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Author(s)	Ramlani Lina Sinaulan

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**Novriyanto Napu, M.AppLing., Ph.D**  
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Research Article Effect of School Climate, Work Stress and Work Motivation on Performance of Teacher Ramlani Lina Sinaulan Universitas Jayabaya Jakarta, Indonesia hermansina@gmail.com Abstract: Performance is a form of behavior of a person or organization with achievement orientation. The study results are known (a) the school climate affect performance of teachers, b) there is influence of work stress on teacher performance, (c) work motivation effect on teacher performance, d) school climate influence on job motivation of teachers, and (e) work stress effect on work motivation of teachers.

Suggestions studies (a) improving teacher performance should be the top priority schools in school management efforts. This condition given that performance of teachers are the main pillars that determine the success of the school in improving quality of students. Therefore, performance of the teacher must always be good and necessary to update the knowledge of teachers on the latest information in education as benchmarks increase teacher performance, (b) job motivation of teachers needs to be improved, among others, with reward and punishment impartial towards the success achieved by the teacher as well as the violations committed so that it becomes part of an effort to motivate teachers to work.

Keywords: school climate; work stress; work motivation and performance It is known that the Teacher Competency Standards in Indonesia was developed as whole consists of four core competencies, namely: Pedagogical Competence, Personality, Social, and Professional. The fourth Competence integrated with teacher performance. Teachers Competency Standards include core competencies of teachers who developed into Teacher Competence Early Childhood Education, Elementary School, High School and Vocational School.

There are four things that must be controlled by teachers, namely: master the material, capable of diagnosing students' behavior is able to implement the learning process and be able to evaluate student learning outcomes. Teacher's performance is affected by many factors, one of which is the school climate. Describes the school climate conducive

school environment where students can learn and teachers can teach comfortably and full sense of responsibility.

The quality of the school environment that is not a conducive teacher can increase the likelihood of becoming depressed, feel inadequate, that lead to emotional and behavioral problems. Another factor that can affect the performance of teachers is job stress. Stress is part of the psychological symptoms experienced by a person, because of the condition of tension or pressure as a result of something that can affect the emotions and the thinking process. Teacher performance can decrease if the intensity level of stress that is too big.

As a result, teachers will be shackled with problems that can disrupt their operations. Work motivation of teachers is another factor that can affect the performance of teachers at work. Teacher work motivation plays an important role because of the high motivation, each teacher can actualize his duties properly.

A motivation of teachers' work looks of excitement and enthusiasm of teachers for work. Teachers' work motivation is the willingness of teachers to perform his duties, but the reality is seen that not all teachers have high motivation. Some of the terminology associated with this study are as follows: Teacher performance Dharma (2005: 4) defines the performance is the result of the function of a job and a particular activity during a specific time period.

Hasibuan (2007: 18) states the performance embodies the work done by the employee which is usually used as the basis for an assessment of the employee or the organization. Yuwono et al. Nogi (2005: 180) argues that the dominant factors affecting the performance of an organization includes management's efforts to translate and align organizational goals, organizational culture, quality of human resources of the organization and effective leadership.

According to Rival (2004: 309), the performance of teachers is a real behavior displayed by the teacher as job performance based on established standards and in accordance with its role in the school. Hadiyat (2012: 31) suggests that teacher performance can be seen from some of the principal aspects, namely; a) create a lesson plan, b) create a media / props learning; c) guiding and implementing learning; d) designing refineries class, and e) evaluate learning Based on the above it can be synthesized that teacher performance is a performance that is realized in the form of a teacher's ability to implement the main task properly and professionally in learning actualized in the form of the ability of teachers to create lesson plans, design media / learning; implementing learning activities; designing classroom management, evaluate learning, and perform

feedback on the learning process is carried out.

School climate Hoy and Miskel (in Pretorius and Villiers, 2009: 33) describes the school climate refers to the heart and soul of a school, psychological and attributes of an institution that makes the school has a personality, a relatively survived and experienced by all members, which describes the collective perception of behavior routine, and will influence the attitudes and behavior in school.

Styron and Nyman (2008: 2) describes the climate of the school is an important component to realizing an effective middle school. School climate is a youthfriendly environment, relaxed, polite, calm and energetic. Overall school climate can be improved by a positive attitude and behavior of the students and teachers.

