

# The Influence of Principal Leadership, Work Motivation, and Work Discipline on Teacher Performance

Afan Sucipto<sup>1</sup>, Yuniorita Indah Handayani<sup>2\*</sup>, Muhaimin Dimiyati<sup>3</sup>  
<sup>1,2,3</sup> Department of Management, Institut Teknologi dan Sains Mandala, Jember, Indonesia

## Abstract

Teachers performance is an activity shown by a teacher carrying out his work. Problems in teacher performance are new teachers who are not from education, national exam scores which always decline every year and teachers who do not teach according to their abilities. In this study, the factors that are suspected to influence teacher performance are the principal's leadership, work motivation and work discipline. The aim of this study was to determine whether there was an influence between the leadership of the school principal, work environment, work motivation and work discipline on the performance of the SMA Darussalam Blokagung teachers. The population in this study was 45 teachers of SMA Darussalam Blokagung. This research is a population study, which means used the entire number of teachers at SMA Darussalam Blokagung. The method used in this research is percentage descriptive statistics and multiple linear regression analysis by distributing questionnaires. This study shows that principal leadership has a positive and significant influence on teacher performance at SMA Darussalam Blokagung. Work motivation also plays an important role in improving teacher performance, both in terms of intrinsic and extrinsic motivation. Work discipline has been shown to contribute to teacher effectiveness in managing classes and carrying out their professional duties. Overall, leadership, work motivation, and work discipline together create a more productive learning environment and improve student learning outcomes.

## Article Info

### Keywords:

Competency,  
Employee Performance,  
Human Resource,

### Corresponding Author:

Yuniorita Indah Handayani  
(yuniorita@itsm.ac.id)

**Submit:** 25-07-2024

**Revised:** 20-08-2024

**Accepted:** 05-09-2024

**Publish:** 11-09-2024



## 1. INTRODUCTION

Principal leadership plays a key role in creating a supportive and motivating work environment for teachers. Effective principals practice empowering leadership, provide clear direction, and foster open communication. This includes providing constructive feedback, recognizing achievement, and teachers, and management of conflicts and challenges in the school environment. Principal leadership is needed to support teacher performance, principal leadership is the ability to mobilize existing resources in a school that will be used optimally to achieve the expected goals. In this study, the main objective is to describe how a principal improves teacher performance in his leadership.

The concept of principal leadership in the world of education cannot be separated from the concept of leadership in general. The concept of leadership in general is often equated with management, even though the two have quite significant differences. In the leadership book by Miftah Toha (2016) it is defined as: "Leadership is an activity to influence people to be directed to achieve organizational goals."

The above understanding is supported by the opinion of Stephen P. Robbins in the book Management, Seventh Edition translated by T. Hermaya (2015) who defines leadership as follows:

"Leadership is the process of influencing a group towards achieving a goal". Meanwhile, according to Alan Tucker in Syafarudin (2012) states that: "leadership is the ability to influence or encourage a person or group of people to work voluntarily to achieve a certain goal or target in a certain situation". This provides a perspective that a manager can behave as a leader, as long as he is able to influence the behavior of others to achieve a certain goal.

Teacher work motivation is greatly influenced by the principal's leadership. Principals who are able to create a positive work culture and provide adequate support tend to increase teacher motivation. Motivational factors such as recognition, incentives, and opportunities for professional development contribute to increasing teacher enthusiasm and commitment in carrying out their duties. Motivation is a series of attitudes and values that influence individuals to achieve specific things according to individual goals. These attitudes and values are something invisible that provides the power to encourage individuals to behave in achieving goals. Veithzal (2015). He also stated: "Two things that are considered as individual motivation are the direction of behavior (work to achieve goals) and the strength of behavior (how strong the individual's efforts are in working)".

