THE PERFORMANCE OF ECONOMIC TEACHERS AS LEARNING DRIVERS IN THE SOCIETY 5.0 ERA IN BANYUWANGI REGENCY, INDONESIA

Istiqomah Ahsanu Amala[1], Maziyatus Sariroh Yusro[2], Muhammad Fuad[3], Endah Nur Amalina[4], Nasikh[5], Grisvia Agustin[6] and Ulul Azmi Muhammad[7]

[1,4,5,6]Universitas Negeri Malang, Department of Development Economics,
Malang, 65141, Indonesia

[2]SMP Darussyafaah,
Banyuwangi, 68465, Indonesia

[3]Universitas Lampung, Department of Indonesia Language Education,
Bandar Lampung, 35141, Indonesia

[7]STKIP PGRI Bandar Lampung,
Bandar Lampung, 35141, Indonesia

ABSTRACT

The rapid development of technology in the era of society 5.0 must be avoided in some fields, including education. As educators in the era of society 5.0, economics teachers must pay attention to and always review their work as spearheads and facilitators in all educational processes. This study aims to determine the variables that can improve a teacher's performance and understand the main variables that need to be considered in improving the performance of economics teachers as a driving force in planning, implementing, and evaluating learning in the 5.0 society era in Banyuwangi Regency, Indonesia. The research method used was quantitative with the type of explanatory research, instrument testing using IBM SPSS Statistics 25. The results showed that work motivation, teaching abilities, and school culture influenced the performance level of economics teachers in Banyuwangi Regency, Indonesia. The variable with the most significant influence on teacher performance as a support for learning in the 5.0 society era is the teacher's teaching ability variable, with a practical contribution percentage of 29.74%.

KEYWORDS: Teacher Performance, Economics Teacher, Learning Drivers, 5.0 Society Era

1. INTRODUCTION

The development of education today is marked by various advances, especially in technology. Currently, Indonesia is in a transitional period towards a new normal era. During this transition period, the use of technology for learning is increasing rapidly with the implementation of online learning. Saragih (2022) suggests that using information technology in education is essential for

improving learning outcomes and producing better output. As educators in the era of society 5.0, teachers must have skills in the digital field and think creatively. Wibawanto & Roemintoyo (2020) explain that the use of technology in learning in the society 5.0 era is expected to increase learning effectiveness. Digitalization of education is no longer a future trend but a current trend (Rosak-Szyrocka et al., 2022). Therefore, teachers must be more innovative and dynamic when teaching in class (Husain, 2021). Teachers are an essential part of education and have a strategic position in implementing education in schools. Oktaviani (2015) states that the teacher is a component that significantly influences the creation of quality learning processes and outcomes.

The existence of teacher becomes the spearhead and facilitator in all educational processes. By paying attention to the importance of teacher performance in education, of course, it is necessary to have adequate quality in carrying out their duties and responsibilities according to established standards (Wahyuningsih, 2017; Haibullah, 2012). Without specific skills or abilities, teachers cannot carry out their duties and professional functions as teachers (Mahmud, 2012). Excellent and high teacher performance will improve the quality of education in schools.

Susanto (2016) states that teacher performance is the work achieved by a teacher in an educational institution following the duties and responsibilities in achieving educational goals. Teacher performance can be seen based on the responsibilities they hold, being able to master various forms of learning methods and models, and being able to use learning media aids so that students do not feel bored and bored in learning activities. According to Rachmawati & Daryanto (2013), there are six indicators of teacher performance, namely skills in making planning programs and teaching preparation, mastering material, using teaching strategy methods, giving assignments to students, managing classes, and conducting assessments and evaluations. Supardi (2013) states that teacher performance can be demonstrated through indicators used in performance evaluation, such as the ability to prepare lesson plans, the ability to carry out learning, the ability to establish interpersonal relationships, the ability to evaluate learning outcomes, the ability to carry out learning outcomes, and the ability to enrich and improve.

Teacher performance evaluation or assessment is critical and aims to determine the teacher's ability to carry out tasks through mastery of the abilities shown by the teacher (Riyadi & Mulyapradana, 2017). According to Dayanti (2017), finding someone's expertise within the scope of agencies and companies can be done by looking at the performance produced by that person while carrying out their professional duties. Good teacher performance creates good teaching and learning activities and vice versa.

