

THE EFFECT OF MOTIVATION, WORK DISCIPLINE AND WORK ENVIRONMENT ON THE WORK ACHIEVEMENT OF TEACHERS OF STATE VOCATIONAL SCHOOL

Euis Dwi Rosaeni¹, Ellin Herlina², Weti Kurniawati³

¹Program Studi Pascasarjana Magister Manajemen

Sekolah Tinggi Ilmu Ekonomi Cirebon

Email: euisdwirosaeni60@gmail.com

ABSTRACT

Submitted: **Purpose of the study** — *This study aims to determine and analyze the effect of Motivation, Work Discipline and Work Environment on the Work Achievement of Teachers at SMK Negeri 1 Cirebon, either partially or simultaneously*
08-17,2022

Accepted: **Research method**— *This study uses a quantitative approach. Quantitative approach, survey method, this type of research is causal associative research with data analysis technique using Multiple Linear Regression analysis. The population in this study were teachers of the State 1 Cirebon Vocational High School (SMK), Cirebon City as many as 105 people, a sample of 60 people*
09-12, 2022

Published: **Result**— *The results of this study indicate: 1) Motivation partially has a positive and significant effect on the work performance of teachers at SMK Negeri 1 Cirebon. The magnitude of the positive influence of motivation on work performance is 61.6%. 2) Work discipline partially has a positive and significant effect on the work performance of teachers at SMK Negeri 1 Cirebon. The magnitude of the influence of Work Discipline on Teacher Work Achievement is 25.5%. 3) The work environment partially has a positive and significant effect on the work performance of teachers at SMK Negeri 1 Cirebon. The magnitude of the influence of the work environment on teacher work performance is 21.8%. 4) Motivation, work discipline and work environment together have a positive and significant effect on the work performance of teachers at SMK Negeri 1 Cirebon. The magnitude of the influence of motivation, work discipline, work environment simultaneously on teacher work performance is 94.8%.*
09-30, 2022

Conclusion— *The study found that motivation, work discipline, and work environment all have a positive and significant effect on the work performance of teachers. The combined influence of these factors is 94.8%. Practical Implications: The study suggests that increasing motivation, promoting work discipline, and improving the work environment can lead to improved work performance for teachers. Social Implications: The study highlights the importance of providing positive working conditions for teachers, which can have a positive impact on the education of students. Improving the work performance of teachers can lead to better education*

outcomes for students in the long run.

Keywords: Motivation, Work Discipline, Work Environment, Teacher Work Performance.



This work is licensed under a [Attribution 4.0 International \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/)

INTRODUCTION

School is an organization in which there are teachers and other education personnel as the spearhead in achieving educational success. Teachers as professionals are required to be highly dedicated, loyal, strong-willed, have a high work ethic, highly motivated and disciplined who can support the success of the vision and mission of a school as an organization. Teachers as human resources are one of the resources that exist in a school in addition to other resources. Human resources are very important for schools in managing, organizing and utilizing resources so that they can function effectively and efficiently. Human resources in schools need to be managed professionally in order to achieve a balance between the needs of students as service users and the demands and abilities of the school. According to Nawawi (2016) the definition of HR includes three, namely: 1. Human resources are people who work in an organization's environment (also called personnel, workforce, teachers or teachers). 2. Human resources are human potential as an organizational driver in realizing its existence.

Human resources are an important element in an organization. Included in the world of education, the human element determines the success of the learning process. Schools must consider carefully and carefully, because it relates to the overall operation and survival of the school. Besides that, schools must focus on creating conditions that support their teacher's work performance, work environment, motivation and high work discipline will always increase and must be supported by teachers who are willing to excel in order to achieve the best results in carrying out their work. Hasibuan (2015): "Work achievement is a work result that is achieved by a person in carrying out the tasks assigned to him which are based on skill, experience and sincerity as well as time". Teacher performance is an indicator of the successful operation of school organizations in achieving their goals. The emergence of achievement is influenced by several driving factors, both from outside the individual and from within the individual. Teacher performance determines the progress of an organization. Work performance of each teacher can be measured by looking at the quantity and quality of work that has been done. Work performance is a very important thing in the school's efforts to achieve goals.

