

THE EFFECT OF TEACHER WORK MOTIVATION OF SCHOOL ORGANIZATIONS AND LEARNING STRATEGIES ON THE EFFECTIVENESS OF VOCATIONAL SCHOOL STUDENTS' ONLINE LEARNING IN BINJAI CITY

Suryaman Amipriono¹, Salim Aktar²

^{1,2}Program Studi Manajemen Pendidikan Tinggi, Fakultas Pascasarjana,
Universitas Muhammadiyah Sumatera Utara Medan, Indonesia

Jl. Denai N0. 217 Medan

Email : suryamanamipriono@gmail.com

Article Info

Received : 28 December 2021

Revised : 25 January 2022

Accepted : 11 February 2022

This study aims to determine how big the influence of school organization, teacher work motivation, and learning strategies on the effectiveness of online learning for vocational students in Binjai City. This study uses a descriptive verification method, with the method used is a survey. The data analysis technique used is the Classical Assumption Test and Path Analysis (Path Analysis). The results of the analysis of research data indicate that the influence of school organization, teacher work motivation, and learning strategies on the effectiveness of online learning for vocational students in Binjai City is as follows: First, school organization has a positive and significant effect on learning strategies. Second, teacher work motivation has a positive and significant effect on learning strategies. Thirds, school organization has no positive and insignificant effect on learning effectiveness. Fourth, teacher work motivation has a positive and significant effect on the effectiveness of online learning. Fifth, learning strategies have a positive and significant effect on the effectiveness of online learning. Sixth, learning strategy is an intervening variable between school organizations on the effectiveness of online learning. Seventh, learning strategy is an intervening variable between teacher work motivation and online learning effectiveness. learning strategy is an intervening variable between school organizations on the effectiveness of online learning. Seventh, learning strategy is an intervening variable between teacher work motivation and online learning effectiveness. learning strategy is an intervening variable between school organizations on the effectiveness of online learning. Seventh, learning strategy is an intervening variable between teacher work motivation and online learning effectiveness.

Keywords: *School Organization, Teacher Work Motivation, Learning Strategies, and Effectiveness of Online Learning*

1. Introduction

The outbreak of the Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-COV-2) at the end of 2019, succeeded in forcing humans to enter a new order of life. As a result, human habits have changed in various fields. Especially in sectors that have the potential to trigger crowds. Such as markets, shopping centers, sports stadiums, train stations, airports, and including schools.

Since the announcement of the first positive case of Covid-19 in Indonesia on March 2, 2020, the curve of positive cases has continued to creep up. So that to break the chain of the spread of Covid-19



in Indonesia, the government has taken several policies. These include limiting human movement by implementing regulations: Large-Scale Social Restrictions (PSBB) in several areas.

The government has also taken a similar policy in the field of education. Through Circular Letter Number 4 dated March 24, 2020, the Minister of Education and Culture, decided six things. Namely: 1) Canceling the 2020 National Examination, 2) Enforcing learning from home, 3) School Examination Provisions as a basis for graduation, 4) Semester Examination Provisions as the basis for class promotion provisions, 5) Implementation mechanism for New Student Admission (PPDB), and 6) Allocation of BOS Funds for prevention needs during the pandemic.

Even though it contains 6 statements, the circular letter actually contains one crucial point: Enforcing learning from home. So to emphasize this, in May 2020, the Minister of Education and Culture, again issued Circular Letter Number 15 of 2020, concerning Guidelines for Organizing Learning from Home in an Emergency Period for the Spread of Corona Virus Disease (Covid-19).

This circular is issued in the context of fulfilling the rights of students to obtain educational services during the emergency spread of Corona Virus Disease (COVID-19), which contains: 1). Learning from Home during the emergency spread of Corona Virus Disease (COVID-19) is carried out while still observing the protocol for handling COVID-19; and 2). Learning from Home through online and/or offline distance learning is carried out in accordance with the guidelines for organizing Learning from Home.

The online learning method is a tangible manifestation of the government's ideals, towards a life that is in accordance with the Industrial Revolution 4.0. Because the online method is done using internet-based interactive tools and models. With modern and cutting-edge applications based on the Learning Management System (LMS), such as Zoom, Google Meet, and others.