In efforts to improve good teacher performance following expectations, it is necessary to have work motivation in a teacher. Zuhriyah (2015) suggests that teacher performance can be influenced by motivation, both internal and external motivation. Internal motivation includes a willingness to achieve and grow, enjoy work, and have a sense of responsibility (Damanik, 2018). External

motivations include getting promoted, having good points, and being appreciated by friends. If this is achieved through work, it can generate motivation to do a good job (Dewi, 2014). High work motivation can make someone enthusiastic at work. According to Yuliani (2015), work motivation is the driving force that makes a person willing to carry out their duties and obligations to achieve the set goals, so work motivation can influence the teacher's desire to improve or not improve their performance.

In addition to work motivation, teaching skills are also needed to improve teacher performance. According to Kunandar (2015), the ability is owned by someone to carry out a job and learn a process carried out by the teacher in developing student learning activities. Based on this statement, it can be concluded that the teacher owns the ability to teach to do work in student learning activities.

Improving teacher performance is not limited to work motivation and teaching ability. School culture is also a factor in improving teacher performance. School culture includes a model of values, principles, traditions, and habits, which are formed in the school's long-term development, and become a reference for all school members to encourage the emergence of citizenship attitudes and behavior (Oktaviani, 2015). A good school culture influences every behavior, so its members complete their work according to their duties and responsibilities. School culture is also called work atmosphere, which describes the working conditions and relationships between teachers and teachers and school principals, teachers and students, teachers and other education personnel, and teachers and the school community.

Previous research shows that school culture, teaching ability, and work motivation positively and significantly affect teacher performance (Sari, 2018; Rofiah, 2019; Hariansyah et al., 2019; Rachmawati, 2018). However, the reality found on the ground may differ from what it should be. There are still teachers in several schools who need to carry out their responsibilities as teachers correctly or according to the existing qualifications. For example, in the learning process, activities are less enthusiastic, not on time when entering class, the material provided needs to follow the lesson plans, and poor class management. During the teaching and learning process, the models and media used are less effective and creative, inaccuracies in providing information or material so that material delays occur, social interaction is not good enough to affect performance, the use of monotonous learning models and methods, and teacher preparation is lacking when carrying out learning activities. Therefore, this research aims to to determine the variables that can improve a teacher's performance and understand the main variables that need to be considered in improving the performance of economics teachers as a driving force in planning, implementing, and evaluating learning in the 5.0 society era in Banyuwangi Regency, Indonesia.

2. METHODOLOGY

The design of this study uses quantitative methods. This type of research is explanatory to find out that there is no influence or relationship between the independent variables on the dependent variable. This

study's independent variables are divided into work motivation, teaching ability, and school culture. Meanwhile, the dependent variable in this study is the performance of the economics teacher as a driving force in planning, implementing, and evaluating learning in the 5.0 society era in Banyuwangi Regency.

The population used in this study were all high school/MA-level economics teachers in Banyuwangi Regency. The sample used in this study were all SMA/MA Banyuwangi Regency economics teachers, totaling 60 less than 100. Based on the variables studied, namely work motivation (X1), teaching ability (X2), and school culture (X3) on teacher performance (Y), then the instrument used in this study was a questionnaire. The questionnaire in this study was used to facilitate the measurement of work motivation, teaching ability, school culture, and teacher performance variables. Instruments must go through a testing process before being used in research. A good instrument must meet the validity test and reliability test. The validity test is used to measure whether a questionnaire is valid. If the item scores in the questionnaire are proven to have a significant positive correlation with the total score, then say that the item is valid. At the same time, the reliability test is a test instrument used to determine the extent to which measurement results can be trusted. In this research, the test instrument used IBM SPSS Statistics 25. The following steps in this study: 1) multiple linear regression analysis; 2) classic assumption test, which consists of normality test, multicollinearity test, and heteroscedasticity test; 3) the hypothesis test has two tests, namely the t-test and F test; 4) adequate funds; and 5) the coefficient of determination or R2.
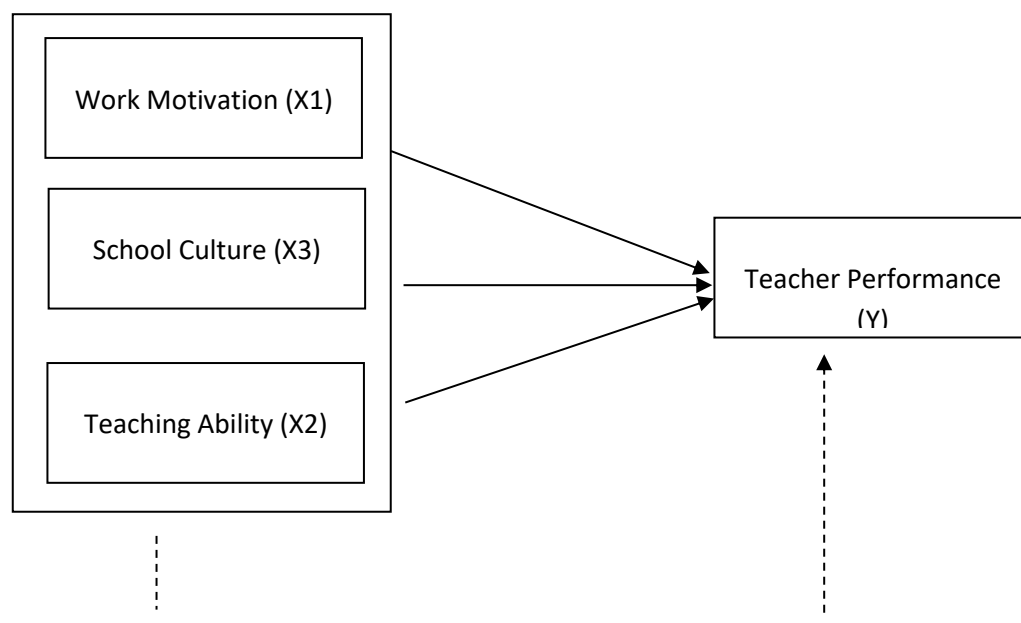