Teacher work discipline includes compliance with rules, responsibility in carrying out tasks, and work ethics. Good leadership helps in enforcing disciplinary standards through the implementation of consistent and fair policies, and enforcement of consequences for violations. Good work discipline is closely related to high teacher performance. Simamora in the book Human Resource Management Edition III (2016) states that: " Discipline is a procedure that corrects or punishes subordinates for violating regulations or procedures. Discipline is a form of employee self-control and regular implementation and shows the level of seriousness of the work team in an organization". According to Alma (2013) said that: "Discipline can be interpreted as an attitude of obedience, behavior, and actions that are in accordance with company regulations, both verbally and in writing". Singodimejo in Sutrisno (2019) said that discipline is an attitude of willingness and willingness of a person to obey and obey the norms of the regulations that apply around him.

Teacher performance is the end result of the interaction between principal leadership, work motivation, and work discipline. Teachers who are motivated and have good work discipline tend to produce better performance. good, as indicated by the quality of teaching, student engagement, and achievement of learning outcomes. Principals who are able to create working conditions that support and motivate teachers will see an increase in the overall performance of the school. According to ( Hickhmen: 1990) that high and low performance can basically be measured using: 1. Quality, 2. Ability, 3. Initiative, 4. Communication, 5. Punctuality. According to Law of the Republic of Indonesia number 14 of 2005 concerning Teachers and Lecturers, in chapter 1 article 1 it is stated that: "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education on the formal education path, basic education, and secondary education."

Teacher performance at SMA Darussalam Blokagung can be seen from two motives, namely intrinsic motivation and extrinsic motivation. extrinsic. The most prominent motivation namely intrinsic motives. The principal plays a very important role in increasing teacher motivation, with the form of attention, praise and appreciation to each teacher. It is generally known that the level of teacher work motivation is already very high. The impact of teacher performance in SENIOR HIGH SCHOOL Darussalam Blokagung can be seen from two aspects, namely in terms of process and results. Supporting factors that can improve teacher performance from internal and external elements, facilities and infrastructure, curriculum and methods, environment, teachers, and students.

Based on results observation researcher motivation level Teacher Still in say it is lacking, seen from the high teacher absence, therefore teacher motivation in performance needs to be increased for more details please see in table below this:

**Table 1.** Data Absence Darussalam High School Teachers Blokagung Period January 2024 - April 2024

No	Month	Number of Teachers	Sick	Absence Permission Alpha	Total absence	Total Attendance Per month	Absence Percentage	Number of Working Days	
1	January	44	3	8	0	11	1.144	0.96 %	26
2	February	44	7	8	0	15	1.100	1.31 %	25
3	March	44	9	10	0	19	1.144	1.72 %	26
Amount			19	26	0	45	3.388	3.99 %	77

Table 1. Shows that the teacher absence rate in January 2024 - March 2024 in SENIOR HIGH SCHOOL Darussalam Blokagung worrying. Looks in the table that total absence experience increase significant from the previous month. For more details, see the table below:

**Table 2.** Data on Late Work of SMA Darussalam Blokagung Teachers for the Period January 2024-April 2024

No	Month	Number of Teachers	Total Work Delay	Total Monthly Attendance	Percentage of Lateness	Amount Working days
1	January	44	10	1.144	0.87%	26
2	February	44	9	1.100	0.81%	25
3	March	44	12	1.144	1.04%	26
Amount			31	3.388	2.72%	77

Table 2. Shows that there are still many teachers who are still lacking in discipline, especially in terms of time discipline, because based on the lateness data, there are still several teachers who are late for work. Here we can see the performance Teacher Which down And No maintain consistency on regulation that exist. From problems in above, researcher will do research that aims to see the extent of the principal's leadership, work motivation and work discipline of SMA Darussalam Blokagung teachers so that the teachers have good performance. Therefore, the researcher is interested in conducting research with title Influence Leadership Head School, Motivation Work, Work Discipline on Teacher Performance of Darussalam Blokagung High School.