Because it met the criteria to prevent the spread of the Covid-19 outbreak, online learning was initially well received. Moreover, online learning offers a relatively flexible implementation time. However, after running for some time, many teachers and students encountered problems in implementing it.

UGM Public Policy expert Agustinus Subarsono (2020) found that online distance education raises a number of problems. Especially those related to the readiness of educators, students, and parents in responding to this online learning. Which in the end resulted in a decrease in the quality of learning for students, as well as the quality of teaching by teachers. In this case, online learning with all its advantages, is considered ineffective.

Whereas according to Hadion Wijoyo et al (2020:22) to achieve effective online learning, it is determined by the ability of teachers to innovate to design, present learning materials, diversify learning methods, and use appropriate learning applications.

The facts on the ground show that there are several notes on online learning. Namely: 1) Most teachers have difficulty adapting to the technology used for online learning. 2) The level of student participation is still low. 3) Mastery of the material is not optimal. 4) Evaluation scores such as quizzes are low. 5) The skill aspect is not fulfilled. The findings above indicate that the effectiveness of online learning for SMK students in Binjai City is influenced by many factors.

As stated by Karwono and Achmad Irfan (2020:18), which states that a learning strategy can be interpreted as a plan containing a series of activities designed to achieve certain educational goals. According to them, the learning strategy includes the use of methods, the use of various learning resources, so that they are arranged in order to achieve the intended learning objectives. Without a clear learning strategy, the learning process becomes undirected. So that learning objectives will be difficult to achieve, and learning becomes ineffective.

Furthermore, Karwono and Achmad Irfan (2020:154) said that there is a communication technology factor in designing learning strategies to be more directed and in accordance with learning objectives. The communication technology in question is the use of digital learning media.

Problems then arise when complaints are found: limited skills in using information and communication technology that many teachers experience. Because, not all teachers are familiar with the technology used when learning online.

The Chancellor of Universitas PGRI Semarang (Upgris), Muhdi (2020) said that teachers are required to be able to utilize Information and Communication Technology (ICT) or Information and Communication Technology (ICT). This digital literacy ability can be obtained by teachers on a self-taught basis, or through a series of training activities initiated by the school.

Sagala (2016) states that schools as educational organizations are an effective forum for making teachers able to face various challenges and global competition. In this case, the school as an organization where teachers take shelter is expected to be the right place to sharpen their digital literacy skills.

Schools as organizations do have their own culture, which is shaped and influenced by the values, perceptions, habits, educational policies, and behavior of the people in them. Organizational culture shows capabilities in accordance with the demands of learning. In other words, if the school implements a culture that is familiar with the use of high-tech devices in their academic life, it will have an effect on teachers as individuals in the school organization.

Head of the Center for Information and Communication Technology for Education and Culture (Pustekkom) of the Ministry of Education and Culture (Kemendikbud) Gatot Suhartowo (2019), said that currently out of the total teachers in Indonesia, only 40 percent are literate with information and communication technology (ICT). The rest, 60 percent of teachers still stutter about progress in this digital era.

Whereas according to Mulyono (2012), there is a significant influence between competency suitability and work motivation. This motivation then becomes one of the determining factors for teachers to achieve organizational goals. With a strong work motivation, the teacher will easily determine what learning strategies will be set for online learning. This study aims to identify and describe:

1. To determine the effect of school organization on learning strategies. at SMK Binjai City.
2. This study aims to determine the effect of teacher work motivation on learning strategies in Binjai City Vocational Schools.
3. To determine the effect of school organizations on the effectiveness of online learning in Binjai City Vocational Schools
4. This study aims to determine the effect of teacher work motivation on the effectiveness of online learning at Binjai City Vocational School
5. To determine the effect of learning strategies on the effectiveness of online learning at Binjai City Vocational Schools
6. To find out whether the learning strategy is an intervening variable between school organizations on the effectiveness of online learning at SMK Binjai City
7. To find out whether the learning strategy is an intervening variable between teacher work motivation and the effectiveness of online learning at SMK Binjai City

2. Methods

This research was conducted with quantitative methods. This type of research is carried out systematically, well planned, and clearly structured from the initial stage to the process of making the research design. The research method used is descriptive and verification methods. Sugiyono (2014:11) states that descriptive research is research conducted to determine the value of independent variables, either one or more variables without making comparisons or connecting with other variables studied and analyzed so as to produce conclusions. Meanwhile, the verification method according to Sugiyono (2014:8) is research conducted on a particular population or sample with the aim of testing the established hypothesis.



