Teacher's Commitment, Work Discipline And Its Effect On The Teachers Performance At Senior High Schools

Suarni Norawati[1*] , Anantatur[2] , Mukhlis[3] , Marilin[4]

[1,2,3]*Department of Management, STIE Bangkinang, Riau, Indonesia.*
[4]*Department of Information Systems, STMIK Pringsewu, Lampung, Indonesia.*
Correspondence email: suarni.norawati@yahoo.co.id

Abstract

The quality of human resources is apart from the primary capital in development. Therefore, teachers are at the forefront of implementing the teaching and learning process, as well as being the spearhead in producing quality graduates. Teacher performance is an important factor in producing high-quality graduates. This study aims to give evidence of the effect of work commitment and work discipline on teacher performance. The sample study collected 31 teachers of the State Senior High School, while the data were obtained by questionnaires. Method of analysis using multiple linear regression. The finding reveals that Teacher's Commitment and work discipline have a significant effect on teacher performance at State Senior High School, partially and simultaneously. School principals, it is better to be able to create a conducive working atmosphere, so that every school member, both students and teachers, would be comfortable in carrying out their activities.

Keywords: Teacher's Performance, Commitment, Work Discipline.

INTRODUCTION

Teacher's performance is noteworthy issue in human resource which strongly related with education. It also can make an optimal contribution to achieving educational goals, so as a teachers are required to have a good performance and be responsible for the learning process in improving the quality of education (Lailatussaadah. 2015).

Education is one of the efforts to improve the quality of human resources. Therefore, teachers are at the forefront of implementing the teaching and learning process as well as being the spearhead in producing quality graduates. To achieve

this, it is important to question the performance of teachers, because teacher performance is the most important input in the implementation of education (Koswara and Rasto, 2016:65). Law of the Republic of Indonesia Number 14 of 2005 Article 1 Paragraph 2 concerning Teachers and Lecturers emphasizes that teachers are professional educators and scientists with the main task of transforming, developing and disseminating science, technology, and art through education, research and community service.

Achieving all of this requires good teacher performance. Performance is a real behavior that is displayed by

everyone as work performance produced by employees according to their role in the company/organization (Rivai, 2015: 309). Teacher performance can be seen and measured based on specifications or competency criteria that must be possessed by every teacher. Regarding teacher performance, the form of behavior in question is the teacher's activities in the learning process.

This research was conducted at the State High School 1 Koto Kampar Hulu, currently has 31 teachers. This school always evaluates teacher performance. The assessment is based on indicators that have been set by the school. Based on the data obtained during the pre-survey, the data obtained from the results of teacher performance assessments at the State High School 1 Koto Kampar Hulu as shown in Table 1

Table 1: Results of Teacher Performance Assessment of State Senior High School 01 Koto Kampar Hulu Kampar Regency, 2016-2020 Period

Year	Teachers (Persons)	Teacher Performance Assessment (Person)			
		Very Good	Good	Bad	Not Very Good
2016	29	7	10	12	0
2017	29	6	11	12	0
2018	31	6	10	15	0
2019	31	5	10	16	0
2020	31	5	10	16	0

Source: Koto Kampar Hulu 1 High School

From Table 1, it can be seen that teacher performance is still not optimal, because the number of teachers who have poor performance has increased from time to time during the last five years. This can happen because it is caused by several things such as the inability of teachers to plan teaching, less skilled in using instructional media, the low ability of teachers to involve students in the teaching and learning process, teacher learning methods that are still conventional and self-motivated, low commitment of teachers in teaching and learning. carrying out tasks, low teacher discipline and so on.

Seeing the many factors that might affect the teacher's performance, in this study the factors that are considered to affect the teacher's performance are only limited to the teacher's commitment and the teacher's work discipline. Based on the results of observations and interviews with the school during the pre-survey, it is known that Teacher's Commitment

and work discipline are still lacking or still low. This is indicated by the fact that there are still many teachers who arrive late, often the study hours are empty because the teacher is out of school and so on. Another indication of the low commitment of teachers to their work is the low interest in reading teachers, the lack of teachers in writing teaching materials so that the insight to improve and develop the quality of teaching materials and enrichment of practical approach methods in the teaching and learning process in schools is not optimal.

The results of research conducted by Sidik (2018), concluded that there is a positive and significant effect of Teacher's Commitment on teacher performance and there is a positive and significant influence of teacher discipline on teacher performance. The same results were also obtained from the results of research conducted by Prapti (2019). Another previous study conducted by

Enni, Djasmi and Sowiyah (2013) regarding work discipline and leadership on teacher performance with the results that there is a positive and significant relationship between work discipline and principal leadership with teacher performance. Agasradja and Wijaya (2017) in their research on organizational commitment, organizational culture and motivation on motivation and performance show that organizational commitment, organizational culture, and motivation have a positive and significant effect on employee performance.

Apalia (2017) in his research shows that disciplinary factors (disciplinary code, disciplinary procedures, disciplinary systems and disciplinary actions) affect employee performance. This research is a follow-up study from Kapanradja and Wijaya (2017) with the difference that the current study replaces the organizational culture variable with discipline and also the difference in previous research is employees, while the current study is with the object of a teacher at the State Senior High School 1 Koto Kampar Hulu, Kampar Regency.