The technique for collecting data needed in this study uses questionnaire, interview and observation techniques. To manage the data using multiple linear regression analysis and drawing conclusions. In the leadership of the principal, the principal is a reflection, motivator, and director for teachers, students, and people involved in the school environment.

This study aims to analyze the influence of principal leadership, work motivation and work discipline on teacher performance at SMA Darusslam Blokagung. Effective principal leadership plays an important role in improving teacher motivation and work discipline, which in turn has a positive impact on their performance. To achieve optimal results, principals must focus on developing supportive leadership, providing adequate motivation, and enforcing work discipline fairly.

The results of the study show that principal leadership, work motivation and work discipline have a positive and significant influence on teacher performance. The school's success in producing graduates who can compete with other superior schools is one of the school's goals. To achieve these goals requires human resources with quality performance. The realization of quality performance is largely determined by good and proper management. School management is driven by the principal. Therefore, teacher performance can be improved through increased work motivation and work discipline. From the description above, it is explained that the principal's leadership, work motivation and work discipline are thought to have an effect on improving teacher performance which can be described in the following conceptual framework model:

## Researcher's Framework of Thought

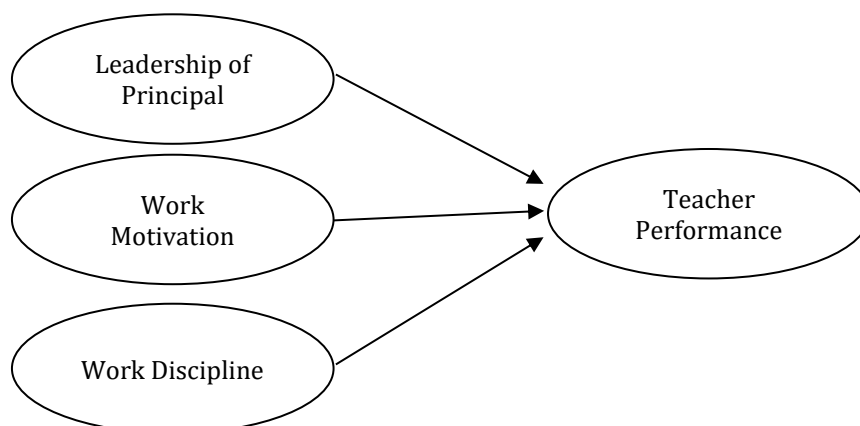


Figure 1. Conceptual Framework

## 2. METHOD

This study uses a quantitative analysis method based on the philosophy of positivism to examine the influence of principal leadership, work motivation, and discipline on teacher performance at SMA Darussalam Blokagung, Banyuwangi. The research design used is quantitative descriptive with the research subjects being all permanent teachers of the foundation totaling 45 people. The study was conducted at SMA Darussalam Blokagung Tegalsari, Banyuwangi, East Java, from March to July 2024. The researcher collected data from various relevant sources to identify the relationship between the variables studied and draw conclusions that apply to the entire study population.

This study used three data collection techniques, namely observation, interviews, and questionnaires. Observation was used to collect information related to activities that were the object of the study. Interviews were conducted verbally or in writing to obtain data that could not be reached by questionnaires. A questionnaire compiled based on a Likert scale was used to collect data related to teacher leadership, motivation, discipline, and performance. This Likert scale uses five answer choices from Strongly Agree to Strongly Disagree, with a value weighting of 1 to 5. The data obtained were categorized as data with an interval scale.

This study uses quantitative data analysis with inferential statistics to draw conclusions from the collected data. The analysis technique used is descriptive to describe the variables of principal leadership, work motivation, discipline, and teacher performance. Data were processed using the SPSS program. Instrument testing includes validity and reliability tests to ensure the accuracy of the measuring instrument. In addition, classical assumption tests such as normality, multicollinearity, and heteroscedasticity tests were carried out before running multiple linear regression analysis. Hypothesis testing uses the t test (partial) and the F test (simultaneous) to determine the effect of independent variables on the dependent variable.

