

Analyzing Working Compensation and Climate on Teachers' Performance

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Abstract: The purpose of this study was to determine and analyze the effect of compensation and work climate on teacher performance in Islamic Boarding School located in Jambi City. The research instrument used a questionnaire and involved 187 teachers with different (heterogeneous) study backgrounds as research samples. Proportional random sampling was chosen to determine the number of teacher samples by using the Slovin formula. Descriptive analysis technique was used to describe the compensation variable (X1), working climate (X2) and teacher performance (Y) by compiling a frequency distribution table to see which categories being studied. Normality test was carried out by using the Liliefors test technique or in the SPSS program called Kolmogorov-Smirnov. The results of the linearity and significance of linear regression were performed using SPSS version 20.0. The results showed that; first, there was no significant effect between compensation and teacher performance. This means that teacher performance is not always determined by compensation. Second, there was an effect between working climate and teacher performance. This meant that the higher the working climate, the higher the teacher's performance results, however, the performance of teachers whose performance was low due to the low working climate. Third, there was an effect between compensation and working climate on teacher performance. This meant that the higher compensation and the better working climate, the higher the teacher's performance. Then, there is a relationship between compensation and work climate on teacher performance. This meant that the higher compensation and working climate of a teacher, the higher performance results of the teacher and vice versa teachers whose performance was low due to compensation and working climate was in low level.

Index Terms: teachers' performance, working compensation, working climate

1. INTRODUCTION

The law number 14 in 2005 concerning Teachers and Lecturers in Indonesia emphasizes that teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, and evaluating students in early childhood education through formal education, basic education and secondary education. Furthermore, article number 20 states that one of the professional obligations of teachers is to plan learning, implement quality learning processes, assess and evaluate learning outcomes, and improve and develop academic qualifications and competencies in a sustainable manner in line with the development of science, technology, and art. According to Supardi (2016), performance is an activity to carry out, complete tasks and responsibilities in accordance with the expectations and goals that have been set. Meanwhile, according to Priansa (2014), performance is a manifestation of the ability in the form of real work and the work achieved by teachers in schools in order to achieve school goals. Thus, the performance of teachers is related to the planning and implementation of learning in schools with responsibility and is committed to achieving the goals of an organization. Formal teachers especially for those who teach in Islamic boarding schools should be of good quality and competence in order to get good outcomes. To realize the performance of qualified and competent teachers as according to Article Law No. 14 of 2005 concerning Teachers and Lecturers, in article 10 paragraph (1) states that teacher competence as referred to in Article 8 includes pedagogical competence, personality competence, social competence, and professional competence obtained through professional education.

According to Middlewood (2001), "the integration of the professional standards within a performance appraisal framework suggests that performance, development, and pay progression are in some ways in explicitly linked and provide a measure to indicate teacher performance" (p. 118). Sponge (2007) clarifies that "these affective characteristics are difficult to quantify; however, characteristics such as a love of children, a love of work, and positive relationships with colleagues and with children contribute to a teacher's feeling of happiness" (p.22).

The strategic issue of performance is a fundamental problem that has positive and negative impacts. If the climate of performance and compensation in a school is good, it will also be good for teachers in school performance. Starting from the interaction between one another and supported by a conducive environment will create a climate of harmony. As the results of previous studies, Imam (2013) states that there is a positive relationship between organizational climate and the quality of work life of employees of PT Aseli Dagadu Djokdja. The effective contribution of the organizational climate variable to the quality of work life is 48.4%, this shows that the organizational climate contributes 48.4% to the quality of work life. Based on observations and interviews about the performance of Islamic boarding school (pesantren) teachers, it is found that some teachers have moderate performance, thus it affects the learning process caused by the lack of preparation in teaching such as not carrying lesson plans when they want to teach, monotonous learning implementation, lack of willingness to progress and achieve achievement. According to Jones' s study (2007), results in the United Kingdom found that a teacher might demonstrate under-performance in a number of ways such inability to control the class, poor planning and preparation, poor subject knowledge, poor teaching, low expectations of pupils, poor relationships with pupils, poor relationships with colleagues, poor quality pupils learning and progress, lack of commitment to the work, and inability or unwillingness to respond to change. According to Bryson (2010) in the journal NIESR focused on salaries improve worker performance, the result indicated that the ways to improve that performance with careers are more income and provide training outside of work.