2.1 Data collection technique

Data collection technique is a method used to collect data and other information in research on the problem that is the object of research. The research data were collected from various sources related to the research. To obtain the expected research results, data and information are needed that will support this research. In this study, the method used to obtain information from respondents was in the form of a questionnaire. Before the questionnaire was given to the respondents, a questionnaire examiner was first conducted to determine whether the questionnaire was valid and reliable so that it was suitable for use in research.

2.2 Data Description

This data description reveals information about the total score, highest score, lowest score, mean, standard deviation range, and median. The data were analyzed using SPSS 26.00 for Windows. The tendency of each variable is done by categorizing the scores obtained using the ideal mean (Mi) and the ideal standard deviation value (SDi).

The ideal mean and ideal standard deviation are calculated by the following formula:

$$Mi = Stt + Str \quad SDi = 1/6 \text{ Stt} - Str$$

The determination of the position of the variables based on the grouping of 4 categories of tendencies is as follows:

- 1) $X > Mi + 1.5 \text{ SD}$ in High category
- 2) Mi to $Mi + 1.5 \text{ SD}$ in the Enough category
- 3) $Mi - 1.5 \text{ SDi}$ to Mi Less category
- 4) $X < Mi - 1.5 \text{ SD}$ in Low category

2.3 Test Statement Analysis

Test requirements analysis is carried out with the aim of knowing whether the data collected meets the requirements for analysis with the planned technique.

a. Normality test

This test aims to test whether in the form of a regression model, the confounding or residual variables have a normal distribution. Good and proper data in the study are those that have a normal distribution. The normality of the data can be seen in several ways, including by looking at the normal probability plot curve.

b. Multicollinearity Test

This test aims to test whether the regression model found a correlation between the independent variables (independent) Decision criteria that: if the tolerance value is 10 then multicollinearity occurs and vice versa if the tolerance value > 0.1 or Variance Inflation Factor (VIF) < 10 then it is not multicollinearity occurs with a collinearity level of 0.50.

c. Heteroscedasticity Test

This test aims to test whether in the regression model there is an inequality of variance from the residual of one observation to another observation. To detect the presence or absence of heteroscedasticity by looking at the presence or absence of a certain pattern on the scatterplot graph between SRESID and ZPRED where the Y axis is the predicted Y and the X axis is the residual.

d. Autocorrelation Test

The autocorrelation test aims to test whether in the linear regression model there is a correlation between the confounding error in period t and the confounding error in period $t-1$ (previous). Autocorrelation test is done through Run Test. This test is part of non-parametric statistics that can be used to test whether there is a high correlation between residuals.

2.4 Statistical Hypothesis

A hypothesis is an assumption or conjecture about something that is made to explain it and is required to check it. If the assumptions or assumptions are specific about the population, then the hypothesis is called a statistical hypothesis.



The steps in testing this hypothesis begin by establishing the null hypothesis (H_0) and the alternative hypothesis (H_a), selecting statistical tests and calculations, determining the level of significance and determining the testing criteria.

2.5 test (Partial Significance)

The t statistic test is also known as the individual significance test. This test shows how far the influence of the independent variable partially on the dependent variable. The form of the test is as follows

Hypothesis
H1 The Effect of School Organization on Learning Strategies
H2 The Influence of Teacher's Work Motivation on Learning Strategies
H3 The Effect of School Organization on the Effectiveness of Online Learning
H4 The Influence of Teacher's Work Motivation on the Effectiveness of Online Learning
H5 The Effect of Learning Strategies on the Effectiveness of Online Learning

2.6 Test Sobeland Bootstrapping

The Sobel and Bootstrapping test is used to test the sixth and seventh hypotheses, namely whether Learning Strategy is an intervening variable between School Organization and Teacher Performance Motivation on Online Learning Effectiveness. The Sobel test was carried out by testing the strength of the indirect effect of the X_1 and X_2 variables on the Z variable through the Y variable.