Cirebon 1 Public Vocational High School, of course, must have teachers with good work performance, but in fact there are still many things that cause teacher work performance to not

be achieved optimally, teacher work performance is not maximized as indicated by several aspects of work performance such as. 1. Not orderly in making learning administration

The work performance of Cirebon 1 SMK Negeri 1 teachers can be seen from the completion of learning administration for the 2021/2022 Academic Year, out of 105 teachers, 80 people completed the Syllabus, 75 Promes/Prota Proposals, 96 RPP, 60 KI/KD Analysis, 52 Evaluation tools people, Question Bank 30 people and Enrichment Program 35 people.

2. Lack of creativity in using learning methods
3. Lack of cooperation with colleagues or with leaders
4. Responsibility decreases so that the impact on learning material targets is not achieved.
5. Lazy to check the evaluation results.

Source: (Pre-research interview with the Deputy Head of Curriculum at SMK Negeri 1 Cirebon, 2022)

High teacher work performance will have a positive impact on a school. Judging from the analysis that is in fact, the high achievement of the teacher is not as expected. As a result of low teacher work performance it has an impact on the productivity of school human resources so that it cannot improve the quality of teacher work performance.

Work performance itself can be influenced by several factors such as work motivation. Factors related to work performance are motivation, ability, knowledge, expertise, education, experience, training, interests, personality attitudes, physical conditions and physiological needs, social needs, and egoistic needs. (Sutermeister, in Sastrohadiwiryono, 2015).

Motivation is a series of processes that give encouragement to one's behavior and direct it to achieve some goals, or briefly encourage someone to do something that must be done voluntarily and with a good work attitude. According to Gibson (2017): "Work attitude as an action to be taken by the teacher and obligations that must be carried out in accordance with the responsibilities". With regard to motivation, as said by Sastrohadiwiryono (2015): "Motivation is a statement of feelings or thoughts that help create optimal work and conditions within a person's self that encourage individual desires to carry out certain activities in order to achieve a goal".

It can be interpreted that basically motivation is an urge or desire within an individual to achieve certain goals, especially organizational goals.

Motivation is very important for teachers, because the size of a motivation is a measure of teacher work performance, so if the system provided by the school is fair enough for teachers, it will encourage teachers to do their job better and be more responsible for each task given. Motivation is also a determining factor that can affect teacher performance. Motivation can also be in the form of appreciation to teachers continuously for services that have been provided in order to achieve school goals. Giving motivation in the form of awards

must be managed properly so that it can help the school organization achieve its goals of creating better teacher performance.

In addition to motivation, work discipline also affects work performance. Discipline is a person's awareness and willingness to comply with applicable social rules and norms. Aware of voluntarily complying with all regulations, aware of their duties and responsibilities, willing to show attitudes, behavior, and actions that are in accordance with school regulations both written and unwritten. Sutrisno (2015) argues that discipline is: "A condition that is created and formed through the process of a series of behaviors that show the values of obedience, obedience, loyalty, order and or order". Discipline in an organization can be upheld if there is a willingness from the teacher to comply with all organizational regulations. Teacher work discipline in order to improve work performance that is able to achieve a learning target. Discipline is a condition that is created and formed through the process of a series of behaviors that show the values of obedience, obedience, order and order. Discipline is the key to the success of an organization in achieving its goals. (Gibson, James L. Ivancevich, 2016).

In addition to motivation and work discipline that affect work performance, the work environment is thought to have contributed to influencing work performance. A comfortable work environment can increase the influence of teacher work performance so that in carrying out their duties they can be carried out optimally, healthy, safe and their comfort is maintained. The work environment as one of the main factors that determines the teacher to work optimally, with a comfortable, safe and calm work environment can improve teacher performance in achieving goals. If the work environment is less attractive and unsatisfactory, this condition can reduce the teacher's work performance, and vice versa if the work environment is conducive, it can increase work performance.

According to Wursanto (2015) stated that: "The work environment is everything that is around the job and can affect them in carrying out the tasks assigned". Conditions for a good work environment can be created by proper and correct organizational arrangements.

Without a comfortable work environment this can reduce work performance, and vice versa if the work environment is very satisfying for someone to work it can increase work performance. The benefit of the work environment is to create passion for work, so that productivity and work performance increase. (Nitisemito, 2016).

The work environment is an important factor in creating teacher work performance, because the work environment has a direct influence

towards the teacher in completing the work which will ultimately increase the work performance of the teacher.

A good work environment will motivate teachers to work well, because motivation can be a cause, distributor, or supporters of a person's behavior, so that person is willing to work hard and enthusiastically to achieve optimal results. With strong motivation, the driving force is strong to improve work performance.

