



Effect of Job Satisfaction and Compensation Organizational Commitment to Performance Teacher at SMP Negeri 2 Sibolga

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Abstract

This study aims to analyze the effect of: Job Satisfaction on Teacher Performance at SMP Negeri 2 Sibolga, Compensation on Teacher Performance at SMP Negeri 2 Sibolga, Organizational Commitment to Teacher Performance at SMP Negeri 2 Sibolga, Job Satisfaction, Compensation, Organizational Commitment to Teacher Performance at SMP Negeri 2 Sibolga. The population in this study were all teachers in Sibolga 2 Public Junior High School, totaling 46 people. Methods of data collection using a questionnaire. Then tested the validity and reliability. The data analysis technique used is multiple linear regression, hypothesis testing, and the coefficient of determination. The results of the study show that: (a) The relationship between the variable Job Satisfaction (X1) and teacher performance (Y) is in the form of a regression equation $Y = 25.513 + 0.323 X1$. This means that if Job Satisfaction increases by 1 point then the teacher's performance will increase by 0.323 points at a constant of 25.513 then H_a is accepted and H_o is rejected. (b) The relationship between the compensation variable (X2) and teacher performance (Y) is in the form of a regression equation $Y = 23.332 + 0.473 X1$. This means that if the compensation increases by 1 point, the teacher's performance will increase by 0.473 points at a constant of 23.332. Then H_a is accepted and H_o is rejected. (c) The relationship between the Organizational Commitment variable (X3) and teacher performance (Y) is in the form of a regression equation $Y = 24.150 + 0.434X1$. This means that if compensation increases by 1 point, the teacher's performance will increase by 0.434 points at a constant of 24.150. Then H_a is accepted and H_o is rejected. (d) Because $F_{count} > F_{table}$ or $11,699 > 2,827$, H_a is accepted and H_o is rejected so it can be written that there is an influence of Job Satisfaction, Compensation and Organizational Commitment together on the performance of SMP Negeri 2 Sibolga teachers.

Keywords : Job Satisfaction, Compensation, Organizational Commitment, Teacher Performance

Introduction

In the current era of regional autonomy, local governments are facing challenges to improve the efficiency and professionalism of the bureaucracy. The efficiency in question is the merging of several

agencies into one agency. Professional, means employees who have the view to always think, work hard, work full time, discipline, honest, high loyalty and full dedication for work success (Hamid,

2003: 40). This is important to do to anticipate the changes that will occur.

The regional autonomy policy is a step forward for equitable development. Regional autonomy needs to be guarded by clear legal regulations, so that regional autonomy is able to provide opportunities for regions to create and initiate bigger and faster in the welfare of society, as well as in developing performance apparatus (Christiati, 2003: 1). Human resources and potential natural resources are the main assets that determine the success of the development of a region. There is an opinion that these two resources are very important human resources, because human resources will manage other resources. Thus human resources are a very valuable asset for an organization.

Improvement of teacher performance, placement of important and strategic positions. Science and technology as capital possessed by human resources will be more effective, if handled by human resources who are capable and have high performance. In order for local government to be successful in achieving its goals, in addition to high performance factors, leaders and employees who are capable, skilled, comply with regulations, and able to carry out their duties are also needed.

Employee performance of an organization is influenced by factors including: sensitivity, organizational commitment, and job satisfaction and others. Compensation is needed to encourage employees to work harder in the hope of increasing the imbalance they receive. Job satisfaction is a psychological feeling for the performance that has been done, the better job satisfaction will be the higher the performance.

SMP Negeri 2 Sibolga is a school with state status where almost all of the teachers and staff are civil servants. According to data obtained from the Ministry of Education and Culture Portal, the current number of students is 616 with 46 teaching staff. There are 30 teachers who have registered for certification, 16 people who are not yet certified, group II 2 people, group III 29 people, group IV 15 people. Currently there are still many teachers who have not passed the teacher competency test (UKG) which was held nationally

in 2015. Based on data from the Ministry of Education and Culture it is stated that the UKG results of teachers, especially SMP Negeri 2 Sibolga teachers, are still below the set standard of 56. The average the report cards for the results of the teacher competency test are still on average not passing the set KKM. Based on the available data, almost 80% of the teachers who took UKG failed to reach the standards set nationally. And in 2019, 16 uncertified teachers took the PPG pretest to take part in teacher professional education, but only 1 teacher was declared to have passed the PPG pretest. So from these data it is stated that teacher performance is still quite low.