The Sobel test and Bootstrapping in this study were carried out with the help of the SPSS Statistics 26.0 For Windows program, and processed using the Sobel Test Calculator application on the site: <https://www.danielsoper.com/statcalc/calculator.aspx?id=31>.

3. Discussion and Research Results

This research was conducted to obtain an overview of the influence of school organization, teacher work motivation, and learning strategies on the effectiveness of online learning for SMK students in Binjai City. From data analysis using predetermined research methods, obtained the following discussion:

1. The Influence of School Organizations on Learning Strategies

The results of the study support the first hypothesis which states that there is an influence between School Organizations on Learning Strategies in Binjai City Vocational Schools. This is shown in the B value of the research coefficient, which is 0.388 which indicates that the influence of School Organizations on Learning Strategies is positive. With a t -count value of 3.877, higher than t -table 1.998 (t -count 3.877 > t -table 1.998). The significance probability value of 0.000 is smaller than the predetermined significance value of 0.05 ($0.000 < 0.05$).

From the description of the research results above, it can be explained that school organization influences the learning strategies implemented by teachers. These results are in accordance with Effendi's theory (in Napitupulu: 2015) which explains that the organization through the culture that is formed will create the dimensions of relationships, dimensions of personal growth or development, dimensions of system change and improvement, and dimensions of the physical environment. Organizational culture does not appear by itself, but needs to be created, then fostered, in order to last a long time. The learning strategy created by each teacher is a product of the dimensions through the culture that is formed in an organization as the theory in question.

The results of this study are also in accordance with research conducted by Hotner Tampubolon (2015), which states that there is a positive and significant relationship between organizational culture and teacher performance at the Karya Enam – Six Foundation Middle and High Schools in Jakarta.



However, the learning strategy referred to in this study is included in the realm of teacher performance as researched by Hotner Tampubolon. Therefore, it can be concluded that school organization has an effect on learning strategies, so the first hypothesis in this study is accepted.

2. The Influence of Teacher's Work Motivation on Learning Strategies

The results of the study support the second hypothesis which states that there is an influence between Teacher Work Motivation on Learning Strategies in Binjai City Vocational Schools. This is shown in the B value of the research coefficient, which is 0.454 which indicates that the influence of Teacher Work Motivation on Learning Strategies is positive. With a t-count value of 4.537, higher than t-table 1.998 (t-count 4.537 > t-table 1.998). The significance probability value of 0.000 is smaller than the predetermined significance value of 0.05 ($0.000 < 0.05$).

The results of the study above provide an illustration that the work motivation of teachers has an effect on learning strategies. Work motivation for teachers is the capital to carry out the learning process in schools such as educating, teaching, guiding students, including preparing online learning, which is part of their professional responsibilities. This is in accordance with Riduwan's theory (in Meaning Sufianti: 2015) which states that professional competence and work motivation are internal factors that affect the performance of educators in a higher education institution. Therefore, it can be concluded that the teacher's work motivation has an effect on learning strategies, so the second hypothesis in this study is accepted.

3. The Effect of School Organization on the Effectiveness of Online Learning

The results of the study do not support the third hypothesis which states that there is an influence between School Organizations on the Effectiveness of Online Learning in Binjai City Vocational Schools. This is indicated by the B value of the research coefficient, which is -0.031 which indicates that the influence of School Organizations on the Effectiveness of Online Learning is negative. With a t-count value of -0.274, lower than t-table 1.998 (t-count -0.274 < t-table 1.998). The significance probability value of 0.785 is greater than the predetermined significance value of 0.05 ($0.785 > 0.05$).

From the description of the research results above, it can be explained that school organization has no effect on the effectiveness of online learning at SMK Binjai City. Because according to Effendi's theory (in Napitupulu: 2015) it is explained that the organization through the culture that is formed, only creates dimensions of relationships, dimensions of personal growth or development, dimensions of system change and improvement, and dimensions of the physical environment. In other words, school organizations need instruments and other variables to shape the effectiveness of learning as intended.