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Furthermore, according to previous research conducted by Muguongo (2015) in concerned on the effects of compensation on job satisfaction among secondary school teachers in Maara Sub-County of Tharaka Nithi County, Kenya, revealed that the teachers were very dissatisfied with all aspects of the compensation they received. Thus, if teacher job satisfaction is disrupted, it will affect their performance in school. Besides, compensation is something that is reciprocated, how much work is carried out then that much will get. According to Sutrisno (2016), the employees have given all their working capabilities to the company, the company naturally appreciates the efforts of the employees by giving them commensurate rewards. Furthermore, according to Boot (2016), 'the aims of reward are to attract, retain, and motivate staff. Salaries are what attracted them to an organization, benefits kept them there, while bonuses and incentive schemes are motivated them '(p. 295). The phenomenon of compensation in Seberang Islamic Schools in providing compensation provided by the boarding school is the remuneration system. Remuneration is a direct reward consisting of salary/ wages, position allowances, special allowances, and bonuses that are linked or not associated with working performance and organizational performance, incentives as rewards for achievement, and various types of assistance provided routinely. Indirect rewards consist of social funds, a home for teachers, study tours to tourist attractions and so on. However, in its implementation, the provision of compensation still has problems such the amount of compensation given to the teacher does not meet the needs of the teacher. In addition, Seidman (1999), "Many teachers cannot make ends meet on their school salaries. They should work two jobs, or in the case of married couples, both partners should work to generate a sufficient family income "(p. 21). It can be inferred that the role of compensation is very influential for the sustainability of teachers in schools, both direct and indirect compensation so that the professionalism of a teacher is created. As suggested by previous researcher, Aprijon (2014), conducted a study about the effect of compensation on the performance of high school teachers in the District of Bangkinan. The results of the study showed that there is a strong relationship between compensation variables on the performance of high school teachers in the District of Bangkinang. Partially, there is a positive and significant effect of compensation variables on the performance of high school teachers in Bangkinang District. Moreover, working climate is a condition where there is a harmonious relationship that occurs in school. According to Supardi (2016), climate is a situation around schools/ madrasas and a "quiet and comfortable" atmosphere that is appropriate and conducive to learning that can improve academic achievement. Furthermore, Triatna (2016) notes that the school climate is a tone (atmosphere) felt by employees of an organization/ school based on their interactions with the environment, both the physical environment and social environment. Thus, a conducive working climate will result in maximum teacher performance, the weaker working climate, the weaker teacher's performance. Working climate phenomenon that occurs in the Seberang boarding schools (pesantren) have not yet created a conducive working climate caused by air or strong odors caused by rubber factories close to pesantren, inadequate facilities and infrastructure such as school buildings, teacher rooms and air ventilation, and lack of the establishment of a harmonious relationship between teachers

so that it affects the performance of teachers in pesantren. Furthermore, Muliawan (2015) conveys that Pesantren is a typical Indonesian institution (indogeneous), now the pesantren has spread to almost all regions of Indonesia. It is a unique educational institution. The characteristics of a pesantren provides; a. cottage. b. the mosque. c. religious person, students of Islam. d. kiai. Thus, pesantren is an authentic Indonesian culture which contains teachings about the religion of Islam. Based on the problems existed, the researchers tried to make observations (observations) and initial interviews with teachers working in the Seberang boarding schools and noted that; first, some teachers who have moderate performance affected the learning process caused by the lack of preparation in teaching such as not carrying lesson plans when they want to teach, the implementation of monotonous learning, lack of willingness to progress and achieve achievement. Second, the compensation given by pesantren is a remuneration system. However, in its implementation, the provision of compensation still has problems such the amount of compensation given to the teacher does not meet the needs of the teacher. Third, low level working climate, this can be seen from they not yet created a conducive working climate caused by air or strong odors and rubber factories close to pesantren, inadequate facilities and infrastructure such as school buildings, teacher rooms and air ventilation, and lack of intertwining harmonious relationship between teachers so that it has an impact on teacher performance in pesantren. Based on the background of the problems with the theory above and the absence of research on teacher performance in Seberang Islamic boarding schools, the authors are interested in conducting research focused on the effect of working compensation and working climate on teachers' performance in Seberang Islamic Boarding Schools in Jambi City. In terms of the limitation of the study, there are three research questions formulated as follows: 1. Is there a significant effect of compensation on teachers' performance in Seberang Islamic Boarding Schools in Jambi City? 2. Is there a significant influence of working climate on teachers' performance in Seberang Islamic Boarding Schools in Jambi City? 3. Is there a significant effect of working compensation and working climate simultaneously on teachers' performance in Seberang Islamic Boarding Schools in Jambi City? To test the presence or absence of the effect of variables X1 (compensation), X2 (working climate), and Y (teachers' performance), the hypotheses proposed in this study were:

1. Ha1: There is an effect of compensation on teachers' performance in Seberang Islamic Boarding Schools in Jambi City.
2. Ha2: There is an effect of working climate on teachers' performance in Seberang Islamic Boarding Schools in Jambi City.
3. Ha3: There is an effect between working compensation and working climate on teachers' performance in Seberang Islamic Boarding Schools in Jambi City.

2 LITERATURE REVIEW

2.1 Theoretical Framework

In this study, the compensation variable is shown as direct and indirect compensation (Dessler, 2013) while working climate variables are indicated by ecology, milieu, social system, culture (Owen, 1991). Teacher performance variables

are shown by preparing learning plans, implementing learning, establishing interpersonal relationships, carrying out assessment of learning outcomes, carrying out enrichment (Supardi, 2016). For clarity, the image below describes the relationship of research variables as follows.

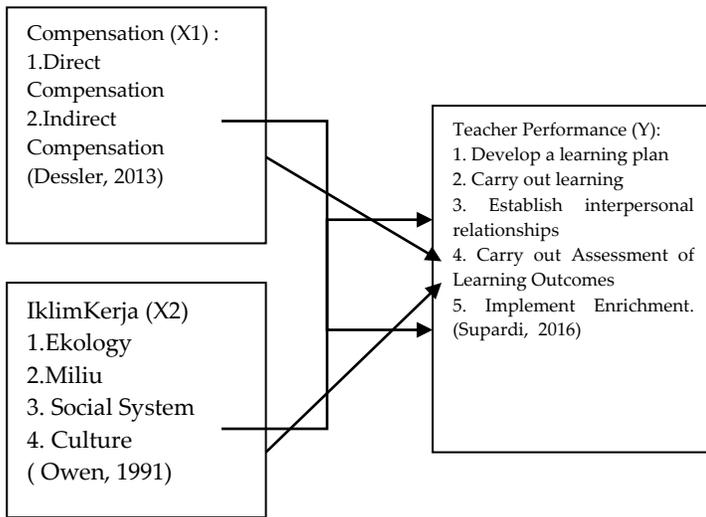


Figure 1. The relationship of research variables

2.2 Teachers' Performance

According to Supardi (2016), performance is the result of work achieved by someone in an organization to achieve goals based on standardization or size and time and adjusted to the type of work and in accordance with the norms and ethics that have been set. Additionally, Donni (2014) mentions that teachers who have high level of performance are teachers who have a productivity of cooperation with above the specified standards. Thus, it can be inferred that a person's performance results are influenced by various factors, one of which is working environment that can increase work productivity. Based on the description of teacher performance stated by the experts, it is clear that performance is a process of carrying out tasks in accordance with standardization of size and time based on knowledge, attitudes, and skills in accordance with the expectations and goals that have been set.

2.3 Teacher Performance Assessment

In words of Wahyudi (2012), the purpose of evaluating someone's performance is to find out how much they work through a formal and structured system, such as assessing, measuring, and influencing characteristics related to work, behavior, and results including the level of absence. According to Fenwick (2006), performance assessment is the formal and informal judgment of how well people complete observable tasks. The two most common uses of the term performance assessment in education relate to student achievement and employees, such as teachers, completing the functions of their jobs. According to Mulyasa (2010), performance has a close relationship with productivity because it is an indicator in determining efforts to achieve high productivity. In this regard, efforts to conduct an assessment of organizational performance are important. Talking about the performance of educational staff, closely related to how to conduct an assessment of one's work, it needs to be set performance standards or performance

standards. From the description previously, the intended performance appraisal is related to measuring and assessing the results and performance of formal and informal work to achieve high productivity.