Figure 1: Research Design

3. RESULTS

3.1 Multiple Linear Regression Analysis

Table 1: Results of Multiple Linear Regression Analysis

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	8.277	3.905		2.120	.038
Work Motivation	.292	.137	.239	2.128	.038
Teaching Ability	.413	.106	.421	3.904	.000
School Culture	.223	.092	.262	2.427	.018

a. Dependent Variable: Teacher Performance

(Source: Results of 2022 Research Data Processing)

The following equation can be taken based on the multiple linear regression analysis tables above.

$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$

$Y = 8{,}277 + 0{,}292X_1 + 0{,}413X_2 + 0{,}223X_3 + e$

Explanation   :

Y   : Teacher Performance

a   : Constant

b1, b2, b3   : Regression Coefficient

X1   : Work Motivation

X2   : Teaching Ability

X3   : School Culture

e   : *error*

Based on the multiple linear regression equation, it can be explained that the value of a is 8.277, meaning that if the variables X1, X2, and X3 are considered constant, then the magnitude of the variable Y is 8.277. The b1 value is the regression coefficient of the work motivation variable, which is equal to 0.292, so if the X1 variable experiences an addition of 1, then the Y variable will increase by 0.292, assuming the other variables remain the same. The b2 value is the regression coefficient of the teaching ability variable, which is 0.413, meaning that if the X2 variable experiences an addition of 1, then the Y variable will increase by 0.413, assuming the other variables are constant. The b3 value is the regression coefficient of the teaching ability variable, which is 0.223, meaning that if the X3 variable experiences an addition of 1 unit, then the Y variable will increase by 0.223, assuming the other variables are the same. Error or e is the possible error of the multiple linear regression model equation due to the influence of other variables that affect teacher performance but are not contained in the multiple linear regression equation.

3.2 Classic Assumption Test
3.2.1 Normality Test

Table 2: Normality Test Results

One-Sample Kolmogorov-Smirnov Test		Work Motivation	Teaching Ability	School Culture	Teacher Performance
N		60	60	60	60
Normal Parameters[a,b]	Mean	30.00	44.11	43.83	45.00
	Std. Deviation	4.998	6.223	7.153	6.100
Most Extreme Differences	Absolute	.129	.129	.163	.094
	Positive	.087	.129	.138	.049
	Negative	-.129	-.101	-.163	-.094
Kolmogorov-Smirnov Z		.997	1.002	1.264	.726
Asymp. Sig. (2-tailed)		.273	.267	.082	.667

a. Test distribution is Normal.

b. Calculated from data.

(Source: Results of 2022 Research Data Processing)

In testing the normality of the regression model data using the Kolmogorov Smirnov One Sample test based on decision-making, the data is typically distributed if the significance value is > 0.05. Based on the normality test using the Kolmogorov Smirnov One Sample, it can be concluded that the significance level obtained from the variables X1, X2, and X3 is more than 0.05. That way, the data is typically distributed.