The existence of work discipline is very important, because with a disciplined work atmosphere a school can carry out the work program that has been planned. Work discipline in its implementation must always be monitored and supervised, besides that it should have been a good behavior for every teacher in a school institution. Seeing the importance of the influence of the work environment, motivation and work discipline on teacher performance, it is fitting that the work environment, work motivation and discipline be provided by every school, both private organizations and government schools. The work environment, motivation and work discipline are absolutely necessary to encourage teachers to excel, which in turn will expedite tasks. The hypothesis as follows:

H1 = It is suspected that motivation partially has a positive and significant effect on teacher performance at SMK Negeri 1 Cirebon.

H2 = It is suspected that work discipline partially has a positive and significant effect on the work performance of teachers at SMK Negeri 1 Cirebon.

H3 = It is suspected that the work environment partially has a positive and significant effect on the work performance of teachers at SMK Negeri 1 Cirebon.

H4 = Allegedly motivation, work discipline and work environment together have a positive and significant effect on the work performance of teachers at SMK Negeri 1 Cirebon

METHOD

This study used a quantitative approach. The population in this study were 105 teachers of Vocational High School (SMK) Negeri 1 Cirebon, Cirebon City. Because of the large number, the authors use the sample as part of the population. As stated by Sugiyono (2014) "The sample is part of the number and characteristics possessed by the population". In this study, the authors determined the number of samples by using the Slovin formula from Umar, Husein (2015), namely:

$$n = \frac{N}{1+N(e)^2}$$

Information :

n = Sample Size

N = Population Size

e = Percentage of inaccuracy due to sampling error that can be tolerated or allowed (10%).

Furthermore, it can be calculated the size of the sample in this study, namely as follows:

$$\begin{aligned} n &= \frac{147}{1 + 147(0,1)^2} \\ &= \frac{147}{1 + 1,47} \end{aligned}$$

$$= \frac{147}{2,47} = 59,51$$

= determined 60 people

The technique used in sampling in this study is by means of proportionate stratified random sampling. According to Sugiyono (2014) states that "Proportionate stratified random sampling is a technique used when the population has members/elements that are not homogeneous and proportionally stratified".

RESULTS AND DISCUSSION

Table 1. Hypothesis Test (t).
Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|------------------|-----------------------------|------------|---------------------------|--------|------|
| | B | Std. Error | Beta | | |
| 1 (Constant) | 2,547 | 1,243 | | 2,049 | ,045 |
| Motivation | ,616 | ,056 | ,608 | 11,060 | ,000 |
| Work Discipline | ,255 | ,050 | ,240 | 5,130 | ,000 |
| Work Environment | ,218 | ,043 | ,218 | 5,092 | ,000 |

a. Dependent Variable: Teacher Work Achievement

1) The effect of motivation on teacher performance

To determine the magnitude of the influence of motivation (X1) individually (partially) on teacher performance (Y) it can be seen from the t value in the Coefficients table below with the testing criteria if the significance level is less than 0.05, then the hypothesis is accepted.

Partial testing of the effect of motivation on teacher performance shows that the variable motivation can predict teacher performance. A significance value of $0.000 < 0.05$ means that the distribution is significant, while $t_{count} 11.060 > t_{table} 2.002$ means it is significant. Then "Motivation partially has a positive and significant effect on teacher performance at SMK Negeri 1 Cirebon". The magnitude of the positive influence of motivation on teacher performance is 61.6%.

A teacher who has achievements shows the teacher's ability to master his duties and responsibilities as an educator, teachers who master their work well will have a positive impact on efforts to achieve educational goals, as well as improve the quality of the learning process in madrasas, to produce quality education, so requires a professional teacher because the teacher plays an important role and is directly involved with students. Schools need to pay attention to teacher work motivation, both external and internal. This is a strategic step to be able to

encourage teachers to work more productively. Fulfillment of needs that are in accordance with teacher expectations, especially financial rewards and non-material appreciation need to be given to teachers, so as to enable teachers to be more focused and comfortable with their work.

