

RELATIONSHIPS OF WORK ENVIRONMENT AND WORK DISCIPLINE WITH THE TEACHER PERFORMANCE OF JUNIOR HIGH SCHOOL IN WUA-WUA SUB-DISTRICT, KENDARI CITY

Ramly^{1*}, Ulan Mutmainnah Buchari², La Harjoprawiro³

^{1,3} Department of Economic Education of Universitas Halu Oleo, Kendari – 93232

² Student of Economic Education of Universitas Halu Oleo

*Email: ramli175@yahoo.co.id

Abstract. This study aims to analyze the relationship of the work environment and work discipline with the performance of junior high school teachers in Wua-Wua Sub-District, Kendari City. The population of this study was all junior secondary teaching staff in the Wua-Wua Sub-District of Kendari City amounting to 151 teachers. The sampling method of this study used a stratified random sampling technique with the Slovin formula, with a sample of 60 teachers. This research instrument was in the form of a questionnaire which was a list that revealed work environment data, work discipline, and teacher performance. The data analysis technique of this research uses descriptive analysis and inferential analysis, which uses Multiple Linear Regression Test with hypothesis testing with partial test (t-test) and Simultaneous test (F-test). The results of this study are (1) There is a positive and significant relationship between the environment work with the performance of junior high school teachers in the Wua-Wua Sub-District of Kendari City, (2) There is a positive and significant relationship between work discipline and the performance of junior high school teachers in the Wua-Wua Sub-District, Kendari City, and (3) There is a positive and significant relationship between the work environment and work discipline with the performance of junior high school teachers in Wua-Wua Sub-District, Kendari City.

Keywords: *Work Environment, Work Discipline, Teacher Performance*

INTRODUCTION

Teacher performance is basically a performance or performance performed by teachers in carrying out their duties as educators. The quality of teacher performance is crucial in the quality of educational outcomes, because the teacher is the party most in direct contact with students in the learning process in educational institutions/schools. According to Susanto (2002), the controller of school operations is teacher performance, so that if teacher performance is good, school performance will increase, and vice versa, if teacher performance decreases, school performance also decreases. Therefore, the school strives to maintain teacher performance so that it continues to have high performance by improving the quality of a good work environment and high work discipline in accordance with the goals desired by the school.

The results of the study show that the performance of junior high school teachers in the Wua-Wua Sub-District of Kendari City is still relatively low. Likewise, the results of interviews of school principals and deputy principals in the field of junior high school curriculum in the Wua-Wua sub-district of Kendari City that the low performance of teachers is caused by a work environment that is less conducive and comfortable and does not support physically or non-physically. For example, lack of cleanliness maintained in the teacher's room, limited facilities in the room, vehicle noise and building equipment caused by the construction of new buildings, still found in the study room facilities that are damaged and have not been repaired, and there are still relationships that are less harmonious between teachers and principals, teachers and teachers, and teachers and students. This condition results in low teacher morale, because a less conducive work environment will have an impact on the work of teachers that is less than optimal so that it has the potential to decrease the quality of teacher performance.

Another factor that causes low teacher performance is the work discipline factor. This is consistent with the performance of teachers in junior high schools in the Wua-Wua sub-district of Kendari City that there are still a number of teachers who have not applied discipline in work. The presence of the teacher in teaching is not on time so the teaching and learning activities are not in accordance with the specified time. In addition, the lack of teacher discipline is caused by frequent family permits, grief, sickness, or sudden activities. This has an impact on disrupted learning activities that result in teacher performance also decreases. This is also

common when beginning to enter school or beginning of the semester, there are still some teachers who are late to enter even some who do not attend school. If teachers can apply discipline at work, then their performance will get better, but conversely if teachers cannot apply discipline at work, their performance will decrease.