3.2.2 Multicollinearity Test

Table 3: Multicollinearity Test Results
Coefficients[a]

Model		Collinearity Statistics	
		Tolerance	VIF
1	Work Motivation	.542	1.846
	Teaching Ability	.588	1.702
	School Culture	.588	1.700

a. Dependent Variable: Teacher Performance

(Source: Results of 2022 Research Data Processing)

In the multicollinearity test, the basis for taking is according to the tolerance value and the VIF value to determine whether or not multicollinearity exists in the independent variables. Based on the multicollinearity test, it can be concluded that the tolerance value of the three variables is more significant than 0.10, meaning that the data does not have multicollinearity in the regression model. Meanwhile, based on the VIF value of the three variables, it is less than 10.00, meaning that the data does not have multicollinearity in the regression model.

3.2.3 Heteroscedasticity Test

Table 4: Heteroscedasticity Test Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.027	2.252		3.120	.003
	Work Motivation	.088	.079	.193	1.115	.270
	Teaching Ability	-.081	.061	-.221	-1.328	.190
	School Culture	-.071	.053	-.223	-1.342	.185

a. Dependent Variable: Teacher Performance

(Source: Results of 2022 Research Data Processing)

Tests on the heteroscedasticity test are used to find out whether, in the regression model, there is an inequality of variance and residuals from one observation to another. A good regression model is a model that does not have heteroscedasticity. Based on the table data above, it can be concluded that the significance of the three variables is more significant than 0.05, meaning that the data does not show symptoms of heteroscedasticity.

3.3 Hypothesis Testing
3.3.1 T-Test

Table 5: T-Test Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.277	3.905		2.120	.038
	Work Motivation	.292	.137	.239	2.128	.038
	Teaching Ability	.413	.106	.421	3.904	.000

School Culture	.223	.092	.262	2.427	.018

a. Dependent Variable: Teacher Performance

(Source: Results of 2022 Research Data Processing)

Based on the table above, it is known that the significance of work motivation is less than 0.05 (0.038 <0.05), while the t count is more significant than the t table (2.128 > 2.003), so the hypothesis is accepted, meaning that there is an influence between work motivation on teacher performance the economy of Banyuwangi Regency. Then, it is known that the significance of the variable teaching ability is less than 0.05 (0.000 <0.05). In contrast, the t count is more significant than the t table (3.904 > 2.003), so the hypothesis is accepted, meaning that there is an influence between teaching ability on economics teacher performance Banyuwangi Regency. Finally, it is known that the significance of the school culture variable is less than 0.05 (0.018 <0.05), while the t count is more significant than the t table (2.427 > 2.003), so the hypothesis is accepted, meaning that there is an influence between school culture on the performance of economics teachers in Banyuwangi Regency.

3.3.2 F Test

Table 6: F Test Results
ANOVA[b]

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1355.524	3	451.841	30.131	.000[a]
	Residual	839.779	56	14.996		
	Total	2195.303	59			

a. Predictors: (Constant), School Culture, Teaching Ability, Work Motivation

b. Dependent Variable: Teacher Performance

(Source: Results of 2022 Research Data Processing)

The F test is used to simultaneously determine the effect of the independent variables X1, X2, and X3 on the dependent variable, namely teacher performance (Y). Based on the table, it can be seen that the significance value of the F test is 0.000 <0.05, meaning that the hypothesis is accepted (the independent variable simultaneously influences the dependent variable). Meanwhile, for a comparison of F count and F table, it is known that F count > F table (30.131 > 2.77) means that the hypothesis is accepted (the independent variable simultaneously influences the dependent variable).

3.4 Effective Contribution

Table 7: Results of Effective Contributions

Variable	Beta	Zero-order	Effective Contribution
Work Motivation	.239	.645	15.42%
Teaching Ability	.421	.706	29.74%
School Culture	.262	.634	16.58%
Total			61.75%

(Source: Results of 2022 Research Data Processing)

Effective contribution is used to see the number of contributions to each variable, namely the independent and dependent variables, by using the beta coefficient and zero order in each variable. The practical contribution above can be seen from the beta X1 of 0.239, X2 of 0.421, and X3 of 0.262. Meanwhile, the zero-order value X1 is 0.645, X2 of 0.706, and X3 of 0.634. The results of the calculations in the table above show that the percentage of effective contribution that each variable has is different. The most influential or highest effective contribution to the performance of economics teachers in Banyuwangi Regency is the teaching ability variable (X2), with a practical contribution percentage of 29.74%.