SMP Negeri 2 Sibolga is one of the secondary schools that is in great demand by elementary school graduates in the city Sibolga, because this school is one of the leading schools trusted by the Sibolga City government to manage superior classes. Where this superior class is a class of students as a result of a strict selection held by the Sibolga City Education and Culture Office. Thus this class is expected to create many academic and non-academic achievements. In previous years every teacher who entered this class was given additional income by the Sibolga city government , but since 2016 this additional income has been abolished. Since then, the quality and achievement of students began to decline and the enthusiasm of teaching teachers also decreased. And for each teacher guiding students to take part in teacher competitions, they are usually given special attention so that the teacher is enthusiastic when guiding students. However, in recent years this special attention has been abolished and only sufficient transport money has been given. Meanwhile, every student who guides the teacher must sacrifice many things so that the guidance can be maximized for students. This causes a lack of teacher enthusiasm to guide and student and teacher achievement decreases from year to year.

Based on pre-research observations, one of the causes of low teacher performance is due to low teacher job satisfaction, which affects teacher performance. A teacher will be satisfied if the expectations he wants are fulfilled or in line with expectations. co-workers if their expectations are

not met then satisfaction will decrease. Many factors lead to low teacher job satisfaction at SMP Negeri 2 Sibolga, one of which is unsupportive facilities, lack of attention from the school and local government and the welfare provided is not in accordance with expectations so this causes teacher performance to be less than optimal.

Theoretical review

Teacher Performance

Performance is an expression of the word performance in English which has three meanings, namely : achievement, appearance, and execution of tasks. (Ruky, in Supardi (2016: 45). Whereas in the General Indonesian Dictionary (2016: 598) performance has three other meanings, namely: "method, ability, and attitude or behavior". In addition, Supardi (2016: 46) suggests three other meanings of performance, namely: "work results, abilities, and achievements or encouragement to carry out a job" . becomes an achievement if it shows an activity in carrying out the assigned tasks, standards, targets, and modifications that have been agreed beforehand (Suprihantoro in Sup ardi, 2016:45).

Furthermore, Saondi in Manullang (2017: 1) states that "teacher performance is the ability shown by the teacher in carrying out tasks and work, performance is said to be good or satisfactory if the goals achieved are in accordance with predetermined standards". It is also stated that "teacher performance is the result of work in quality and quantity achieved by a teacher in carrying out implementation in accordance with responsibilities which include compiling learning activity programs, implementing learning, implementing evaluations, and analyzing evaluations" (Manullang, 2017: 2). Next, Glasman, in Supardi (2016: 55) explains that teacher performance is not only shown by work results, but also shown by behavior at work. Teacher performance can be seen clearly in learning which is shown from the acquisition of learning outcomes produced by their students. The quality of good teacher performance will show good student learning outcomes.

Job satisfaction

Every human being has needs in his life. The desire to fulfill that need drives people to carry out various activities. Human needs are very diverse. Someone's satisfaction from one another will vary. So, satisfaction is individual. According to Nuraini, (2013: 114), job satisfaction is job satisfaction enjoyed in work that gets praise, work results, placement, treatment, equipment and a good work environment. According to (Afandi, 2018: 74) Job satisfaction is a positive attitude of the workforce including feelings and behavior towards work through evaluating one job as a sense of respect in achieving one of the important values of work.

According to Handoko (2012: 193) job satisfaction is a pleasant or unpleasant emotional state which is one of the variables that can affect the productivity or work performance of employees. Other variables that can also affect work productivity of employees include motivation to work, levels of work stress experienced by employees, physical conditions of work, suitability, and other economic, technical and behavioral aspects. A satisfied employee is less likely to be absent, make a positive contribution, and stay with the company. Conversely, employees who are dissatisfied may be absent more often, may experience stress that disturbs co-workers, and may continuously look for other jobs (Moorhead and Griffin 2013:71), an unpleasant job to do is an indicator of a feeling of dissatisfaction at work. (Wake Up, 2012).

Job satisfaction is enabled to increase employee morale, increase productivity, reduce absenteeism, increase employee loyalty and retain employees to continue working in a company. Employees who get job satisfaction are employees who have good levels of attendance and work turnover, are passive in union work, and have better work performance than other employees. Whereas employees who do not get job satisfaction will have an impact on the company in the form of employee absenteeism, work turnover, slowness in completing work, early self-defense, active in labor unions, physical and mental health disorders of employees.

Compensation

According to Widayati (2019:18) Compensation is an important function in human resource management. Cases that occur in work relations contain gender issues and related aspects, such as benefits, salary costs, salary structure, and salary scale. Systems help in reinforcing the key values of the organization as well as encouraging the pursuit of organizational goals. Compensation is intended as a reward (compensation) of the company for the sacrifice.