## 3. RESULTS AND DISCUSSION

### 3.1. Results

#### Respondent Description

Table 3 . Amount Respondents Based on Type Sex

No	Description	Amount	Percentage
1	Gender		
	Man	24	53.33
	Woman	21	46.67

2	Education		
	Senior High School	1	2.22
	S1	39	86.67
	S2	5	11.11
3	Age	Amount	Percentage
	23 - 29 Year	4	8.89
	30 - 35 Year	8	17.78
	36 - 40 Year	15	33.33

Source: Data Processed (2024)

From the data in table 3, it can be seen that teachers at SMA Darussalam Blokagung are mostly male teachers (53.3%). It can be seen that there are 39 teachers (86.6%) who have a bachelor's degree (S1), which means there are more of them than those with other levels of education. The respondents with the largest age were 36-40 years, namely 33.33%.

### Multikolinerarity Test Results

According to Ghozali (2012) the multicollinearity test aims to test whether the regression model finds a correlation between independent variables. The results of the multicollinearity test are based on the tolerance value and Variance Inflation Factor (VIF). A regression model that is free from multicollinearity is if the VIF value is <10 and has a tolerance value > 0.10. The following table shows the results of the multicollinearity test:

**Table 4.** Results Test

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	Collinearity Statistics	
	B	Std. Error				Tolerance	VIF
(Constant)	4.889	4,879		1.002	.322		
Leadership Head School (X1)	.082	.126	.077	2,652	.002	.570	1,753
Motivation Work (X2)	.287	.170	.251	2,689	.000	.361	2,768
Discipline Work (X3)	.495	.140	.553	3,524	.001	.325	3,076

Source: Data Processed (2024)

Based on results output SPSS on table 12 on so can concluded that mark tolerance on leadership head school of 0.570, work motivation of 0.361 and work discipline of 0.325. The results of these calculations show that all independent variables have tolerance value is more than 0.10 which means there is no correlation between independent variables, so in this regression model it is good. While the VIF value on the principal's leadership is 1.753, work motivation is 2.768, and work discipline is 3.076 indicating that all independent variables have a VIF value.

### Multiple Linear Regression Test Results

Based on analysis data with use SPSS, so the results of the regression equation are as follows:

$$Y = 4.889 + 0.082X_1 + 0.287X_2 + 0.495X_3$$

The regression equation above shows the relationship between the independent variable and the dependent variable partially. From this equation, it can be concluded that:

- constant value is positive, meaning that the variables of principal leadership, work motivation and work discipline have not influenced teacher performance, so teachers at SMA Darussalam Blokagung have high performance.
- The regression coefficient value of the principal's leadership (X1) is positive, meaning that if the variable leadership principal (X1) is increased, then the performance of teachers at SMA Darussalam will increase assuming that other variables do not change.
- The value of the work motivation regression coefficient is positive, meaning that if the work

motivation variable (X2) is increased, the performance of teachers at SMA Darussalam Blokagung will increase, assuming that the other variables do not change.

- d. The value of the work discipline regression coefficient is positive, meaning that if the work discipline variable (X3) increases, the performance of teachers at SMA Darussalam Blokagung will increase, assuming that the other variables do not change.

### **T-Test Results (Partial)**

According to Pardede and Manurung (2014: 29), the t-value is used to test the partial influence of principal leadership (X1), work motivation (X2) And discipline Work (X3) to variable tied up. Whether the variable has a significant influence on the teacher performance variable (Y) or a 5% error rate. This test is carried out by looking at the significance column in each independent variable with a significance level  $<0.05$ . The t-test carried out can be seen in table 4.