Sastrohadiwiryono (2015); "Motivation is a statement of feelings or thoughts that help create optimal work and conditions within a person's self that encourage individual desires to carry out certain activities in order to achieve a goal". From the opinions of experts described in theory and supported by previous research, it is clear that motivation influences teacher performance. According to the respondent's perception, the motivation of teachers at the Cirebon 1 Public Vocational High School (SMK) was obtained from the highest questionnaire number, namely the item number 7 indicator Participating in seminars and workshops, which showed teachers at the State 1 Vocational High School (SMK) Cirebon, Cirebon City is used to participating in activities for the development of knowledge such as seminars and workshops. While the weakness of teacher motivation at Cirebon 1 Public Vocational High School (SMK), Cirebon City is indicated by the questionnaire item number 6 indicator of Continuing education for self-development, which shows: not all teachers continue education for self-development

2) The Effect of Work Discipline on Teacher Performance

Partial testing of the effect of the Work Discipline variable on Teacher Work Performance shows that Work Discipline can positively predict teacher Work Performance. A significance value of $0.000 < 0.05$ means significant, while $t_{count} 5.130 > t_{table} 2.002$ means significant. Thus accepting the hypothesis: "Work discipline partially has a positive and significant effect on teacher performance at SMK Negeri 1 Cirebon". The magnitude of the influence of Work Discipline on Teacher Performance is 25.5%.

Referring to the research hypothesis which reveals that "Work discipline partially has a positive and significant effect on the work performance of teachers of SMK Negeri 1 Cirebon", which means that work discipline can be used to improve teacher performance.

Discipline in a school can be upheld if there is a willingness from the teachers to comply with all organizational regulations. Teacher work discipline in order to improve work performance that is able to achieve a learning target. Sutrisno (2015) argues that discipline is: "A condition that is created and formed through the process of a series of behaviors that show the values of obedience, obedience, loyalty, order and or order".

The work discipline of the Cirebon 1 Vocational High School (SMK) teacher, Cirebon City which is already good from the respondents' answers is shown by the highest score in questionnaire number 1 for the Discipline indicator against time, which shows teachers at Cirebon 1 Vocational High School (SMK), Cirebon City have complied with the provisions of time by coming to school according to working hours. While the weakness of Work Discipline at the Cirebon State Vocational High School (SMK) 1, Cirebon City is shown in item number 9 the Discipline indicator of procedures, which shows that not all teachers carry out the procedures for teaching and learning activities according to the rules.

3) The Effect of the Work Environment on Teacher Performance

Partial testing of the effect of the work environment on teacher performance shows that the work environment can predict teacher performance. A significance value of $0.000 < 0.05$ means significant, while $t_{count} 5.092 > t_{table} 2.002$ means significant. Thus it is known that the hypothesis that has been formulated previously which states "The work environment partially has a positive and significant effect on the work performance of teachers of SMK Negeri 1 Cirebon" is proven. Or in other words, the work environment can predict an increase in teacher performance. The magnitude of the influence of the work environment on teacher performance is 21.8%.

Referring to the research hypothesis which reveals that "the work environment partially has a positive and significant effect on the work performance of teachers at SMK Negeri 1 Cirebon", which means that to improve teacher performance can be done with the work environment.

The work environment as one of the main factors that determines the teacher to work optimally, with a comfortable, safe and calm work environment can improve teacher performance in achieving goals. If the work environment is less attractive and unsatisfactory, this condition can reduce the teacher's work performance, and vice versa if the work environment is conducive, it can increase work performance. According to Wursanto (2015): "The work environment is everything that is around the job and can affect them in carrying out the tasks assigned".

The work environment at Vocational High School (SMK) Negeri 1 Cirebon, Cirebon City which is already good according to respondents' perceptions is obtained from the highest questionnaire number, namely item number 4 of the prayer room indicator, which shows the places of worship (mushola) available in schools provide convenience in worship.

While the weakness of the Work Environment for Teachers at the Cirebon State Vocational High School (SMK) 1, Cirebon City is indicated by the questionnaire item number 5 of the Work Equipment indicator, which shows that not all teachers feel that work equipment is fulfilled, because work equipment that is damaged is not immediately replaced with new ones.

Table 2. Coefficient of Determination

Model Summary^b

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|-------|-------------------|----------|-------------------|----------------------------|---------------|
| 1 | ,986 ^a | ,973 | ,971 | ,83423 | 1,440 |

a. Predictors: (Constant), Job Satisfaction, Motivation, Remuneration

b. Dependent Variable: Performance

From the table above it can be seen that the adjusted R Square is 0.971, this means that 97.1% of performance is influenced by Remuneration, Motivation, Job Satisfaction, while the remaining 2.9% is influenced by other factors.