3.5   Coefficient of Determination (R Square)

Table 8: Results of the Coefficient of Determination
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.786[a]	.617	.597	3.872

a. Predictors: (Constant), School Culture, Teaching Ability, Work Motivation

(Source: Results of 2022 Research Data Processing)

The coefficient of determination (R Square) can be used to determine how much influence X has on Y. Based on these data, it can be seen that the coefficient of determination (R Square) is 0.617, meaning that 61.7% of teacher performance is influenced by work motivation, ability teaching, and school culture. Meanwhile, the remaining 38.3% (100 – 61.7) is influenced by other variables outside the

variables studied or are called residual variables or e-values, where this e-value can be calculated 1-R2 (1 − 0.617 = 0.383).

4. Discussion

4.1 The Effect of Work Motivation on the Performance of Economics Teachers in Banyuwangi Regency

The results of research conducted on economics teachers in Banyuwangi Regency partially show a positive and significant influence between work motivation and teacher performance. When teachers have high work motivation, they try to maximize their duties and responsibilities. Conversely, if a teacher has low work motivation, the teacher tends to be lazy, so the teacher's performance decreases.

Work motivation is the primary determinant of one's performance because it comes from individuals who can motivate someone to work hard and improve their performance. In line with the theory put forward by Gibson et al. (Hairul, 2016), motivation is a concept that can be used to describe drives that arise from outside or within a person to move and direct behavior. The next theory from Winardi (Setiyati, 2014) is that work motivation is a potential force that exists in the human body and can be developed by external forces that range from financial rewards (salaries, wages) and non-financial rewards (jobs, promotions, work environment, and others) that have a positive or negative effect on their performance.

Based on the research on descriptive data analysis, it was found that 80% of the work motivation possessed by economics teachers in Banyuwangi Regency was classified as very high. The teacher's high work motivation positively impacts the teacher's performance. Thus, to improve teacher performance, it is necessary to increase work motivation both from the individual himself and from outside the individual. This study's results align with research conducted by Rachmawati (2018), which states that work motivation has a positive and significant effect on teacher performance at SMP Muhammadiyah 3 Depok Yogyakarta.

4.2 The Effect of Teaching Ability on the Performance of Economics Teachers in Banyuwangi Regency

The results of research conducted on economics teachers in Banyuwangi Regency partially show a positive and significant influence between teaching ability and teacher performance. The ability to teach has a vital role in teaching and learning activities, meaning that the better the ability to teach from a teacher's perspective, the better the teacher's performance will be. In the descriptive data analysis, teaching abilities assessed through the teacher's perspective produce a very high category with a percentage of 78%. A good teacher will have a positive perspective and broad insight into his profession's duties and responsibilities. Through the demands of teacher duties and the responsibilities they carry, it can be understood that the teacher will try to fulfill a teacher's competence, one of which is pedagogic competence. A teacher needs to have very high teaching abilities according to Penilaian Kinerja Guru (PKG) criteria, so the teacher's performance is optimal.

Based on Government Regulation of the Republic of Indonesia Number 19 of 2005, Teacher teaching ability can also be interpreted as pedagogical competence, which is the ability to manage student learning, including understanding, design, and implementation of students, learning, assessment of learning outcomes and student development to realize the various potentials they have. In line with Habibullah (2012), a teacher is a position or job requiring specific skills or abilities to carry out their duties and functions as a teacher. Without specific skills or abilities needed, teachers cannot carry out their duties and professional functions as teachers; this is in line with research conducted by Hariansyah et al. (2019), which states that teaching ability has a positive and significant effect on the performance of high school teachers in Empat Lawang Regency.

4.3 The Effect of School Culture on the Performance of Economics Teachers in Banyuwangi Regency

The results of research conducted on economics teachers in Banyuwangi Regency partially show a positive and significant influence between school culture and teacher performance. When school culture has a positive or sound effect, it can give birth and form good teacher performance. School culture is the hallmark of the school and plays a vital role in sustainability in the school environment. School culture is created from the activities carried out by all school members, which become the values and norms shared by school residents; this is in line with the theory put forward by Sukmadinata (2016) school culture is a model, values, principles, rules, traditions, and habits that are formed in the development or journey of a school so that it can be used as a reference for school members. In addition, Zamroni (2011) states that culture is critical and must be owned by schools. Another theory, according to Ansar & Masaong (2011), states that school culture will influence the work and behavior of school members because a superior school culture will give birth and shape superior performance.