#### **a. The influence of principal leadership variables on teacher performance (H1)**

The variable of principal leadership (X1) has a partial effect on teacher performance at SMA Darussalam Blokagung. This can be seen from the significance of principal leadership (X1)  $0.002 < 0.05$  and the value of T table =  $t(a / 2; nk-1) = t(0.025; 41) = 2.01954$  meaning that the t-count value is greater than the t-table value ( $2.652 > 2.01954$ ) then  $H_0$  is rejected and  $H_1$  is accepted. So that the hypothesis that states that there is an influence of principal leadership on teacher performance is partially accepted.

#### **b. Influence variable motivation Work to performance Teacher (H2)**

The work motivation variable (X2) has a positive and significant effect on teacher performance at SMA Darussalam Blokagung. This can be seen from the significant work motivation (X2)  $0.000 < 0.05$  and the T table value =  $t(a / 2; nk-1) = t(0.025; 41) = 2.01954$  meaning that the t-count value is greater than the t-table value ( $2.689 > 2.01954$ ) then  $H_0$  is rejected and  $H_1$  is accepted. So that the hypothesis that states that there is an influence of work motivation on teacher performance is partially accepted.

#### **c. Influence variable discipline Work to performance Teacher (H3)**

The work discipline variable (31) has a positive and significant effect on teacher performance at SMA Darussalam Blokagung. This can be seen from the significant work discipline (X3)  $0.001 < 0.05$  and the T table value =  $t(a / 2; nk-1) = t(0.025; 41) = 2.01954$  meaning that the calculated t value is greater than the t table value ( $3.524 > 2.01954$ ) then  $H_0$  is rejected and  $H_1$  is accepted. So that the hypothesis that states that there is an influence of principal leadership on teacher performance is partially accepted.

### **3.2. Discussion**

The results of the study on the Influence of Principal Leadership, Work Motivation, Work Discipline on Teacher Performance have a simultaneous influence on Employee Performance, the first is that Principal Leadership plays a key role in creating a work environment that supports and motivates teachers, providing coaching to teachers and students, being in the very good category, the principal involves teachers in preparing the vision and mission, carrying out documentation of the results of implementing school programs, preparing a supervision program involving several teachers, the principal carries out teaching supervision by carrying out visit class when the teacher is teaching, providing an example to the teacher, the principal school provides new ideas in activity learning, regarding the principal giving awards to teachers who are able to show good work performance, the principal fairly applies sanctions to teachers who are negligent in carrying out their duties. Thus it can be concluded that the respondent's statement regarding the principal creating a harmonious relationship to realize a conducive working atmosphere, is in the very good category, the principal creates conditions at school to remain harmonious by holding a visit activity every two months. So that the hypothesis that states that there is an influence of principal leadership on teacher performance is partially accepted.

Teacher work motivation is greatly influenced by the principal's leadership. Principals who are able to create a positive work culture and provide adequate support tend to increase teacher motivation. Motivational factors such as recognition, incentives, and opportunities for professional development contribute to increasing teacher enthusiasm and commitment in

carrying out their duties so that teachers are encouraged to improve their careers. So the hypothesis that states that there is an influence of teacher work motivation on performance is partially accepted.

Teacher work discipline includes compliance with rules, being on time every day at school, complying with clothing or uniform provisions in accordance with school regulations, responsibility in carrying out tasks, and work ethics. Good leadership helps in enforcing discipline standards through the implementation of consistent and fair policies, and enforcement of consequences for violations. Good work discipline is closely related to high teacher performance. So the hypothesis that states that there is an influence of principal leadership on teacher performance is partially accepted.

Teacher performance is the end result of the interaction between principal leadership, work motivation, and work discipline. Teachers who are motivated and have good work discipline tend to produce better performance, good, as demonstrated through the quality of teaching, student engagement, and achievement of learning outcomes. Principals who are able to create working conditions that support and motivate teachers will see improvements in the overall performance of the school.