On the other hand, the results of this study are not in line with the research conducted by Heaven Erisa, Rustiyarso, Endang Purwaningsih (2015), which proves that organizational culture has a positive effect on learning outcomes for students who specialize in OSIS management at SMA Negeri 5 Pontianak. Therefore, it can be concluded that school organization has no effect on the effectiveness of online learning, so the third hypothesis in this study is rejected.

4. The Influence of Teacher's Work Motivation on the Effectiveness of Online Learning

The results of the study support the fourth hypothesis which states that there is an influence between Teacher Work Motivation on the Effectiveness of Online Learning in Binjai City Vocational Schools. This is shown in the B value of the research coefficient, which is 0.455, which indicates that the influence of Teacher Work Motivation on the Effectiveness of Online Learning is positive. With a t-count value of 3.837, higher than t-table 1.998 (t-count 3.837 > t-table 1.998). Meanwhile, the significance probability value of 0.000 is smaller than the predetermined significance value of 0.05 ($0.000 < 0.05$).

This is in line with the theory presented by Ratna Wulansari (2018: 19), which states that the teacher is one of the determining factors for achieving learning effectiveness. Therefore, it can be concluded that the teacher's work motivation has an effect on the effectiveness of online learning, so the fourth hypothesis in this study is accepted.

5. The Effect of Learning Strategies on the Effectiveness of Online Learning



The results of the study support the fifth hypothesis which states that there is an influence between Learning Strategies on the Effectiveness of Online Learning in Binjai City Vocational Schools. This is shown in the B value of the research coefficient, which is 0.351 which indicates that the influence of Learning Strategies on the Effectiveness of Online Learning is positive. With a t-count value of 2.678, higher than t-table 1.998 (t-count 2.678 > t-table 1.998). The significance probability value of 0.010 is smaller than the predetermined significance value of 0.05 ($0.010 < 0.05$).

The results of this study are in line with research conducted by Chrisma Cindra Agbelia (2021), which proves that online learning strategies have a positive effect on learning outcomes.

The results of this study are also consistent with the theory presented by Dick and Carey (in Uno: 2012-1), which states that learning strategies are learning procedures that are used together to improve student learning outcomes. Therefore, it can be concluded that the learning strategy has an effect on the effectiveness of online learning, so the fifth hypothesis in this study is accepted.

6. Learning Strategy is an Intervening Variable between School Organizations on the Effectiveness of Online Learning

Testing the 6th hypothesis was carried out using a significance test by comparing t count with t table, and by comparing the significance probability value of 0.05. Based on the results obtained from Test Sobel and Bootstrapping, it can be seen the value of tcount is 2,042 while the t table has a significance of 1,998 (t count 2,042 > t table 1,998). Meanwhile, the significance probability value is 0.02, or less than 0.05 ($0.02 < 0.05$). Therefore, it can be concluded that the Learning Strategy variable is an intervening variable between School Organizations on the Effectiveness of Online Learning. So that the sixth hypothesis in this study is accepted.

7. Learning Strategy is an Intervening Variable between Teachers' Work Motivation and Online Learning Effectiveness

Testing the 7th hypothesis was carried out using a significance test by comparing t count with t table, and by comparing the significance probability value of 0.05. Based on the results obtained from Test Sobel and Bootstrapping, it can be seen the value of tcount of 2,567 while the t table at a significance of 1,998 (t count 2,567 > t table 1,998). Meanwhile, the significance probability value is 0.005, or less than 0.05 ($0.005 < 0.05$). Therefore, it can be concluded that the learning strategy variable is an intervening variable between teacher work motivation and online learning effectiveness. So that the seventh hypothesis in this study is accepted.