Handoko (1996) as mentioned six dimensions of organizational climate as follows: "a) flexibility conformity; b) responsibility; c) standards; d) reward; e) clarity; f) Commitment scene. Kusriyanto (1996) said, a) Structure, b) Responsibility, c) Reward, d) warm, e) Support, f) Organizational identity and loyalty, g) Risk. Based on the above, can be synthesized that the school climate is the collective perception of the quality and character of the atmosphere of school life that shape the expectations and feelings of the entire school community to work and have a harmonious social relations among citizens of the school and has a clarity of tasks that must be completed to achieve the school's vision.

The indicator used to measure this variable is flexibility, responsibility, work standards, rewards, clarity, and commitment. Stress According to Spielberger in (Handoyo, 2001: 63) mentions that stress is the external demands that the person, such as objects in the environment or stimulus the objectively dangerous.

According to Bahram in (Handoyo; 2001: 68), stress symptoms may be signs of the following: 1) Physical, which is difficult to sleep or irregular sleep, headache, constipation, and others; 2) Emotional, is grumpy, irritable and oversensitive, restless and anxious, and others; 3) Property, which is forgetful, distracted, decreased memory, hard to concentrate, excessive dreamy, thought only filled with one thought alone; 4) Interpersonal, namely indifference and silence of others, trust in others decreased, and etc.

Robbins (2006: 800) states that there are several indicators of stress that can be used to measure the level of stress in educational organizations, this indicator is: (1) the physiological symptoms, related to aspects of health and medical services, can be seen from the changes in metabolism, increased heart rate, and breathing, increased blood

pressure, cause headaches and cause a heart attack; (2) psychological symptoms, seen from dissatisfaction, tension, anxiety, irritability, boredom, and a procrastinator; (3) behavioral symptoms, seen from the changes Productivity, absenteeism, employee turnover rate, changes in eating habits, increased consumption of cigarettes and alcohol, rapid speech, restlessness, and sleep disturbance.

Based on the study of theory, it can be synthesized that work stress is a state of the soul that is in physical and mental pressure on the person who makes the person is not able to respond appropriately and adequately to the environmental conditions they face are usually caused by different aspects, namely the associated with (1) the physiological symptoms (2) psychological symptoms, and (3) the behavioral symptoms.

Motivation Davidoff (1987: 286) argues that "the motivation related to the internal state that may also be the encouragement of necessity or the beauty and the need for freedom of action (self-actualization)". Terry (2009: 130) argues that the motivation of a person can be seen from some of the following behaviors: a) zeal in carrying out duties, b) motivation to carry out the tasks, and c) to accomplish goals.

There are several theories related to work motivation, namely: (a) the theory of needs Maslow (hierarchy of need theory); (B) Two-Factor Theory of Motivation Herzberg (the two Factors Theory). Based on the above it can be synthesized that motivation is the energy change in themselves teachers to work that is characterized by the appearance feeling/ behavior that drives these teachers to work as directed in achieving the goals that have been set, which is indicated by the spirit in carrying out the task, the urge to duties, as well as to accomplish goals. METHOD This study was conducted to determine the contribution of the proposed variables on teacher performance.

So it can know which variables were more dominant as the determination of teacher performance. Regression analysis was used as a tool to analyze the set of requirements that must be met from the data obtained. Having in mind the effect of each variable is then compiled some suggestions and recommendations from the study conducted.

Data analysis was performed using SPSS version 17. RESULT AND DISCUSSION  
Statistical Analysis Before performing data analysis using regression, first checking the requirements analysis. Results of testing the normality of the data by using SPSS for variable performance and motivation.

The analysis showed the coefficient of Kolmogorov-Smirnov (KS) of 1.303. The value of Z-table at a significance level of 5% is 1,96. When compared, the Kolmogorov-Smirnov value obtained is still less than the Z-tables so  $H_0$  accepted. It can be concluded that the

performance variable data had a normal distribution. The analysis showed the coefficient of Kolmogorov-Smirnov (KS) of 1.656.