2.4 Compensation

In terms of compensation, Suwatno (2016) expresses that compensation is the reward received for services provided to the company enabling employees to maintain their dignity and status and enable employees to maintain a reasonable, decent and independent standard of living without being dependent on others, especially in meeting the needs his life. Whereas, Sutrisno (2016) notes that compensation is all types of awards in the form of money or not money given to employees appropriately and fairly for their services in achieving company goals. Compensation is important, which is the main motivation or motivation of an employee to work. This means that employees use knowledge, skills, and energy and time not merely want to devote or devote themselves to the company, while there are other objectives, namely expecting a reward or repayment for the results that have been given.

2.4 The Linkage of Working Compensation and Working Climate to Teachers' Performance

Associated with the role of human resources in improving teacher performance, compensation and working climate is a very important basic substance for a teacher. Because it is a primary need to retain teachers in an institution. And with the existence of a conducive working climate arouse the enthusiasm of teachers to be even better in teaching. Sutrisno (2016) emphasized, "compensation is the company's reward for the sacrifice of time, energy, and thought that they have given to the company" (p. 181). This is in line with Soekidjo (2015) who underlines "compensation is everything received by employees as retribution for work for their service" (p. 142). It was further explained that a good compensation system and a good working climate would benefit teachers' performance in achieving desired organizational goals.

3 METHODS

To answer the problems and questions This research used a quantitative approach by examining the facts that have occurred and all data and information are realized in the form of numbers, with statistical analysis. Information regarding variables in this study was obtained from respondents who were transferred in the form of numbers and then analyzed. With regard to the results of the problem in this study, then the population in the study was as 187 boarding school teachers (pesantren teachers). Hence, this research uses proportional random sampling and the determination of the sample for the number of teachers was carried out by the Slovin formula. The sample in this research was a portion of pesantren teachers in Seberang Islamic Boarding Schools located in Jambi City with characteristics in accordance with a population size of 187 teachers with different study backgrounds (heterogeneous). The instrument used in this study was the Questionnaire. So the questionnaire here is a list of questions made by researchers about the influence of the variables X1 (Compensation), X2 (Work Climate), and Y (Teacher Performance) at the Seberang Islamic Boarding School in Jambi. The questionnaire form that the researcher made was a closed questionnaire that contained a list of

questions that expected respondents to choose one alternative answer from each question that has been provided. Data collection techniques used in this study consisted of a questionnaire. The questionnaire was intended to capture data on compensation, work climate and teacher performance in Seberang Islamic Boarding School in Jambi City. To test the validity, the questionnaire items were tested. The questionnaire was distributed to 20 respondents who were outside the sample teaching in Al Hidayah Modern Islamic Boarding School in Jambi City. As for measuring the validity of the questionnaire instruments per item, the researchers used computer assistance by using the SPSS Version 20.0 program. Then, to find out whether or not the item is valid, the total correlation score (r count) per item obtained should be greater than the r value (r count table) with a 5% significance level that is equal to 0.444. The analysis technique used was descriptive analysis. Descriptive analysis technique was used to describe the compensation (X1), working climate (X2) and teacher performance (Y) variables by compiling a frequency distribution table to see which categories being studied. Normality test was carried out by using the Liliefors test technique or in the SPSS program called Kolmogorov-Smirnov. The results of the linearity and significance of linear regression were performed using SPSS version 20.0.

3.1 Multiple Linear Regression Analysis

This analysis is to determine the direction of the relationship between the independent variable with the dependent variable whether each independent variable is positively or negatively related and to predict the value of the dependent variable if the value of the independent variable has increased or decreased.

3.2 Hypothesis Testing

T-test, this research used a test with a significance level of 0.05. If the alpha value <0.05 , it can be stated that the hypothesis is accepted, so there is a significant influence between the independent variables on the dependent variable. On the other hand alpha value >0.05 , the hypothesis is rejected, meaning there is no significant effect between the two variables tested. F test, the F test basically shows whether all the independent variables included in the model have an effect simultaneously or together on the dependent variable with a significance level criterion <0.05 . If the significance is <0.05 then the research model is declared feasible.

4 FINDINGS AND DISCUSSIONS

4.1 Hypothesis Testing Results

Furthermore, to test whether the effect of compensation and working climate on teacher performance is significant both simultaneously and partially, a significance test was then performed. Testing starts from simultaneous testing, and if the results of significant simultaneous, testing are continued with partial tests.

4.2 Partial Hypothesis Testing (T Test)

To find out the variables that have a significant effect partially, regression coefficient testing was carried out by using the t test statistic. Determination of the test results (acceptance/rejection of the Alternative Hypothesis (H_a)) can be carried out by comparing the t -count with the t -table or it can also be

seen from its significance value.