4. Conclusion

Based on the results of research on the influence of school organization, teacher work motivation, and learning strategies on the effectiveness of online learning for vocational students in Binjai City, the following conclusions can be drawn:

1. The dimensions of the teacher's interpersonal relationship, the dimensions of personal growth or development, the dimensions of system change and improvement, and the dimensions of the physical environment formed in the school organization affect the learning strategy. This is indicated by the results of the study, where the tcount value is 3.877 which is higher than ttable 1.998 (tcount 3.877 > ttable 1.998).
2. The desire to be appreciated, the desire to have, the desire to be recognized, the conditions of the work environment, as well as facilities and work aids which are the dimensions of the teacher's work motivation affect the learning strategy. This is indicated by the results of the study, where the value of tcount is 4,537 which is higher than ttable 1,998 (tcount 4,537 > ttable 1,998).
3. The dimensions formed in the school organization do not directly affect the effectiveness of online learning for SMK students in Binjai City. This is indicated by the results of the study, where the value of tcount is -0.274 which is lower than ttable 1.998 (tcount -0.274 < ttable 1.998). In addition, the significance probability value of 0.785 indicates a value greater than the predetermined significance value of 0.05 ($0.785 > 0.05$).

4. The desire to be appreciated, the desire to have, the desire to be recognized, the conditions of the work environment, as well as facilities and work aids which are the dimensions of teacher work motivation affect the effectiveness of online learning for SMK students in Binjai City. This is indicated by the results of the study, where the tcount value is 3.837 which is higher than ttable 1.998 (tcount 3.837 > ttable 1.998).
5. Learning methods, teaching techniques, learning procedures, and the ultimate goal of learning which are the realm of learning strategies affect the effectiveness of online learning for SMK students in Binjai City. This is indicated by the tcount value of 2,678 which is higher than ttable 1,998 (tcount 2,678 > ttable 1,998).
6. Learning Strategy is an Intervening Variable between School Organizations on the Effectiveness of Online Learning for SMK students in Binjai City. This is obtained from Test Sobel and Bootstrapping, which represents the value of tcount is 2,042 while the ttable value is 1,998 (tcount 2,042 > ttable 1,998). Meanwhile, the significance probability value shows a value of 0.02 which has a value smaller than the predetermined 0.05 (0.02 < 0.05).
7. Learning Strategy is an Intervening Variable between Teacher's Work Motivation on the Effectiveness of Online Learning for Vocational High School students in Binjai City. This is obtained from Test Sobel and Bootstrapping, which represents the value of tcount is 2,567 while the ttable value is 1,998 (tcount 2,567 > ttable 1,998). While the significance probability value shows a value of 0.005 which has a value smaller than that which has been determined, which is 0.05 (0.005 < 0.05).

Reference

1. Afifatu Rohmawati. 2017. *Efektivitas Pembelajaran*. UNJ: Jurnal PAUD.
2. Ahmadi, dkk. 2011. *Strategi Pembelajaran Sekolah Terpadu*. Jakarta: Prestasi Pustaka Publisher.
3. Alie, Humaedi dkk. 2015. *Etnografi Bencana*. Yogyakarta: LKiS
4. Ambarita. 2008. *Pengaruh Motivasi Belajar Terhadap Prestasi Belajar Akuntansi Siswa SMK Swasta Nur Azizi T.A 2007/2008*. FEUNIMED.
5. Amiruddin. 2016. *Perencanaan Pembelajaran (Konsep dan Implementasi)*. Yogyakarta: Parama Ilmu
6. Anoraga, Panji. 2009. *Psikologi Kerja*. Rineka Cipta. Jakarta
7. Arti Sufianti. 2015. *Pengaruh Motivasi Kerja dan Kompetensi Profesional Terhadap Kinerja Dosen di Sekolah Tinggi Pariwisata Bandung*. Jurnal Administrasi Pendidikan. Bandung
8. Bilfaqih Qomarudin, M.N., 2015. *Esensi Penyusunan Materi Daring Untuk Pendidikan Dan Pelatihan*. Deepublish. Yogyakarta.
9. Dimiyati dan Mudjiono. 2009. *Belajar dan Pembelajaran*. Rineka Cipta. Jakarta.
10. Djam'an Satori, dkk., 2008. *Profesi Keguruan* Universitas Terbuka. Jakarta.
11. Eka Prihatin. 2011. *Teori Administrasi Pendidikan*. Alfabeta. Bandung.
12. Eveline Siregar dan Hartini Nara. 2010. *Teori Belajar dan Pembelajaran*. Ghalia Indonesia. Bogor.
13. Firmina, Angela Nai. 2017. *Teori Belajar dan Pembelajaran Implementasinya dalam Pembelajaran Bahasa Indonesia di SMP, SMA, dan SMK*, Deepublish. Yogyakarta.
14. Hamalik, Oemar. 2013. *Proses Belajar Mengajar*. Bumi Aksara. Jakarta.
15. Hakim, L. 2019. *Efektivitas Pembelajaran Berbasis Daring*. Jurnal Tatsqif. UIN Mataram.
16. Hasibuan, Malayu SP. 2003. *Organisasi dan Motivasi Dasar Peningkatan Produktivitas*. Bumi Aksara. Jakarta.
17. Hoy, Wayne K. Dan Cecil G. Miskel (1991). *Educational Administration*. McGraw-Hill, Inc. New York
18. Husein, Umar. 2011. *Metode Penelitian Untuk Skripsi dan Tesis Bisnis Edisi 11*. PT Raja Grafindo Persada. Jakarta.
19. Husaini Usman, 2006. *Manajemen Teori, Praktek dan Riset Pendidikan*. Bumi Aksara. Jakarta.