The value of Z-table at a significance level of 5% is 1,96. When compared, the Kolmogorov-Smirnov value obtained is still less than the Z-tables so  $H_0$  accepted. It can be concluded that work motivation variable data had a normal distribution. In the table 1 coefficient appears that at column sig (significance) obtained sig 0.00. Turns sig value 0,000 lower than the probability value 0.05 or  $0.00 < 0.05$ , then  $H_0$  is rejected and  $H_a$  accepted means of path analysis coefficient is significant. So the school climate influence performance.

In table 1 coefficient appears that at column sig (significance) obtained 0.007 sig. Turns sig value 0,007 lower than the probability value of 0.05 or  $0.007 > 0.05$ , then  $H_0$  is rejected, meaning that the coefficient is significant path analysis. So the work stress has direct influence on the performance. In table 1 coefficient appears that at column sig (significance) obtained 0.035 sig. Turns sig value 0,035 lower than the probability value of 0.05 or  $0.035 > 0.05$ , then  $H_0$  is rejected, meaning that the coefficient is significant path analysis. So Motivation direct effect on performance. Table 1.

Coefficient Significance Coefficientsa Model Unstandardized Coefficients Standardized Coefficients B t Sig. Std. Error Beta 1 (Constant) 71.378 21.366 3.341 .001 X1 .504 .120 .471 4.191 .000 X2 -.256 .092 -.284 - 2.778 .007 X3 .058 .137 .043 1.420 .035 a.  
Dependent Variable: Y Table 2. Summary Model ANOVAb Model Sum of Squares df Mean Square F Sig. 1 Regression 1993.189 2 996.595 17.000 .000a Residual 4279.587 73 58.624 Total 6272.776 75 a.

Predictors: (Constant), X2, X1 b. Dependent Variable: X3 Table 2 Summary Model obtained value  $R = 0.504$  and Table 7 ANOVA obtained F value of 17.000 with a probability value (sig) = 0.000. Because sig  $< 0.05$ , then the decision  $H_0$  is rejected and  $H_a$  accepted, meaning a school environment and work stress influence simultaneously on work motivation.

In Table 3 coefficients appears that at column sig (significance) obtained sig = 0,000. Turns sig value 0,000 lower than the probability value 0.05 or 0.00 value  $< 0.05$ , then  $H_0$  is rejected and  $H_a$  accepted means analysis path coefficients are significant. So climate have a significant effect on work motivation. In Table 3 coefficients appears that at column sig (significance) obtained sig = 0.232. Turns sig .232 smaller than the probability value 0.05 or value  $0.232 < 0.05$ , then  $H_0$  accepted means analysis path coefficient is not significant. So stress had no significant effect on work motivation. Table 3.

Coefficient Significance Coefficients a Model Unstandardized Coefficients Standardized Coefficients B t Sig. Std. Error Beta 1 (Constant) 71.281 16.251 4.386 .000 X1 .382 .093 .476 4.123 .000 X2 -.094 .078 -.139 - 1.206 .232 a. Dependent Variable: X3 School Climate and Teacher Performance The first hypothesis testing results show that there is a school climate influence on teacher performance.

These findings provide information that the school environment has a considerable influence not only the achievement of the objectives the institution, but also on teacher performance. In this context, school climate conducive to making a positive contribution to the improvement and the improvement of teacher performance. This finding is consistent with the theory of French (1994: 90), that the school climate is something that can be measured, is a collection of perceptions of the members of the organization about these aspects in her work life that connects motivation and their performance, especially the culture of the organization, leadership style applicable, the level or degree of structure, and the practices and policies that are personal.

The views expressed by the French support the results of this study, that the school climate conducive to pick a significant contribution to improving teacher performance. In this context, school climate conditions that give teachers the opportunity to be creative in their duties then provides the opportunity for teachers to improve the quality of work so as to improve the performance of teachers optimally.

If observed that school climate that is conducive very necessary for teachers to foster urge within the teacher to work more excited. This means that the school climate influential on the level of teacher performance. Thus, the school climate needs to be conditioned in such a way by all stakeholders, in order to facilitate teachers to work well so as to improve the performance of teachers optimally. Stress and Teacher Performance The second hypothesis testing results indicate that there are effects of job stress on teacher performance.