CONCLUSION

Based on the results of the analysis and discussion previously stated, the following conclusions can be drawn:

1. Motivation partially has a positive and significant effect on teacher performance at SMK Negeri 1 Cirebon. The magnitude of the positive influence of motivation on work performance is 61.6%.
2. Work discipline partially has a positive and significant effect on teacher performance at SMK Negeri 1 Cirebon. The magnitude of the influence of Work Discipline on Teacher Performance is 25.5%.
3. The work environment partially has a positive and significant effect on teacher performance at SMK Negeri 1 Cirebon. The magnitude of the influence of the Work Environment on Teacher Performance is 21.8%.
4. Motivation, work discipline and work environment together have a positive and significant effect on teacher performance at SMK Negeri 1 Cirebon. The magnitude of the influence of Motivation, Work Discipline, Work Environment simultaneously on Teacher Performance is 94.8%.

REFERENCES

- Arrywbowo, Imam, Misna Ariani. 2017. *Prestasi Kerja dipengaruhi Oleh Disiplin Kerja, Pengalaman Kerja, dan Lingkungan Kerja: Studi Kasus pada PT. Biro Klasifikasi Indonesia (Persero) Cabang Utama Komersil Balikpapan*. Prosiding Seminar Nasional Manajemen dan Ekonomi Bisnis Volume 1, Mei 2017. Prosiding Seminar Nasional Manajemen dan Ekonomi Bisnis ISSN: 2579-8715.
- Beno, Jose. 2019. *Pengaruh Motivasi Kerja, Disiplin Kerja Dan Lingkungan Kerja Terhadap Kinerja Pegawai PT. Penindo II Teluk Bayur Padang*. Jurnal Saintek Maritim, Volume 20 Nomor 1, September 2019 ISSN : 1412-6826 e-ISSN : 2623-2030.
- Dina, Syafrina. 2018. *Pengaruh Lingkungan Kerja Terhadap Prestasi Kerja Guru Pada SMAN 1 Tembilahan Kota*. 47 ISSN: 2598-7364 Vol.4 No.1 Jan 2018.
- Eliyanto. 2018. *Pengaruh Motivasi Kerja dan Lingkungan Kerja Terhadap Kinerja Guru SMA Muhammadiyah di Kabupaten Kebumen*. Jurnal Pendidikan Madrasah, Volume 3, Nomor 1, Mei 2018 P-ISSN: 2527-4287 - E-ISSN: 2527-6794.
- Harefa, Darmawan. 2020. *Pengaruh Antara Motivasi Kerja Guru IPA dan Displin Terhadap Prestasi Kerja*. Jurnal Ilmu Pendidikan Nonformal : AKSARA: 225 Volume : 06 Nomor : 03 Bulan. September Tahun : 2020
[http : //ejurnal.pps.ung.ac.id/index.php/Aksara](http://ejurnal.pps.ung.ac.id/index.php/Aksara).