20. Ibnu Hasan Muchtar. 2015. *Efektivitas FKUB dalam Pemeliharaan Kerukunan Umat Beragama*, Puslitbang Kehidupan Keagamaan. Jakarta.
21. Irwan, Jasa Tarigan, 2017, *Peran Badan Narkotika Nasional*, Deepublish. Yogyakarta.
22. Isman, Muhamad. 2017. *"Pembelajaran Moda Dalam Jaringan (Moda Daring)."* The Progressive and Fun Education Seminar.
23. Jamaris, Martini. 2013. *Orientasi dalam Psikologi Pendidikan*. Galia Indonesia. Bogor.
24. Karwono dan Achmad Irfan Muzni. 2020. *Strategi Pembelajaran dalam Profesi Keguruan*. Depok: Rajawali Pers
25. Kuntarto, Eko. 2016. *Keefektifan Metode Inquiry Terhadap Keaktifan Dan Hasil Belajar Siswa Kelas X Pembelajaran Kimia*.
26. Maudiarti, S. 2018. *Penerapan E-Learning di Perguruan Tinggi*. Jakarta
27. Miarso, Yusuf Hadi. 2004. *Menyemai Benih Teknologi Pendidikan*. Prenada Media. Jakarta.
28. Mukhlisan Effendi. 2008. *Ilmu Pendidikan*. Nadi Offset. Yogyakarta.
29. Moorhead dan Griffin. 2013. *Perilaku Organisasi*. Salemba Empat. Jakarta.
30. Mulyono. 2008. *Manajemen Administrasi dan Organisasi Pendidikan*. Ar-Ruzz Media. Yogyakarta.
31. Muhammad Syarif Sumantri. 2015. *Strategi Pembelajaran*. Rajawali Pers. Jakarta.
32. Napitupulu, Kenny. 2015. *Pengaruh Budaya Organisasi, Komunikasi Interpesonal, dan Motivasi Berprestasi Terhadap Kepuasan Kerja Guru di SMA Negeri 1 Kabupaten Toba Samosir*. Unimed. Medan.
33. Nasution, S. 2004. *Didaktik Asas-asas Mengajar*. Bumi Aksara. Jakarta
34. Republik Indonesia. 2003. *Undang-Undang No 20 Tahun 2003 tentang Sistem Pendidikan Nasional Pasal 1, ayat 1*.
35. Riduan. 2006. *Metode dan Teknik Menyusun Tesis*. Alfabeta. Bandung.
36. Romli, K. 2014. *Komunikasi Organisasi Lengkap*. Gramedia Widiasarana Indonesia. Jakarta.
37. Sagala, Syaiful. 2016. *Memahami Organisasi Pendidikan*. Kencana. Jakarta.
38. Sardiman. 2014. *Interaksi dan Motivasi Belajar Mengajar*. Raja Grafindo Persada. Jakarta.
39. Sardi Sabar, 2019. *Survey Sarana dan Prasarana Olahraga Terhadap Efektivitas Pembelajaran Penjas*. FIK. Makassar.
40. Setyosari, P. 2008. *Pembelajaran Sistem Online: Tantangan dan Rangsangan. Dosen Jurusan TEP Fakultas Ilmu Pendidikan Universitas Negeri*.
41. Siagian, Sondang P. 2012. *Teori Motivasi dan Aplikasinya*. Rineka Cipta. Jakarta.
42. Slavin, R. E. 2005. *Cooperative Learning Teori, Riset dan Praktik*. Nusa Media. Bandung.
43. Suharsaputra, Uhar. 2010. *Administrasi Pendidikan*. PT Refika Aditama. Bandung.
44. Supardi. 2013. *Sekolah Efektif : Konsep Dasar dan Prakteknya* Rajawali. Jakarta.
45. Supardi. 2013. *Kinerja Guru*. HAJA Mandiri. Ciputat.
46. Sumantri, Mulyani. 2001. *Strategi Belajar Mengajar*. CV Maulana. Bandung.
47. Walter Dick and Lou Carey. 1996. *The Systematic Design of Intruction, Fourt Edition*, Haper Collins College Publisher. New York
48. Winardi, J. 2003. *Teori Organisai dan Pengorganisasian*. PT Raja Grafindo Persada. Jakarta.
49. Winardi. 2002. *Motivasi dan Pemotivasian dalam Manajemen*. PT Raja Grafindo Persada. Jakarta.
50. Wulansari, Ratna. 2018. *Pengaruh Penggunaan Lembar Kerja Peserta Didik terhadap Efektivitas Pembelajaran Mata Pelajaran Ekonomi Sekolah Menengah Atas Negeri 3 Pekanbaru*. UIN SUSKA. Riau
51. Tony, Raden. 2013. Organisasi Pendidikan : *Jenis Dan Strategi Penguatan*. , (Online). (<https://fatonikeren.blogspot.co.id/2013/11/organisasi-pendidikan-jenis-dan.html>). Diakses 5 Februari 2016.
52. Uno, Hamzah B dan Nina Lamatenggo. 2012. *Teori Kinerja dan Pengukurannya*. Bumi Aksara. Jakarta.