The results of this study indicate that teacher performance is largely determined by job stress. Teachers with high stress levels certainly cannot work properly. The concentration of the teacher can be decreased and its performance cannot develop properly if it is in a state of stress. The findings of this study are consistent with the opinion expressed Yulianti, (2011: 10) that, conditions of work stress experienced by a person consequences on the condition of tension related to emotions, the mind, and physical condition.

In such conditions, the person's ability to work will decline and the implications for the



less productive in completing the work. This opinion basically shows that the state of someone who is depressed due to face severe problems or other emotional state made him unable to work properly. Teachers as professional work, demanding teachers can work well.

Therefore various gal that can affect the emotional state of teachers and can lead to stress needs to be minimized so that teachers can work well and show optimal performance. Anoraga and Suyati (2009: 178) confirm the results of this study by stating that the stress that occurs in one can affect productivity in the work, due to physical or emotional stress he endured.

Thus, efforts to improve teacher performance should begin with the creation of physical and psychological condition so that teachers can work well without pressure so that creativity and teacher performance can be increased. The findings of the research were also supported by the opinion of Rice (1999: 55), that: Work stress more harm themselves or school.

Pada teachers themselves teachers, the consequences can include a decrease in morale, high anxiety, frustration and so forth. The consequences in this teacher do not only affect the work activity, but may extend beyond the creativity other such work can not sleep quietly, appetite decreased, less able to concentrate, and so forth.

Thus, job stress can harm themselves, teachers, themselves and the school where the teacher is carrying out its duties, because of work stress affects the state of psychology and health teachers such as sleep disturbance, appetite diminished and unable to concentrate all of which decrease the performance of teachers themselves, Rival and Mulyadi (2012: 56), confirmed that the symptoms of job stress can be seen through: "(a) low job satisfaction; (b) declining performance; (c) the passion and energy to be lost; (d) the communication is not smooth; (e) the lack of proper decision making; (f) lack of creativity and innovation; (g) always do the tasks that are not important and effective".

Based on these opinions can be explained that if a teacher shows or experience symptoms as described, it can be ascertained that the teacher experiencing work stress, and this affects the quality of teacher performance itself. Motivation and Teacher Performance The third hypothesis testing results show that there is an influence motivation to work on teacher performance.

The results showed that motivation of teachers affects the performance of teachers. Motivation is the drive to work well in an effort to improve the quality of work. Donnelly (2003: 94) provides motivation limitation is a capability that we use when we describe

the forces that work against or within the individual to initiate and direct behavior.

Further confirmed that motivation is the result of a number of processes that are internal, or external to an individual, giving rise to enthusiasm and persistence, in terms of carrying out certain activities. " Thus, the motivation of a person will direct it to work well, have a high achievement and be able to significantly improve their performance optimally.

High work motivation that teachers have become a positive thing evokes, directing, and maintaining the behavior of the teachers to always maintain professionalism in their work. The study's findings are supported by Yulk. (1996: 123) argues that the motivation is a series of processes that encourage the person's behavior and lead to the achievement of some goals or more briefly to encourage someone to carry something that should be done voluntarily and with good.

Wexley and Yulk (1977: 83) states that "motivation to participate determine the level of achievement of performance." Thus, efforts to improve the performance of teachers in performing their duties need high motivation to constantly improve the quality of work and working to improve sustainable performance. Therefore, teachers need to work motivation is always enhanced in order to contribute to the improvement of teacher performance.

School Climate and Motivation The fourth hypothesis testing results show that there is a school climate influence on the motivation of teachers. Work motivation of teachers is a thrust effect, arousing, directing and maintaining the behavior of a person to perform his duties as teacher educators and teachers with all its capabilities and expertise in order to realize educational goals that have been determined.

Work motivation of teachers to develop optimally if the school climate conducive. The study findings showed that motivation of teachers is determined by a school climate that is conducive. This finding is supported by the opinion of Suhendra, (2013: 45), who argued that "The climate of the organization greatly affect the motivation and productivity of its members to participate, there is also a climate that actually extinguishes motivation to excel".

The description indicates that provide education stakeholders need to always pay attention to the teacher of the school climate. Principals need to create a favorable climate and should try to manage the school climate, in order to create an atmosphere that fosters the spirit and excitement of the work of the teacher. Through such an atmosphere the teachers will feel calm, comfortable, do not be afraid of the work.