Teacher performance at SMA Darussalam Blokagung can be seen from two motives, namely intrinsic motivation and extrinsic motivation. extrinsic. The most prominent motivation namely intrinsic motives. The principal plays a very important role in increasing teacher motivation, with the form of attention, praise and appreciation to each teacher. It is generally known that the level of teacher work motivation is already very high. The impact of teacher performance in SENIOR HIGH SCHOOL Darussalam Blokagung can be seen from two aspects, namely in terms of process and results. Supporting factors that can improve teacher performance from internal and external elements, facilities and infrastructure, curriculum and methods, environment, teachers, and students.

The technique for collecting the data needed in this research uses questionnaire, interview and survey techniques. observation. To manage data using multiple linear regression analysis and drawing conclusions. In the leadership of the principal, the principal is a reflection, motivator, and director for teachers, students, and people involved in the school environment.

This study aims to analyze the influence of principal leadership, work motivation and work discipline on teacher performance at SMA Darussalam Blokagung. Effective principal leadership plays an important role in increasing teacher motivation and work discipline, which in turn has a positive impact. on their performance. To achieve results optimally, the principal must focus on developing supportive leadership, providing adequate motivation, and enforcing discipline. work fairly.

Overall, the principal's leadership, work motivation, and discipline Work each other interact And contribute on performance teachers . Effective leadership creates an environment that supports motivation and discipline, while high motivation and discipline strengthen good work results from teachers. The results of the study showed that the leadership of the principal, work motivation and Work discipline has a positive and significant influence on teacher performance. Therefore, teacher performance can be improved by increasing work motivation and work discipline.

#### **4. CONCLUSION**

In accordance with the research that has been conducted and its discussion regarding the influence of principal leadership, work motivation and work discipline on the performance of SMA Darussalam Blokagung teachers, the author obtained the following conclusions, 1) Principal leadership is influential positive And significant on teacher performance at SMA Darussalam Blokagung, the results of this study provide information on how important the role of principal leadership is in driving school life to achieve goals. With effective principal leadership, it is hoped that they can understand the existence of the school, be able to carry out their role as someone who is given the responsibility to lead the school and be able to realize and improve effective teacher performance. 2) Work motivation has a positive and significant effect on teacher

performance at SMA Darussalam Blokagung. Work motivation plays an important role in determining teacher performance. Teachers who have high motivation, both intrinsic and also extrinsic, tend show performance Which better in terms of teaching, classroom management, and relationships with students. 3) Work discipline has a positive effect on teacher performance at SMA Darussalam Blokagung. Work discipline plays an important role in determining teacher performance. Compliance with schedules, preparation that good, effective classroom management, and high professional ethics all contribute to improving the quality of teaching and student learning outcomes. Disciplined teachers tends to be more effective in fulfilling their responsibilities and creating a productive learning environment. 4) Leadership , work motivation, work discipline have a simultaneously positive and significant effect on teacher performance at SMA Darussalam Blokagung. Good leadership motivates teachers and strengthens work discipline, while high motivation and work discipline contribute to improving teacher performance. The interaction between these three factors creates a better learning environment, which ultimately improves the quality of teaching and student learning outcomes.