53. Uno, Hamzah B. 2010. *Teori Motivasi dan Pengukurannya; Analisis Di Bidang Pendidikan*. Bumi Aksara. Jakarta.
54. Uno, Hamzah B. 2012. *Model pembelajaran*. PT Bumi Aksara. Jakarta.
55. Utaminingsih, Alifiulhaq. 2014. *Perilaku Organisasi*. Universitas Brawijaya Press. Malang
56. Wijoyo, Hadian, dkk. 2021. *Efektivitas Proses Pembelajaran di Masa Pandemi*. Insan Cendikia Mandiri. Solok.
57. www.nasional.kompas.com/read/2020/03/03/06314981/fakta-lengkap-kasus-pertama-virus-corona-di-indonesia?page=all. Diakses pada 01 Februari 2021
58. www.tirto.id/riwayat-kasus-corona-di-indonesia-dari-maret-hingga-september-2020-f4d6. Diakses pada 01 Februari 2021
59. www.ugm.ac.id/id/berita/19837-ketersediaan-jaringan-jadi-kendala-belajar-daring-di-diy. Diakses pada 01 Februari 2021
60. www.gatra.com/detail/news/484282/milenial/guru-harus-melek-literasi-teknologi-pembelajaran. Diakses pada 01 Februari 2021
61. www.jejakrekam.com/2019/03/19/hasil-survei-pustekkom-60-persen-guru-di-indonesia-gagap-teknologi-informasi/. Diakses pada 01 Februari 2021
62. www.rasto.staf.upi.edu/2016/03/14/pengertian-motivasi-menurut-para-ahli/. Diakses pada 01 Februari 2021
63. www.repository.uma.ac.id/bitstream/123456789/2003/5/108600026_File5.pdf. Diakses pada 01 Februari 2021