Based on these problems, the authors see that the work environment and work discipline are factors that can influence teacher performance improvement. Therefore, the problem of this research is as follows. (1) Is there a relationship between the work environment and the performance of junior high school teachers in the Wua-Wua Sub-District of Kendari? (2) Is there a relationship between work discipline and the performance of junior high school teachers in the Wua-Wua Sub-District of Kendari? (3) Is there a relationship between the work environment and work discipline with the performance of junior high school teachers in the Wua-Wua Sub-District of Kendari?

THEORITICAL REVIEW

1. The Concept of Teacher Performance

Teacher performance is the ability of a teacher to carry out learning tasks and take responsibility for students under his guidance by increasing student learning achievement (Supardi, 2014). Then, Uno (2010) states that teacher performance is a process undertaken to move teachers so that their behavior can be directed to real efforts to achieve the goals set.

The term performance comes from the word job performance or actual performance (work performance or actual achievement achieved by someone). This can be interpreted that performance is an achievement that appears as a form of success of one's work. Teacher performance is a behavior or response that gives results that refer to what they are doing when he faces a task (Physical, 2013). Teacher performance involves all activities or behavior experienced by teaching staff, the answers they make, to give results or goals. Sometimes the performance of teachers is only in the form of a response, but usually gives results (Yamin and Maisah, 2010). Then, Arifin (2014) states that Teacher performance can be interpreted as the level of success of teachers in carrying out educational tasks in accordance with their responsibilities and authorities based on performance standards that have been set during certain periods in the framework of achieving educational goals. While teacher performance indicators are: (1) Ability to compile learning plans, (2) Ability to carry out learning, (3) Mastery of material, (4) Learning appraisal ability, and (5) Ability to evaluate (Daryanto, 2011).

Based on some of the opinions above it was concluded that the teacher's performance in this study was the success achieved by a teacher in carrying out his duties as well as those charged to him.

2. The Concept of the Work Environment

The concept of the environment or working conditions are all aspects of physical work, psychological work and work regulations that can affect job satisfaction and work productivity (Schultz, 2010). According to Sunyoto (2012) that the work environment is everything that is around workers and can affect themselves in carrying out the tasks that are charged, including cleanliness, music, and lighting.

The work environment is a place where teachers do activities every day. A conducive work environment provides a sense of security and allows teachers to be able to work optimally (Harrianto, 2010). Furthermore, Iskandar (2012) argues that the work environment is a condition around the workplace both physically and non-physically which can give the impression of being pleasant, comforting, reassuring and comfortable working. Likewise, Taiwo (2010) states that the work environment is everything, events, people and others that influence the way people work. Then, Nuraini (2013) states that work environment is everything that exists around the teacher and can influence in carrying out the tasks assigned to him. Meanwhile, Munandar (2010) states that Work environment is an environment that includes physical conditions, space, place, work equipment, type of work, supervisors, coworkers, subordinates, people outside of school, school culture, policies, and school regulations. Some indicators used for the measurement of the work environment according to Nitisemito (2004) in this study are (a) Supporting work colleagues, (b) Workroom conditions, and (3) Supporting work equipment.

From the opinions of some experts it can be concluded that the teacher's work environment is everything that exists around the teacher both the place and the atmosphere that can affect him in carrying out the tasks assigned by the school or institution to him.

3. The Concept of Work Discipline

The concept of work discipline is essentially an effort to raise awareness for workers in carrying out the tasks that have been given, and the formation of this work discipline does not arise by itself (Harlie, 2010). According to Mangkunegara (2013) that work discipline can be interpreted as implementing management to strengthen organizational guidelines. Then, Setyaningdyah (2013) said that work discipline is a policy of shifting individuals to become themselves accountable for compliance with environmental (organizational) regulations. Whereas Siswanto (2010) defines work discipline as an attitude of respect, respect, obedience and obedience to applicable regulations both written and unwritten and able to carry it out and not avoid receiving sanctions if he violates the duties and authority given to him. In addition, Rivai (2011) defines work discipline as a tool used by managers to communicate with teachers so that they are willing to change a behavior and as an effort to increase the awareness and willingness of a person to fulfill all school rules.