Hasibuan (2013: 118) says satisfaction is all income in the form of money, direct or indirect goods received by employees as an imbalance for the services provided to the company.

Meanwhile, according to Handayani (2015: 18) Compensation is one thing that is considered important in improving teacher performance, although it is not the only thing. Based on the statement above, it can be interpreted that conversion is income in the form of money which is considered important in improving teacher performance in human resource management as an imbalance in the services provided to companies.

Organizational Commitment

Commitment is a determination to create growth, progress, and organizational development. This is supported by the opinion of Kaswan (2017) who argues that organizational commitment is a measure of an employee's willingness to stay with a company in the future. With the existence of commitment, it will reflect the employee's belief in the mission and goals of the organization, so as to create a willingness to make efforts to complete the targets to be achieved by the organization and enthusiasm to continue working for the organization. Kreitner and Kinicki (in Kaswan 2017) state that organizational commitment reflects how individuals identify themselves with the organization and are bound by its goals.

Mowday (2001) argues that organizational commitment is the result of someone's relatively strong involvement in the organization and

willingness to work hard for organizational goals. Luthans (2006) defines organizational commitment as a strong desire to become a member of a particular organization. Organizational commitment is also a desire towards a high level of expertise on behalf of the organization, a certain belief, and acceptance of the values and goals of the organization. According to Sianipar (2014) organizational commitment is an employee's decision to continue his acquisition in an organization by wholeheartedly accepting organizational goals and making the best contribution to the progress of his organization. Kreitner (2004) states that organizational commitment is the level at which an employee identifies with the organization and wants to continue to actively participate in it. Mathis and Jackson (in Sopiah, 2008) also state that organizational commitment is the degree to which employees believe and are willing to accept organizational goals and will stay or will not leave the organization. Based on various opinions that have been expressed by experts, it can be interpreted that organizational commitment is the readiness of employees to prioritize the organization rather than personal interests and make a major contribution to achieving organizational goals.

Method _

The research method is a way to be able to understand an object of research by guiding the researcher with the sequences of how the research is carried out which includes the techniques and procedures used in the research. In this study the approach used by researchers is quantitative research and uses statistical formulas to help analyze the data and facts obtained.

RESULTS AND DISCUSSION _

1. The Effect of Job Satisfaction (X1) on the Performance (Y) of Sibolga 2 Public Middle School Teachers

Based on the output in table 4.10 above, a regression coefficient of 0.323 and a constant of 25.513 is obtained. Then it can be tabulated in the

form of the relationship between the variable job satisfaction (X1) and teacher performance (Y) in the form of a regression equation $Y = 25.513 + 0.323 X_1$. This means that if job satisfaction increases by 1 point, the teacher's performance will increase by 0.229 points at a constant of 25,513. Based on the R square value of 0.095. This means that the variable job satisfaction affects teacher performance by 9.5%, and the remaining 90.5% is determined by other causes outside the regression model, such as motivation, lack of honesty in answering corner points, teachers not taking questions seriously. corners, and others. Based on the research it can be said that job satisfaction has a positive and significant effect on teacher performance, then H_a is accepted and H_o is rejected.

This research is in line with Anis Yasinta's opinion with the research title The Effect of Job Satisfaction on Teacher Performance at MTs Negeri 1 Bandar Lampung (2018). Research results Based on the results of data analysis and statistical calculations using the SPSS 17 assistance program, the authors obtained the effect of job satisfaction on teacher performance. It can be concluded that there is a significant influence between job satisfaction on teacher performance at MTs N 1 Bandar Lampung. This can be seen from the value of $r_{count} = 0.512$ which is greater than $r_{table} = 0.325$. besides that it can also be shown by the large value of $t_{count} = 3.527$ which is greater when compared to $t_{table} = 0.05$. while the big influence of job satisfaction on teacher performance at MTs N 1 Bandar Lampung was 26.2%, and the remaining 73.8% was caused by other factors such as the leadership of the principal, organizational culture and also supervision.

According to (Afandi, 2018: 74) Job satisfaction is a positive attitude of the workforce including feelings and behavior towards work through evaluating one job as a sense of respect in achieving one of the important values of work.

According to Handoko (2012: 193) job satisfaction is a pleasant or unpleasant emotional state which is one of the variables that can affect the productivity or work performance of employees. Other variables that can also affect

work productivity of employees include motivation to work, levels of work stress experienced by employees, physical conditions of work, suitability, and other economic, technical and behavioral aspects.