- Lestari, Jihan Suci, Umi Farida, Siti Chamidah. 2019. *Pengaruh Kepemimpinan, Kedisiplinan, Dan Lingkungan Kerja terhadap Prestasi Kerja Guru*. ASSET: Jurnal Manajemen dan Bisnis: 2614-5502, E-ISSN: 2614-7246 Vol. 1 No. 1 Desember 2019
<http://journal.umpo.ac.id/index.php/ASSET>
- Rizal, Yosi. 2020. *Pengaruh Motivasi, Disiplin Kerja, Dan Kepuasan Kerja Terhadap Prestasi Kerja Pegawai Pada Dinas Perumahan Rakyat, Kawasan Pemukiman Dan Lingkungan Hidup Hulu Sungai Selatan*. Administraus - Jurnal Ilmu Administrasi Dan Manajemen Vol 4 No. 2 – Mei 2020 E-ISSN 2580-9695 Since September 2017.
- Sakarsih, Ningsih. 2017. *Pengaruh Motivasi Dan Disiplin Kerja Terhadap Prestasi Kerja Karyawan Packaging Section PT. Astra Honda Motor Parts Centre*. Jurnal Manajemen Bisnis Krisnadwipayana. ISSN : 2338 - 4794 Vol. 5. No. 2 Mei 2017.
- Theobaldus, Edian Fahmy, Boro Tura, Sri Sukapti. 2021. *Pengaruh Motivasi Kerja Dan Lingkungan Kerja Terhadap Prestasi Kerja Karyawan Pada PT. Screenplay Productions Di Jakarta Pusat*. SSN : 2622 – 8882, E-ISSN : 2622-9935 Jurnal Ekonomi Efektif, Vol. 3, No. 4, Juli 2021 @Prodi Manajemen Fakultas Ekonomi Universitas Pamulang.
- Wijayanti, Riska Arum, Bambang Kuncoro, Retno Dewi Pramodia. 2018. *Pengaruh Disiplin Kerja Dan Motivasi Kerja Terhadap Prestasi Kerja Perangkat Desa Di Kecamatan Getasan, Kabupaten Semarang*. Jurnal Mahasiswa Administrasi Negara (JMAN), Vol. 02 No. 01, Mei 2018 | e-ISSN: 2614-4220.
- Yanto, Yudhy Dwi. Mei Indrawati, Hidayat. 2019. *Pengaruh Pelatihan, Kompetensi Dan Disiplin Kerja Terhadap Prestasi Kerja Guru Di SMKN Sumberrejo Bojonegoro*. Jurnal Mitra Pendidikan (JMP Online) JMP Online Vol. 3, No.5, 723-736. © 2019 Kresna BIP. e-ISSN 2550-0481 p-ISSN 2614-7254.
- Ahyat, Muh. 2017. *Kinerja Guru Kontrak Second Junior Secondary Education Project (Proyek JSE II)*. Yogyakarta : PPs UNY.
- Amriany dkk. 2018. *Iklim Organisasi yang Kondusif Meningkatkan Kedisiplinan Kerja*. Jakarta: Bumi Aksara.
- Arikunto, Suharsimi. 2017. *Prosedur Penelitian. Suatu Pendekatan Praktek*. Edisi Revisi III. Cetakan Kesembilan. Jakarta: Rineka Cipta.
- Bhuono, Agung Nugroho, 2015. *Strategi jitu memilih metode statistik Penelitian dengan SPSS*. Penerbit Abdi, Yogyakarta.
- Burhanuddin, Yusak. 2017. *Administrasi Pendidikan*. Bandung: CV Pustaka. Setia.
- Effendi, Onong Uchjana. 2018. *Human Relation dan Public Relation dalam Manajemen*. Bandung: Alumni.
- Gibson, James L. Ivancevich, Jhon M, Donely, James H, 2016. Alih Bahasa Andiarni, Nunuk,. *Organisasi, Prilaku, Struktur*. Binarupa Aksara, Jakarta.
- Handoko, T. Hani. 2015. *Manajemen Personalia dan Sumber Daya Manusia*. Edisi Kedua. Cetakan Kelima belas. BPFE. Yogyakarta.
- Hasibuan, Malayu S.P. 2015. *Manajemen Sumber Daya Manusia*. Edisi Revisi. Cetakan Ketujuh. Bumi Aksara. Jakarta.
- Hawi, Akmal, *Kompetensi Guru Pendidikan Agama Islam*. Jakarta: Rajawali Pers,. 2017.
- Ismail Muh. Ilyas. 2018. *Kinerja Dan Kompetensi Guru Dalam Pembelajaran*, Lentera Pendidikan, Vol. 13 No. 1 Juni 2018.
- Mamik 2015. *Organisasi dan Manajemen Pelayanan Kesehatan dan Kebidanan*. Surabaya : Prins Media.