Based on the research results, it was found that 83% of school culture was included in the very high category or could be called superior. The superiority of school culture can give birth to superior teacher performance. School culture is essential for school success for various reasons. First, school culture is a sense of identity between teachers and students. Second, school culture is an essential source of school stability and sustainable development, providing a sense of security to school members. Third, school culture can help teachers or, as a new formula, explain what happens in school. Fourth, school culture helps inspire teachers and staff to carry out their duties so that the resulting performance is good. This research is in line with research conducted by Sari (2018), which states that school culture has a positive and significant effect on teacher performance at SMPN 3 Baso.

4.4 The Effect of Work Motivation, Teaching Ability, and School Culture on the Performance of Economics Teachers in Banyuwangi Regency

Based on the results of the research that has been done, it can be seen that the performance of economics teachers in Banyuwangi Regency is influenced by work motivation, teaching ability, and school culture. Hypothesis testing shows that each independent variable has a positive and significant effect on the dependent variable. Higher work motivation, teaching ability, and school culture can

improve the performance of economics teachers in Banyuwangi Regency based on the teacher's perspective. The data analysis results show a simultaneous influence between work motivation, teaching ability, and school culture on the performance of economics teachers in Banyuwangi Regency. The magnitude of the contribution value given by the variables of work motivation, teaching ability, and school culture simultaneously amounted to 61.7%, and other factors outside this study influenced the remaining 38.3%.

Work motivation is one factor that influences economic teachers' performance in Banyuwangi Regency. Work motivation is how a teacher stimulates enthusiasm from within and outside the individual to improve performance. A teacher with high motivation or enthusiasm when carrying out learning activities can produce excellent or optimal teacher performance and vice versa. Motivation is something that can raise the enthusiasm to do the job very well in order to achieve the desired goals in carrying out their duties; this is in line with Setiyati (2014), who explains that work motivation is something that comes from within the individual that inspires one's motivation or enthusiasm to work hard.

In addition to work motivation, teaching ability can also influence teacher performance. In this study, teaching ability has the most decisive influence on the performance of economics teachers in the Banyuwangi Regency. The ability to teach in this study is a skill or ability or competency that must be possessed by a teacher when carrying out learning activities. Teaching ability in this study was assessed based on the teacher's perspective. A good teacher will have a good or positive perspective and broad insight into his profession's duties and responsibilities. The duties of a teacher and responsibilities will make the teacher try to fulfill the teacher competence. If a teacher does not have high teaching skills, then the teacher's performance in teaching and learning activities is less than optimal. In line with Habibullah (2012), a teacher is a position requiring specific skills, abilities, or competencies to carry out their duties and functions as a teacher. Without these skills or competencies, the teacher cannot carry out his duties and professional functions as a teacher optimally. A teacher must possess many competencies, one of which is pedagogical competence. When the teachers want to carry out the learning process, they must be mastered, namely pedagogical competence, because this significantly influences achieving the learning objectives that have been set (Ramadhani, 2019). Pedagogic competence is the ability to understand student characteristics and learning management so that teachers can carry out learning activities according to the abilities and characteristics of students so that learning is created according to the goals set.

Another factor that can influence teacher performance is school culture. Ansar & Masaong (2011) state that school culture will influence the way of work and behavior of school members because a superior school culture will give birth and shape superior performance. When the school culture in the environment is supportive and sound, this can affect teacher performance. In addition, Barnawi & Arifin (2013) also revealed that school progress is very dependent on the school culture embedded in every school member. Sukmadinata (2016) states that school culture is a model, values, principles,

rules, traditions, and habits formed in the development or journey of a school so that it can be used as a reference for school members; this is because elements in school culture can be used as the proper means to improve teacher performance so that performance is maximized. A superior culture can produce or shape superior performance as well.

5. CONCLUSION

Based on the results and discussion above, it can be concluded that work motivation, teaching ability, and school culture influence the performance of economics teachers in Banyuwangi Regency, both partially and simultaneously. The variable in this study that has the most significant influence on teacher performance as a support for learning in the 5.0 society era is the teacher's teaching ability variable. Economics teachers must pay more attention and review their performance during learning activities. Improving teacher performance is crucial for continuing a good teaching and learning process. The teacher has a vital role in the process and results of learning activities in the 5.0 era of society. Significantly the teaching ability must continually be improved and keep abreast of the times. Economics teachers can strive to create exciting learning content and utilize technology to increase student interest when studying to improve student learning outcomes.

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