistical tests. It is said to meet normality if the residual value is greater than 0.05. The normality test can be tested using the Klosmogorov-Smirov model. Hypothesis used:

H0: residuals are normally distributed

H1: residuals are not normally distributed

**Table 3. Normality Test Results**

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residuals
<b>N</b>		135
<b>Normal Parameters<sup>a, b</sup></b>	<b>Mean</b>	0,000
	<b>Std. Deviation Absolute</b>	0.613
		0.052

<b>Most Extreme Differences</b>	<b>Positive</b>	0.045
	<b>Negative</b>	-0.052
<b>Statistical Tests</b>		0.052
<b>Asymp. Sig. (2-tailed)</b>		0.200 <sup>c,d</sup>

The results shown in the table show that the value of Asymp. Sig. (2-tailed) is 0.200 where the value is greater than 0.05 so that the H0 provisions are accepted and it is concluded that the normality assumption is met.

### Heteroscedasticity Test

This heteroscedasticity test is carried out to find out whether in a regression model there are similarities or differences in variance from the residuals of one observation to another. If the variance from the residual from one observation to another is constant, it is called homoscedasticity and if it is different it is called heteroscedasticity (Fatmasari, Al, & Wulida, 2018). A good regression model is homoscedastic. One way to detect the presence or absence of heteroscedasticity is the Glejser test, which is done by regressing the independent variables on the absolute value of their residuals (Jabeen, Friesen, & Ghoudi, 2018).

H0: Homogeneous residual variance (no cases of heteroscedasticity)

H1: The residual variance is not homogeneous (cases of heteroscedasticity occur)

If the significant value (p-value) of all independent variables is > 0.05 then H0 is accepted, which means the residual variance is homogeneous (no cases of heteroscedasticity occur). The results of the heteroscedasticity test are as follows:

**Table 4. Glejser Test Results**

Model	Coefficients <sup>a</sup>		Standardize d Coefficients Beta	t	Sig.
	Unstandardized Coefficients B	Std. Error			
1 (Constant)	0.453	0.377		1,202	0.232
Quality Of Work life	0.005	0.005	0.084	0.921	0.359
Organizational culture	0.004	0.011	0.036	0.397	0.692
Workload	-0.019	0.009	-0.183	-2,093	0.382

**a. Dependent Variable: abs\_res**

Based on the results above for the heteroscedasticity test with the gelejser test, it is enough to look at the output coefficients table with the abs\_res variable acting as the dependent. Shows the results of heteroscedasticity testing. From these results it is known that the significant value for all independent variables is greater than 0.05 (5% alpha), which means there is no influence of the dependent variable on variables x1 x2 and x3, so H0 is accepted, so it can be concluded that this does not happen. heteroscedasticity so that the heteroscedasticity assumption is met (Aruldoss, Kowalski, & Parayitam, 2021).

### Multiple Linear Regression

Multiple linear regression analysis is a linear relationship between two or more independent variables and the dependent variable (Sahni, 2019). This analysis is to determine the direction of the relationship between the independent variable and the dependent variable which is positive or negative and to predict the value of the dependent variable if the independent variable experiences an increase or decrease (Hermawati, Suhermin, & Puji, 2019).

**Significant test of individual parameters (t statistical test)**

Basically it is used to find out how much influence each independent variable (X) has on the dependent variable (Y). The t test was carried out by comparing the calculated t-value with the t-table, with a significance level of 5%. If the t-count value > t-table then H0 is rejected and Ha is accepted, meaning there is a significant influence between each independent variable and the dependent variable. If the t-count value < t-table then Ho is accepted and Ha is rejected, meaning there is no significant influence between each independent variable and the dependent variable (Zandian, Sharghi, & Moghadam, 2020).

**Table 5. Regression t Test Results**

Model	Coefficients <sup>a</sup>				t	Sig.
	Unstandardized Coefficients		Standardized Coefficients			
	B	Std. Error	Beta			
1 (Constant)	0.985	0.638			1,544	0.125
Quality Of Work life	0.018	0.009	0.176		2,068	0.041
Organizational culture	0.054	0.018	0.246		2,947	0.004
Workload	0.039	0.015	0.208		2,553	0.012

a. Dependent Variable: Teacher Performance

**The influence of the Quality of Work life balance variable (X1) on Teacher Performance (Y)**

From the results of the analysis, the sig value is obtained. variable (X1) is 0.041 < 0.05. And the t-count value (2.068) > t-table (1.656), then H0 is rejected and H1 is accepted. It can be partially concluded that there is an influence between Quality of work life on the performance of SDN teachers in Kertasari District.