Arifin (2012) states work discipline as an attitude and behavior that intends to obey all organizational regulations based on self-awareness to adjust to organizational regulations. While Schermerhorn (2010: 470), said discipline is the act of influencing behavior through reprimands. Indicators of work discipline are: (1) Compliance with regulations, (2) Effective at work, (3) Corrective actions, (4) Timely attendance, (5) Absenteeism, and (6) Completing work on time (Simamora, 2004).

Based on the views of the experts above, it is concluded that the work discipline in this study is the willingness and willingness of a person to obey and obey the regulations that apply in the surroundings and the attitudes and actions of the teacher in obeying all the guidelines and regulations that have been determined to achieve organizational goals.

4. Relationship between Work Environment and Work Discipline with Performance of Junior High School Teachers in Wua-Wua Sub-District, Kendari City.

There are several opinions that examine the relationship of the work environment with teacher performance, including Umar (2002) stating that the work environment is an element that has a strong influence in shaping individual behavior in the organization and influencing its performance. This is in line with the opinion of Lewa and Subono (2005) that the work environment is designed in such a way as to create a work relationship that binds workers with the environment. A pleasant work environment can make educators feel comfortable in completing their work and able to achieve an optimal result. Thus, in theory there is a strong relationship between the work environment and teacher performance.

The relationship of work discipline with teacher performance, as stated by Simamora (2006) that work discipline is a form of self-control and regular implementation and shows the level of sincerity in working to improve its performance. Then, Davis (2003) explains that, Work Discipline as the implementation of management to reinforce guidelines that are seen as closely related to performance. This is supported by Malthis and Jackson (2010) that work discipline is very closely related to teacher behavior in improving performance. If in work the teacher is much disciplined to carry out his tasks then the performance will be better and improved. Vice versa if the level of teacher discipline is low then the performance will also decrease and lower. Thus, the above opinion states there is a strong relationship between work discipline and teacher performance.

According to Khoiriyah (2009) a pleasant work environment for teachers can be through improved harmonious relations between fellow teachers and coconut schools, and supported by adequate facilities and infrastructure at school, this will have a positive impact on teachers' enthusiasm for work so that their performance will better. Whereas Timpe (2007) states that a pleasant work environment is the key driver for teachers to produce good performance, but to create good performance must have high work skills and discipline, and the work environment must be conducive. A work environment that provides a sense of security, peace and comfort will improve teacher performance, because if the teacher's work environment is

good, the teacher will be happy and enthusiastic in working so that performance will continue to improve. Thus, there is a strong relationship between work environment and work discipline with teacher performance.

METHOD

This type of research is quantitative research that is correlational. The population in this study was all junior high school teaching staff in Wua-Wua Sub-District, Kendari City amounting to 151 teachers. The sampling method of this study used a stratified random sampling technique with the Slovin formula, with a sample of 60 teachers. This research instrument was in the form of a questionnaire which was a list that revealed work environment data, work discipline, and teacher performance. Indicators of teacher performance in this study are (1) the ability to prepare learning plans, (2) the ability to implement learning, (3) mastery of the material, (4) the ability to assess learning, and (5) the ability to take further action on the results of the assessment. The work environment in this study is everything that exists around the teacher that can affect the teacher in carrying out the tasks assigned by the school. Indicators of the work environment are (1) Cleanliness, (2) Comfort, (3) Noise (4) Relationship between superiors and subordinates, and (5) Work relationships with fellow colleagues. While work discipline is an attitude of willingness and willingness to obey and obey the rules that apply in the surroundings as well as the attitudes and actions of the teacher in obeying all the guidelines and regulations that have been determined to achieve organizational goals. Indicators of work discipline: (1) Compliance with regulations, (2) Timely in teaching, (3) Routine in teaching, and (4) High responsibility. The data analysis technique of this research uses descriptive analysis and inferential analysis, which uses Multiple Linear Regression Test with hypothesis testing with partial test (t-test) and Simultaneous test (F- test).