- Mangkunegara, Anwar Prabu. 2015. *Perilaku dan Budaya Organisasi*. Bandung: Refika Aditama.
- Mardiana Yusuf dkk,. 2015. *Komitmen Organisasi*, Makasar: CV Nas Media Pustaka.
- Maryati., MC. 2018. *Meningkatkan Keunggulan Perusahaan Melalui Manajemen Perkantoran Efektif*. Yogyakarta: UPP.STIM YKPN.
- Mathis, Robert L. & John H. Jackson diterjemahkan Diana Angelica. 2016. *Manajemen Sumber Daya Manusia*. Edisi 10. Jakarta; Salemba Empat.
- Moekijat. 2019. *Manajemen Sumber Daya Manusia*. Maju Mundur. Bandung.
- Nitisemito, Alex S., 2016 *Manajemen personalia dan Manajemen sumber Daya Manusia*. Jakarta; Ghalia Indonesia.
- Padil, Abbas. 2016. *Manajemen Sumber Daya Manusia*, Cetakan 1 Makassar:Alauddin University Press.
- Panggabean, Mutiara Sibarani. 2017. *Manajemen Sumber Daya Manusia*. Cetakan pertama.. Ghalia Indonesia. Jakarta.
- Prayitno, Dwi. 2014. *Mandiri Belajar SPSS*. Jakarta: PT. Buku Kita.
- Rivai, Veithzal. 2016. *Manajemen Sumber Daya Manusia Untuk Perusahaan Dari Teori ke Praktik*. Jakarta: Cetakan Ketiga. Rajagrafindo Persada.
- Samsudin, Sadili. 2016. *Manajemen Sumber Daya Manusia*.Pustaka Setia. Bandung.
- Sardiman. 2017. *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: PT. Radjagrafindo Persada.
- Sastrohadiwiryo, Siswanto. 2015. *Manajemen Tenaga Kerja Indonesia. Pendekatan Administratif dan Operasional*. Cetakan ketiga. PT. Bumi Aksara. Jakarta.
- Satrianegara, Fais & Sitti Saleha.2019. *Buku Ajar Organisasi dan Manajemen Pelayanan Kesehatan serta Kebidanan*. Salemba Medika; Jakarta.
- Saydam, Gouzali. 2016. *Manajemen Sumber Daya Manusia (Human Resources Management) Suatu Pendekatan (dalam Tanya Jawab)*. Jakarta: Djambatan.
- Sedarmayanti. 2017. *Manajemen Sumber Daya Manusia. Reformasi Birokrasi dan Manajemen Pegawai Negeri Sipil*. Bandung: PT. Refika Aditama.
- Siagian, Sondang P. 2015. *Organisasi, kepemimpinan & perilaku administrasi*. Cetakan kelima. CV. Haji Masagung. Jakarta.
- Simamora, Wibawa.2017. *Pengantar Analisis Kebijakan Publik*. , dkk. Gajah Mada University Press. Yogyakarta.
- Soerjono. 2017. *Sosiologi Suatu Pengantar*. Jakarta: Rajawali Pers.
- Sondang P. Siagian. 2018. *Fungsi-fungsi Manajerial*. Jakarta ; Bumi Aksara.
- Sugiyono 2014. *Metode Penelitian Bisnis*. Cetakan Ketujuh. Bandung: CV. ALFABETA.
- Sulistiyani, Ambar Teguh & Rosidah. 2013. *Manajemen Sumber Daya Manusia: Konsep, Teori dan Pengembangan dalam Konteks Organisasi Publik*. Yogyakarta; Graha Ilmu.
- Supardi. 2018. *Kinerja Guru*. Jakarta: PT Rajagrafindo Persada.
- Surayin. 2017. *Kamus Umum. Bahasa Indonesia*. Cetakan ke 1. Yrama Widya. Bandung.
- Sutrisno, Edy. 2015. *Manajemen Sumber Daya Manusia*. Penerbit: Jakarta,. Kencana.
- Thoha, Miftah. 2015. *Perilaku Organisasi, Konsep Dasar dan Aplikasinya*. Jakarta: CV Rajawali.
- Tilaar. 2016. *Membenahi Pendidikan Nasional*. Jakarta: PT. Rineka Cipta.
- Ukas, Maman.2019. *Manajemen : Konsep, Prinsip dan Aplikasi*. Ossa Promo. Bandung.
- Uno, Hamzah B. 2017. *Perencanaan Pembelajaran*. Jakarta : Bumi Aksara.
- UU No. 20 Tahun 2003 tentang *Sistem Pendidikan Nasional*.
- Wahyudi.2016. *Mengejar Profesionalisme Guru*. Jakarta: Prestasi Pustaka.

-
- Wijono, S. 2015. *Psikologi Industri dan Organisasi: Dalam Suatu BidangGerak. Psikologi Sumber Daya Manusia*. Jakarta: Kencana.
- Winarno Surakhmad. 2014. *Pengantar Ilmiah Dasar Metode Teknik*, Bandung: Tarsito.
- Wursanto, I.G. 2015. *Dasar-dasar Ilmu Organisasi*. Yogyakarta: Andi Offset.
- Yamin, Martinus & Maisah. 2016. *Standarisasi Kinerja Guru*. Jakarta: Gaung Persada.