**Influence of Organizational Culture (X2) on Teacher Performance (Y)**

From the results of the analysis, the sig value is obtained. variable (X2) is 0.004 < 0.05. And the t-count value (2.947) > t-table (1.656), then H0 is rejected and H2 is accepted. It can be partially concluded that there is an influence between organizational culture on the performance of SDN teachers in Kertasari District.

**Effect of Workload (X3) on Teacher Performance (Y)**

From the results of the analysis, the sig value is obtained. variable (X3) is 0.012 < 0.05. And the t-count value (2.553) > t-table (1.656), then H0 is rejected and H3 is accepted. It can be partially concluded that there is an influence between workload on the performance of SDN teachers in Kertasari District.

**Simultaneous Significance Test (F Statistical Test)**

The f test is used to show whether all the independent variables in this regression model have a joint influence on the dependent variable.

**Discussion**

Based on the descriptive statistics that have been carried out, it can be said that several public elementary schools studied in Kertasari District have good quality of work life, very good organizational culture, large workload and very good teacher performance (Nikeghbal, Kouhnavard, Shabani, & Zamanian, 2021).

Based on the results of the tests that have been carried out, the results of the validity test show that there are 35 items which are all valid, because the r-count value > r-table (0.169). It can be concluded that the statement of 35 items is a valid statement. The results of the reliability

test can be seen in the Cronbach Alpha value, where the test results show that the Cronbach Alpha value of each variable is variable X1 (0.880), X2 (0.792), X3 (0.819), Y (0.932) > 0.60, which means that questionnaire which is an indicator of this variable is reliable or reliable (Mohammadi & Karupiah, 2020).

The results of testing the influence of the independent variable partially on the dependent variable show that Variable X3 t-count value (2.553) > t-table (1.656). This shows that improving teacher performance is influenced by quality of work life, organizational culture and workload. Therefore, the hypothesis proposed by the researcher was accepted (Desselle, Raja, Andrews, & Lui, 2018).

Judging from the tests and data obtained for regression testing, namely the t test and f test, the partial test results for the three variables have a significant influence and the results of simultaneous testing for the three variables have a significant influence (Nanjundeswaraswamy, Swamy, & Nagesh, 2020).

## CONCLUSION

This research explains the influence of Quality of work life, organizational culture, workload on the performance of elementary school teachers in Kertasari District. From the problem formulation presented in chapter 1 and the results of data testing that has been carried out as well as the discussion presented in chapter IV previously, the following conclusions can be drawn.

1. Several public elementary schools studied in Kertasari District have good quality of work life, very good organizational culture, large workload and very good teacher performance.
2. From the analysis results, the sig value is obtained. variable (X1) is  $0.041 < 0.05$ . And the t-count value (2.068) > t-table (1.656), then H0 is rejected and H1 is accepted. It can be partially concluded that there is an influence between Quality of work life on the performance of SDN teachers in Kertasari District.
3. From the results of the analysis, the sig value is obtained. variable (X2) is  $0.004 < 0.05$ . And the t-count value (2.947) > t-table (1.656), then H0 is rejected and H2 is accepted. It can be partially concluded that there is an influence between organizational culture on the performance of SDN teachers in Kertasari District.
4. From the results of the analysis, the sig value is obtained. variable (X3) is  $0.012 < 0.05$ . And the t-count value (2.553) > t-table (1.656), then H0 is rejected and H3 is accepted. It can be partially concluded that there is an influence between workload on the performance of SDN teachers in Kertasari District.
5. Simultaneously, the F-count value is 2.967 and the F-table value is 3.18, so that the F-count value (8.945) < F-table (2.67) with a significant value of  $0.000 < 0.05$ , therefore, H0 is rejected and H4 is accepted. It can be concluded that Quality of work life, work culture and workload together have a significant influence on the performance of SDN teachers in Kertasari District.

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