RESULTS

1. Normality test

Data about the normality test using Kolmogorov-Smirnov; can be seen as in Table 1 below:

Table 1: Normality Test Results Data

	Work environment	Work Discipline	Teacher Performance
N	60	60	60
Mean	125.43	127.37	141.10
Normal Parameters ^{a,b} Std.Deviation	7.266	8.067	7.704
Absolute	.115	.103	.072
Most Extreme Differences Positive	.115	.103	.072
Negative	-.097	-.078	-.071
Kolmogorov-Smirnov Z	.891	.796	.557
Asymp. Sig. (2-tailed)	.405	.551	.916

a. Test distribution is Normal

The results of the normality test data in Table 1, it appears that the significant value of the work environment variable is 0.405; significant value of Work Discipline 0.551; and the significant value of teacher performance 0.916. This means $\text{Sig} > \alpha = 0.05$; so that H_0 is received or data from each variable is normally distributed. Thus based on the results of normality test data above shows the three variables in this study both the variable Work environment, Work Discipline and Teacher Performance can be said to represent the population so that the results of analysis and conclusions of the data in the study can be generalized to the study population.

2. Multicollinearity Test

Data about the multicollinearity test in this study can be seen in Table 2 below:

Table 2: Data on Multicollinearity Test Results

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collnearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	50.009	13.888		3.601	.001		
1 Work environment	.194	.131	.183	1.477	.145	.622	1.608
Work Discipline	.525	.118	.549	4.444	.000	.622	1.608

a. Dependent Variable: Teacher Performance

The multicollinearity test results in Table 2, show that there are no independent variables, namely the Work Environment and Work Discipline variables that have a Tolerance value > 0.10. Likewise, the VIF value that all independent variables < 10. Thus there is no multicollinearity between the independent variables in the regression model.

3. Heteroscedasticity Test

Data about heteroscedasticity test with the glacier test method can be seen in Table 3 below:

Table 3: Heteroscedasticity Test Results Data

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collnearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	2.307	1.565		1.474	.146		
1 Work environment	-.014	.015	-.157	-.946	.348	.622	1.608
Work Discipline	.002	.013	.023	.141	.888	.622	1.608

a. Dependent Variable: abresid

The results of the Heterokedasticity test in Table 3 show that the t-statistic values of the independent variables are not statistically significant ($p > 0.05$). It can be concluded that the Y regression models for X_1 and X_2 , do not experience heteroscedasticity problems.

4. Linearity Test

Data about the results of the linearity test between variables X_1 and Y can be seen in the ANOVA Table as shown in Table 4 below.

Table 4: Data Linearity Test Results X_1 with Y

Anova Table

			Sum of Squares	df	Mean Square	F	Sig.
Teacher Performance	Between Groups	(Combined)	1719.967	24	71.665	1.408	.175
		Linearity	948.042	1	948.042	18.626	.000
		Deviation From Linearity	771.924	23	33.562	.659	.851
* Work environment	Within Groups		1781.433	35	50.898		
	Total		3501.400	59			

The results of the Linearity test data X_1 with Y in Table 4, it appears that the Deviation from Linearity variable $Y * X_1$ is $p = 0.851 > 0.05$. This shows that the data pair X_1 with Y has a linear relationship. This means that the work environment variable with the performance of junior high school teachers in the subdistricts of Kendari city is linear.

Meanwhile, data about the results of the linearity test between variables X_2 and Y can be seen in the ANOVA Table as shown in Table 5 below.