4.3 Effect Of Compensation On Teachers' Performance

Based on the output, it is discovered that the t -value was 0.648 with a probability of sig 0.518 $> \alpha = 0.05$, or $t < t$ table is 0.648 < 1.985 . This means that the alternative hypothesis (H_a) is accepted and it can be concluded that partial compensation did not have a significant effect on the performance of pesantren teachers. This showed that compensation had no effect on the performance of pesantren teachers.

4.4 Effect of Working Climate on Teachers' Performance

The results revealed that the value of t -count was 3,482 with a probability of sig 0.01 $< \alpha = 0.05$, or $tcount > t$ table, that was 3.482 > 1.985 . This meant that the null hypothesis (H_0) was accepted (H_a) and it can be concluded that working climate partially had a significant effect on the performance of pesantren teachers. This showed that working climate affected the performance of pesantren teachers.

4.5 The Effect of Compensation on Teacher Performance in Seberang Islamic Boarding School in Jambi City

From the test results, it can be seen that the effect of the compensation variable on teacher performance was obtained t -count value of 3,482 with a probability of sig 0.518 $> \alpha = 0.05$, or $tcount < t$ table that was 3.482 < 1.985 . This meant that the alternative hypothesis (H_a) was accepted and it can be concluded that partial compensation did not have a significant effect on the performance of pesantren teachers. The results of this research were in line with the results put forward by other researchers such Arifin (2017). He partially mentioned that compensation for the performance of pesantren teachers has no effect on the performance of teachers in the Seberang Islamic Boarding School in Jambi City. Moreover, the results of this research were consistent with previous research conducted by Haryanto, Harja, Putri, Supawal, and Amin (2018) with the implication that teaching in Islamic boarding schools, not only about money and material factors more to the pleasure in teaching.

4.6 The Effect of Working Climate on Teachers' Performance in Seberang Islamic Boarding School in Jambi City

From the test results, it can be seen that the effect of working climate variable on teacher performance was obtained t -count value of 0.648 with a probability of sig 0.01 $< \alpha = 0.05$, or $tcount > t$ table which was 3.482 > 1.985 . This meant that the null hypothesis (H_0) was accepted and (H_a) was rejected. It can be concluded that working climate partially had a significant effect on the performance of pesantren teachers. The results of this research was also in line with previous research conducted by Yunita (2013).

4.7 The Effect of Compensation, Working Climate on Teacher Performance in Islamic Boarding Schools

From the test results about the simultaneous effect of working compensation and working climate on teacher performance, the F -calculated value of 6.302 with a probability of sig 0.03 $< \alpha = 0.05$ or $fcount > ftable$ was 6.302 > 3.09 . This meant that

the null hypothesis (H₀) was accepted and (H_a) was rejected and it can be concluded that working compensation and working climate simultaneously had a significant effect on the performance of pesantren teachers. In this research problem, teacher performance is related to planning and implementing learning in schools with full responsibility and back-to-back to achieve the goals of an organization. Formal teachers especially those who teach in Islamic boarding schools should be of good quality and competence in order to get good outcomes. To realize the performance of qualified and competent teachers as according to Article Law No. 14 of 2005 concerning Teachers and Lecturers, in article 10 paragraph (1) states that teacher competence as referred to in Article 8 includes pedagogical competence, personality competence, social competence and professional competencies obtained through professional education. From the description, there was a relationship between working compensation and working climate with teacher performance. This meant that the higher working compensation and working climate of a teacher, the higher the results of teacher's performance and vice versa teachers whose performance was low due to working compensation and low working climate.

5 CONCLUSIONS

Based on the analysis of the results of research and discussion previously described compensation in Seberang Islamic Boarding Schools (Pesantren) in Jambi city included in level of high category, working climate in the pesantren included in level of good category. Teacher performance in Seberang Islamic Boarding Schools (Pesantren) in Jambi city was included in level of high category. Then, it can be concluded as follows. First, there is no effect between working compensation and teacher performance. This meant that teacher performance is not always determined by compensation. Second, there is an effect between working climate and teacher performance. This meant that the higher working climate, the higher teacher's performance and teachers whose performance is low due to low level of working climate. Third, there is an effect between working compensation and working climate with teachers' performance. This meant that the higher compensation and the better working climate and the higher teacher's performance.

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