## REFERENCES

- Ambar Teguh Sulistiani Rosidah, (2019), *Manajemen Sumber Daya Manusia*, Yogyakarta: Graha Ilmu.
- A Tabrani R, (2010), *Upaya Meningkatkan Budaya Kinerja Guru*, Cianjur: CV Dinamika Karya.
- Arikunto Suharsimi, (1997), *Prosedur Penelitian Suatu Pendekatan Praktek*, Jakarta: PT Rineka Cipta.
- Danim, Sudarwan, (2014), *Motivasi Kepemimpinan & Efektivitas Kelompok*, Jakarta: Rineka Cipta.
- Davis, Keith dan John W. Newstrom, (1995), *Perilaku dalam Organisasi*, (Terjemahan Agus Darma), Jakarta: Erlangga.
- Depdiknas Direktorat Pembinaan SMP, (2016), *Pembakuan Bangunan dan Perabot SMA*, Jakarta: Direktorat Pembinaan SMA.
- E. Mulyasa, (2019), *Menjadi Kepala Sekolah Profesional*, Bandung: PT Remaja Rosdakarya.
- Mulyasa, (2017), *Menjadi Guru Profesional*, Bandung : PT Remaja Rosdakarya.
- Fathoni Abdurrahmat, (2016), *Organisasi dan Manajemen Sumber Daya Manusia*, Jakarta : PT Rineka Cipta.
- Gomez Meija, D.B. Balkin dan R.L. Cardy, (2011) *Manajing Human Resources*, USA: Prentice Hall.
- Husen, Umar, (2014), *Riset Sumber Daya Manusia*, Jakarta: Gramedia Pustaka Utama.
- Istijanto, (2015), *Riset Sumber Daya Manusia*, Yogyakarta : STIE YPKN
- Kerlinger, Fred. N. ( 2014), *Asas-Asas Penelitian Behavioral*, Yogyakarta : Gajah Mada University Press.
- Luthan, Fred, (2016), *Organization Behavior (Prilaku Organisasi)*, Yogyakarta: ANDI.
- Mangkunegara, Anwar Prabu, (2015), *Manajemen Sumber Daya Manusia*, Bandung : PT Remaja Rosdakarya.
- Miftah Toha, (2013), *Kepemimpinan dalam Manajemen*, Jakarta: PT Raja Grafindo.
- Nawawi, Hadari, (2015), *Manajemen Sumber Daya Manusia*, Yogyakarta: Gajah Mada University Press.
- Peraturan Pemerintah RI, 2015, *Standar Nasional Pendidikan*, Jakarta : CV Eko Jaya.
- Rahman at all, (2016), *Peran Strategis Kepala Sekolah dalam Meningkatkan Mutu Pendidikan*, Jatinangor: Alqaprint.
- Rivai, Veithzal, (2014), *Kepemimpinan dan Prilaku Organisasi*, Jakarta: PT Raja Grafindo Persada.
- Robbin Stephen P, (2011), *Organizational Behavior*, New Jersey: Prentice Hall International.
- Sedarmayanti, (2019), *Sumber Daya Manusia dan Produktivitas Kerja*, Bandung: CV Mandar Maju.
- Sidik Priadana, (2015), *Panduan Penyusunan Skripsi dan Tesis*, Bandung: STIE Pasundan.
- Siagian, Sondang P. (2012), *Kiat Meningkatkan Produktivitas Kerja*, Jakarta: Rineka Jaya.
- Siswanto, Bedjo, (2015), *Manajemen Tenaga Kerja*, Bandung: Sinar Baru. Sugiyono, (2011), *Metode Penelitian Administrasi*, Bandung : Alfabeta. Sujana, (2015), *Metode Statistika*, bandung : CV Tarsito.
- Sujana, (2013), *Teknik Analisis Regresi dan Korelasi*, Bandung: CV Tarsito Sukardi, (2017),



*Metodologi Penelitian Pendidikan*, Jakarta: PT Bumi Aksara. Supranto J. (2010), *Statistik Teori dan Aplikasi*, Bandung : PT Gelora Aksara.

Timple, Dale A, (2010), *Seri Kepemimpinan Manajemen Sumber Daya Manusia*, Jakarta: PT Elex Media Komputindo.

Yulk Garry, (2015), *Kepemimpinan dalam Organisasi*, Jakarta: PT Yudeks.

Wahjosumijo, (2012), *Kepemimpinan Kepala Sekolah*, Jakarta: PT Raja Grafindo Persada

Wibowo, (2017), *Manajemen Kinerja*, Jakarta: PT Raja Grafindo Persada.

Winardi, J. (2011), *Pemotivasian dalam Manajemen*, Jakarta: PT Raja Grafindo Persada.