It provides positive implications for improving the performance of teachers. A school climate that is conducive could be created if the communication among the people involved in the work in the school is always good. Hoy and Miskel, (2001: 190). Education stakeholders in the school need to maintain an atmosphere of togetherness in work.

Among the teachers should support each other and contribute to each other in the work. Peer concepts can be developed in order to create a school climate that is work-based school climate. Every teacher should have high self-awareness, the climate of the school-based work will encourage to improve performance at work.

**Stress and Motivation** The fifth hypothesis testing results indicate that there are effects of job stress on the motivation of teachers. These findings provide information that the stress experienced by teachers have an impact on work motivation. Teacher thinking about the high job stress can cause physical and mental pressure so that teachers cannot provide an appropriate and adequate response to environmental conditions it faces. This can lead to job motivation of teachers less well developed.

The results of this study are supported by the opinion expressed by Siagian (2008: 83), states that stress is "the condition of the tension affecting the emotions, the mind, physical condition, as well as the motivation to work. Stress that cannot be overcome by either generally results in the inability to interact positively with the environment, both in the work environment and the external environment".

This opinion explains that teachers are not able to balance between the emotional level and way of thinking will lead to stress which impact on the poor effect or interaction between individuals that took place in school. Gibson (1996: 149), suggests that the conditions of teachers who experience stress teachers' work can be sourced from the environment that suppresses the individual to respond to a stressor, also as a result of the interaction between the environmental stimulus and response of the individual (teacher).

Work motivation one can decline if work stress experienced very high. Physical and psychological activity will be paralyzed so that the drive to work to be minimal. The Gibson Opinion implies that teachers work stress may be viewed from several perspectives that stress experienced by teachers may come from outside the work environment or the working environment, and teachers are required to be able to face the problems that cause the stress.

These capabilities have a positive impact on the improvement of teachers' motivation to work on an ongoing basis. In Law teacher no. 14 In 2005 the teacher is not just a job or livelihood that requires technical skills, but also the theoretical knowledge. Just an example, anyone can be skilled in first aid in an accident (first aid), but only a doctor can recognize and be recognized have a theoretical understanding of human health and disease. Even though with the work of education.

Anyone can be skilled to teach others, but only those who are armed with professional education teacher who could assert themselves have a theoretical understanding of the field of educational expertise. This educational qualification can only be obtained through formal education and levels of certain fields. Teacher competency includes pedagogical competence, personal competence, social competence, and professional competence acquired through professional education.

Pedagogical competence refers to the ability to manage the learning of students. Personal competence refers to the ability of a stable personality, noble, wise and dignified as well as being exemplary learners. Professional competence refers to the ability to master the subject matter is broad and deep.

Social competence refers to the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students and the surrounding community. Apparently, Although the educational qualification requirements are met, is not of itself mean a person can work professionally because there should be enough evidence that he has the expertise, skills, or skills that meet certain quality standards or norms.

Therefore, later determined that the educator certification is a recognition given to teachers and lecturers as professionals. Terms profession is enforcement training and practices that governed independently (self-regulated training and practice). When most people work under strict supervision of the boss, not so with the profession.

Professional work enjoys a high degree of autonomy, which even tended to work independently. A number of professional training is still required and organized by professional associations. Formal degree and various forms of certification required for professional practice.

In fact, on a number of a well-established profession, political lobbying of professional associations could provide legal witness against those who practice without the related certifications. CONCLUSION Based on the analysis outlined earlier can put forward some conclusions as follows: (1) There is a school climate influence on teacher performance.

This means that the school climate conducive to making a positive contribution to the improvement and the improvement of teacher performance, (2) There is the effect of work stress on teacher performance. This means that job stress is high could cause the low performance of teachers, on the contrary stress low work affects the improvement of teacher performance, (3) influences of motivation to work on teacher performance, which means that a high work motivation that teachers have a significant contribution to improving the performance of teachers, (4) There is a school climate influence on work motivation of teachers.

This means that school climate conducive provide the opportunity for teachers to work so well that increasing the motivation to work, (5) There is the effect of work stress on work motivation of teachers. This means that the higher the stress of work teachers have had the potential to affect the low motivation to work. Conversely, low stress can increase the motivation of teachers in work.

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