Table 5: Linearity Test Results of Data Pair X_2 with Y

Anova Table			Sum of Squares	df	Mean Square	F	Sig.
Teacher Performance	Between Groups	(Combined)	2177.900	28	77.782	1.822	.053
		Linearity	1532.450	1	1532.450	35.894	.000
		Deviation From Linearity	645.450	27	23.906	.560	.935
* Work Discipline	Within Groups		1323.500	31	42.694		
	Total		3501.400	59			

The results of the Linearity test data X_2 with Y in Table 5, it can be seen that the Deviation from Linearity variable $Y * X_2$ is $p = 0.935 > 0.05$. This shows that the data pair X_2 with Y has a linear relationship. This means that the variable work discipline with the performance of junior high school teachers in the subdistricts of Kendari city is linear.

5. The Test the Significance of the Regression Model

a. The significance of the X_1 Linear Regression Model with Y

The significance of the linear regression model between X_1 and Y can be seen in Table ANOVA as shown in Table 6 below.

Table 6: Test results of the significance of the linear regression model between X_1 and Y ANOVA^a

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	948.042	1	948.042	21.535	.000 ^b
	Residual	2553.358	58	44.023		
	Total	3501.400	59			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Work environment

The significance of the linear regression model between X_1 and Y in Table 6 shows that the F test obtained a significant value = $0,000 < \alpha = 0.05$. This means that the variable regression model X_1 with Y is significant. Thus, there is a significant relationship between the work environment and the performance of junior high school teachers in the Wua-Wua Sub-District of Kendari City.

b. The significance of the X_2 Linear Regression Model with Y

The significance test results of the linear regression model between X_2 and Y can be seen in Table ANOVA as shown in Table 7 below.

Table 7: Test results of the significance of the linear regression model between X_2 and Y ANOVA^a

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1532.450	1	1532.450	45.142	.000 ^b
	Residual	1968.950	58	33.947		
	Total	3501.400	59			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Work Discipline

The significance of the linear regression model between X_2 and Y in Table 7 shows that the F-test obtained a significant value = $0,000 < \alpha = 0.05$. This means that the variable regression model X_2 with Y is significant. Thus, there is a significant relationship between work discipline and the performance of junior high school teachers in the Sub-Districts of Kendari City.

c. The Significance of the Multiple Regression Model Variables X_1 and X_2 with Y

The results of the significance of the multiple regression models between X_1 and X_2 with Y can be seen in Table ANOVA as shown in Table 8 below.

Table 8: Test results of the significance of the multiple regression model between X_1 and X_2 with Y
ANOVA^a

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1605.062	2	802.531	24.122	.000 ^b
	Residual	1896.338	57	33.269		
	Total	3501.400	59			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Work Discipline, Work environment

The results of the significance of the multiple regression model between X_1 and X_2 with Y in Table 8 show that the F test obtained a significant value = $0,000 < \alpha = 0.05$. This means that the regression models of variables X_1 and X_2 with Y are significant. Thus, there is a significant relationship between the work environment and work discipline with the performance of junior high school teachers in the Wua-wua Sub-District of Kendari City.

6. The Regression and Determination Test

a. The Regression and Determination Test between Variables X_1 and Y

The results of the simple linear regression test between variables X_1 and Y can be seen in Table 9 below.

Table 9: Results of simple linear regression tests between variables X_1 and Y

Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	(Constant)	1.898	14.937		4.813	.000
	Work environment	.552	.119	.720	4.641	.000

a. Dependent Variable: Teacher Performance

Based on the results of the regression test in Table 9, it appears that the simple regression model between variables X_1 and Y is: $Y = 71,898 + 0.552 X_1$. This regression equation shows that each increase or decrease in work environment scores is followed by an increase or decrease in teacher performance scores by 0.552 on the constant 71,898. The magnitude of the correlation coefficient between variables X_1 and Y is 0.720. Thus, the relationship between the work environment and the performance of junior high school teachers in the subdistricts of Kendari city is positive. The magnitude of the coefficient of determination (R^2) between variables X_1 and Y is 0.671. This means that there are 67.1% of the performance of junior high school teachers in the Sub-Districts of Kendari City affected by the teacher's work environment.

b. The Regression and Determination Test between Variables X_2 with Y

The Simple linear regression test results between variables X_2 and Y can be seen in the following Table 10 below.