Thus, it can be interpreted that there is a positive and significant effect of the job satisfaction variable (X1) on the teacher performance variable (Y), meaning that there is a direct influence or relationship between job satisfaction on teacher performance in a real way.

2. The Effect of Compensation (X2) on the Performance (Y) of Sibolga 2 Public Middle School Teachers

Based on the output in table 4.13, the regression coefficient is 0.473 and the constant is 23.332. Then it can be tabulated the form of the relationship between the compensation variable (X2) and teacher performance (Y) in the form of a regression equation $Y = 23.332 + 0.473 X_1$. This means that if it increases by 1 point, the teacher's performance will increase by 0.473 points at a constant of 23.332. Based on the R square value of 0.246. This means that the compensation variable affects teacher performance by 24.6% , and the remaining 75.4% is determined by other causes outside the regression model, work climate, work motivation and others. It can be said that the alarm has a positive and significant effect on teacher performance, then H_a is accepted and H_o is rejected.

This research is in line with Meirisa Ekawati's opinion with the research title The Effect of Compensation on Honorary Teacher Performance at Sungguminasa 2 Public Middle School, Gowa Regency (2018). The results of the analysis based on the inferential statistical results of hypothesis testing reveal that for a significant test, that is, if $t_{count} < t_{table}$ or H_o is accepted, this means that the regression selling constant is not significant. Meanwhile $t_{count} > t_{table}$ or H_o is rejected or the regression coefficient is significant. From the calculation results obtained $t_{count} = 2.87$ while $t_{table} = 2.042$ for a significant level of 5%. Because t_{count} is bigger than t_{table} , it can be written that H_o is rejected and H_a is accepted. So

that there is an influence between the damage to the performance of honorary teachers at SMP Negeri 2 Sungguminasa.

According to Handoko (2000: 205), coercion is everything that employees receive as remuneration for their work. In addition, compensation is also all forms of financial returns, tangible services, and benefits received by employees as part of an employment relationship.

Thus, it can be interpreted that there is a positive and significant influence of the pressure variable (X2) on the teacher performance variable (Y), meaning that there is a direct influence or relationship between motivation on teacher performance in a real way.

3. The Effect of Organizational Commitment (X3) on Teacher Performance at SMP Negeri 2 Sibolga

Based on the output in table 4.16 above, a regression coefficient of 0.434 and a constant of 24.150 is obtained. Then it can be seen in the form of the relationship between the Organizational Commitment variable (X3) and teacher performance (Y) in the form of a regression agreement $Y = 24.150 + 0.434 X1$. This means that if organizational commitment increases by 1 point, teacher performance will increase by 0.434 points at a constant of 24.150. Based on the R square value of 0.228. This means that the organizational disturbance variable affects teacher performance by 28.8% , and the remaining 71.2% is determined by other causes outside the regression model, the teacher's lack of understanding of the organizational mindset is probably due to not being active in various organizational activities. So we can conclude that the address of the organization has a positive and significant effect on teacher performance. Then H_a is accepted and H_o is rejected.

This research is in line with the opinions of Slamet Yahya Sri Abdullah, Bedjo Sujanto, and Masduki Ahmad (2020) with the title Effects of Compensation and Organizational Commitment on the Performance of Private MTs Teachers in Jepara Regency with the Results of Analysis of the Effect of Compensation on Performance showing that the

influence has a direct positive influence on performance. The magnitude of the influence is indicated by the correlation coefficient of 0.330 and the path coefficient of 0.266. This shows that recovery can improve teacher performance. This research was also reinforced by Schermerhorn et al., (2012) which stated that "salary can help satisfy and motivate workers to work hard to achieve high performance". Pay can motivate employees to help satisfaction and work hard to achieve high performance. This means that healing can help satisfaction, motivate and improve teacher performance in carrying out their duties. Based on the description above, it can be read that the alarm has a direct positive effect on teacher performance. The Effect of Organizational Commitment on Performance. The results of this study indicate that organizational commitment has a direct positive effect on performance. The magnitude of the influence is indicated by the correlation coefficient of 0.276 and the path coefficient of 0.183. This shows that organizational commitment can improve teacher performance.

Khan in Hidayah and Tobing (2018) explains that organizational commitment has a positive and significant effect on employee performance. This means that organizational commitment positively and significantly affects employee performance. This is in line with the opinion of Luthans (2011) which states that: There is a moderating effect between organizational commitment and performance. For example, one study found a stronger relationship between organizational commitment and performance for those with low financial need than for those with high financial need.