Table 10: The Simple linear regression test results between variables X_2 and Y

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	60.693	11.999		5.054	.000
Work Discipline	.632	.094	.662	6.719	.000

a. Dependent Variable: Teacher Performance

Based on the results of the regression test in Table 10, it can be seen that the simple regression model between the variables X_2 and Y is: $Y' = 60,639 + 0.632X_2$. This regression equation shows that each increase or decrease in work discipline scores is followed by an increase or decrease in teacher performance scores by 0.632 at a constant of 60,639. The magnitude of the correlation coefficient between variables X_2 and Y is 0.662. Thus, the relationship between work discipline and the performance of junior high school teachers in the subdistricts of Kendari city is positive. The magnitude of the coefficient of determination (R^2) between variables X_2 and Y is 0.538. This means that there are 53.8% of the performance of junior high school teachers in the subdistricts of Kendari City affected by the discipline of teacher work.

c. The Multiple Regression Test and Determination between Variables X_1 and X_2 with Y

The results of the multiple regression test between variables X_1 and X_2 with Y can be seen in the Table 11 below.

Table 11: Results of multiple regression tests between variables X_1 and X_2 with Y

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	50.009	13.888		3.601	.001
Work environment	.494	.121	.384	4.217	.000
Work Discipline	.525	.118	.549	4.444	.000

a. Dependent Variable: Teacher Performance

Based on the results of the multiple regression test in Table 11, it appears that the multiple regression model between the variables X_1 and X_2 with Y is: $Y' = 50,009 + 0,494X_1 + 0.525X_2$. This regression equation shows that any increase or decrease in work environment and work discipline scores is followed by an increase or decrease in teacher performance scores of 1.019 at a constant of 50.009. The magnitude of the multiple correlation coefficient between variables X_1 and X_2 with Y is 0.877. Thus, the relationship between work environment and work discipline with the performance of junior high school teachers in the Sub-Districts of Kendari City is positive. The magnitude of the coefficient of determination (R^2) between variables X_1 and X_2 with Y is 0.758. This means that there are 75.8% of the performance of junior high school teachers in the subdistricts of Kendari City, jointly influenced by the teacher's work discipline.

DISCUSSION

Based on the results of the study it appears that there is a positive and significant relationship between the work environment with the performance of junior high school teachers in the Wua-Wua Sub-District of Kendari City. This is in accordance with the opinion of Umar (2002) that the work environment is an element that has a strong influence on the formation of individual behavior in organizations and influences their performance. Likewise, Lewa and Subono (2005) state that the work environment can be designed in such a way as to create a binding work relationship between workers and the environment.

Likewise, there is a positive and significant relationship between work discipline and the performance of junior high school teachers in the Sub-Districts of Kendari City. This is consistent with the opinion of Simamora (2006) that work discipline is a form of self-control and regular implementation and shows the

level of seriousness in working to improve its performance. Then, Davis (2003) explains that, work discipline as an implementation of management to reinforce guidelines that are seen as closely related to performance. This is supported by Malthis and Jackson (2010) that work discipline is very closely related to teacher behavior in improving performance.

CONCLUSION

Based on the results of research and discussion it can be concluded that (1) There is a positive and significant relationship between the work environment and the performance of junior high school teachers in the Wua-Wua Sub-District of Kendari City, (2) There is a positive and significant relationship between work discipline and the performance of junior high school teachers in the Wua-Wua Sub-District Kendari, and (3) There is a positive and significant relationship between work environment and work discipline with the performance of junior high school teachers in Wua-Wua Sub-District, Kendari City.

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