The opinion above means that there is an influence between organizational commitment on performance. This is similar to the example of the study which found that there is a stronger relationship between organizational commitment and performance for those with lower financial needs than for those with high needs.

Based on the description above, it can be interpreted that the address of the organization has a direct positive effect on teacher performance. Thus, it can be interpreted that there

is a positive and significant influence of the organizational commitment variable (X3) on the teacher performance variable (Y), meaning that there is a direct influence or relationship between motivation on teacher performance in a real way.

4. The Influence of Job Satisfaction (X1), Compensation (X2) and Organizational Commitment (X3) together on Teacher Performance (Y) at SMP Negeri 2 Sibolga

Based on the computer output in table 4.19 above, it can be explained that job satisfaction (X1), censorship (X2) and organizational commitment (X3) have an effect on teacher performance (Y) together which is significant, namely the Fcount test results obtained are 11,699 Ftable of 2,827 bigger than table. Because Fcount > Ftable or $11.699 > 2.827$ then H_a is accepted and H_o is rejected. R square value of 0.455. This means that the variables Job Satisfaction (X1), Compensation (X2) and Organizational Commitment (X3) affect teacher performance (Y) together by 45.5%, and the remaining 54.5% is determined by other causes that not examined, such as the less optimal the teacher fills in the boxes, the less than the maximum number of box items representing all the expected questions. Based on these results it can be interpreted that there is an influence of job satisfaction, pressure and organizational commitment together on teacher performance at SMP Negeri 2 Sibolga.

The definition of performance is often identified with work performance because there are similarities with work performance. Work performance itself is the result of a person's work in a certain period. Work performance can be interpreted as a whole, if it is distinguished between standards, targets and criteria that have been mutually agreed upon beforehand. (Suprihantoro in Supardi, 2016:45). Supardi (2016: 54) states that "teacher performance is the ability of a teacher to carry out learning tasks at school and is responsible for students who are under his guidance by increasing the achievement or learning outcomes of his students". Therefore teacher performance can be interpreted as a condition that shows the ability of a teacher to

carry out his work at school and illustrates the existence of a learning activity so that he is able to guide his students in achieving optimal learning achievements/outcomes.

Conclusion

Based on the results of the research and discussion that has been stated previously, the following conclusions can be drawn:

1. There is a positive and significant effect of the job satisfaction variable (X1) on the teacher performance variable (Y), meaning that there is a direct influence or relationship between job satisfaction on teacher performance in real terms, this is evidenced from the discussion of research results where a regression coefficient of 0.323 is obtained and a constant equal to 25.513 in the form of a variable relationship in the form of a regression equation $Y = 25.513 + 0.323 X1$ which means that if job satisfaction increases by 1 point, teacher performance will increase by 0.229 points at a constant of 25,513. It can also be said that the regression model is a model that can estimate teacher performance, namely its positive and significant influence
2. value of 0.095. This means that the variable job satisfaction affects teacher performance by 9.5% , and the remaining 90.5% is determined by other factors.
3. Based on the discussion of the research results, the regression coefficient is 0.473 and the constant is 23.332. Then it can be tabulated the form of the relationship between the compensation variable (X2) and teacher performance (Y) in the form of a regression equation $Y = 23.332 + 0.473 X1$. This means that if it increases by 1 point, the teacher's performance will increase by 0.473 points at a constant of 23.332. It can also be said that the regression model is a model that can estimate teacher performance, namely the effect is positive by 24.6% and it is significant that H_a is accepted and H_o is rejected.

4. Based on the research results, the regression coefficient is 0.434 and the constant is 24.150. Then we can form the relationship between organizational commitment variable (X3) and teacher performance (Y) in the form of a regression equation $Y = 24.150 + 0.434 X1$. This means that if it increases by 1 point, the teacher's performance will increase by 0.434 points at a constant of 24.150. It can also be said that the regression model is a model that can estimate teacher performance, namely the effect is positive by 28.8 % and it is significant that H_a is accepted and H_o is rejected.
5. Based on the results of the study it was explained that job satisfaction (X1), feelings (X2) and organizational commitment (X3) had an effect on teacher performance (Y) together and significantly, namely the results of the Fcount test were 11,699, Ftable was 2,827. Because Fcount > Ftable or 11,699 > 2,827 then H_a is accepted and H_o is rejected and poetry has a 45.5% effect of job satisfaction, imitation and organizational commitment together on teacher performance at SMP Negeri 2 Sibolga.

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