Based on the description above, the problem of this research is how the influence of Teacher's Commitment and work discipline on teacher performance at the State Senior High School 1 Koto Kampar Hulu, Kampar Regency. The purpose of the study was to analyze and determine the effect and relationship of Teacher's Commitment and discipline on teacher performance.

LITERATURE REVIEW
Teacher performance is important in helping to realize national education goals and determine the high and low quality of education. The performance of a good teacher is the implementation of a predetermined plan, the implementation of performance carried out by teachers who have the skills, experience, sincerity,

competence, motivation, responsibility and interest in achieving goals (Enni, Djasmi and Sowiyah, 2013). Good teacher performance can make an optimal contribution to achieving educational goals, so as a teacher teachers are required to have good performance and be responsible for the learning process in improving the quality of education (Lailatussaadah. 2015).

Whether or not the teacher's performance is influenced by various factors that come from within and from outside the individual (Susanto, 2012). One of them is work discipline. Work discipline is an element of management in education. Continuous and sustainable work discipline is needed to help smooth the task so that teacher performance can increase and be able to excel (Liana and Irawati, 2014). Work discipline is often neglected among teachers, this can be seen from several examples, including: coming to school late, delaying work, being late for class and leaving class prematurely.

This will indirectly affect teacher performance. Enni, Djasmi and Sowiyah (2013) stated that the more disciplined the teacher is, the better the teacher's performance will be. Improvement of work discipline needs to be done in order to help the smoothness of the teacher's task so that the learning process can run better, so as to improve teacher performance better. Teachers are one component that occupies a central and strategic position in the education system, so teachers must be organized so that they can be effectively and efficiently responsible for their duties and have a commitment to their duties and obligations.

Teacher's Commitment affects the success of education and schools in the future. Teacher's Commitment to school is considered to affect teacher performance. Committed teachers always make every effort to advance students' professional competence by

providing them with a quality learning environment. Committed teachers will make an effective contribution to student achievement, encouraging their students to be well educated. Selccedil (2010) suggests that teachers with a high commitment to their profession and school will try harder to ensure student success and will more easily adapt to the goals and values of the school. Mart (2013) argues that teachers with a high level of commitment will be more loyal to the school where they work, if good working conditions are provided for committed teachers, the effectiveness of educational organizations will produce positive consequences for schools and student achievement will increase.

Furthermore, high teacher performance cannot be achieved if it is not accompanied by the absence of teacher obedience to the regulations that apply in carrying out the work. This is in accordance with the opinion expressed by Terry (1993:43) that the work discipline of a teacher can be seen from the teacher's compliance with the regulations in force in the school. In other words, it is necessary to have work discipline in a job, which is the will and willingness of the teacher to fulfill and obey the applicable regulations, both

written and unwritten. Work discipline is a mental attitude that always obeys all the rules and regulations that have been set for certain purposes. With good work discipline will further improve teacher performance which in turn will be able to improve the quality of education. Based on observations in schools that are the object of research, the work discipline of teachers in carrying out their duties has not been fully carried out properly. It's still too late to teach and lazy to teach. Although only a small part, but this will certainly affect and disrupt the teaching and learning process in schools. Besides that, there are still teachers who only come during teaching hours. Based on the discussion above, it can be formulated the hypotheses of this research:

H1: Teacher's Commitment has a significant effect on teacher performance

H2: Work discipline has a significant effect on teacher performance

H3: Teacher's Commitment and work discipline simultaneously have a significant effect on teacher performance

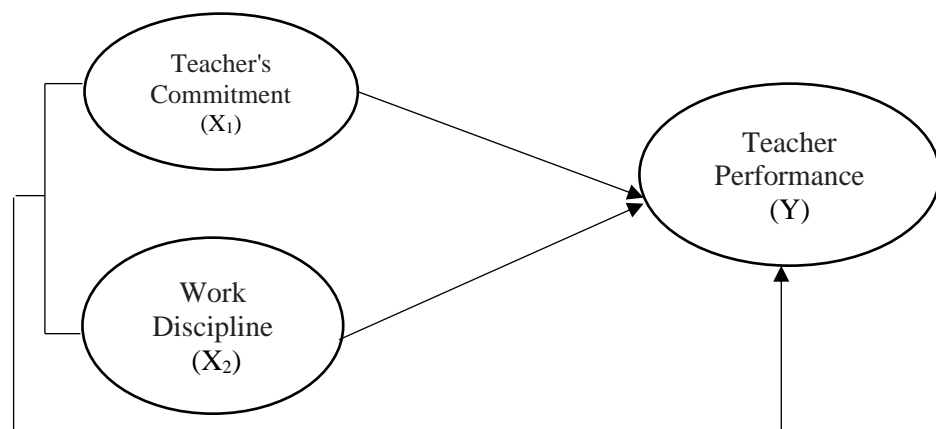Thus, the research model can be as follows:

Figure 1. Research Model

This study consists of two types of variables: the dependent variable is teacher performance, and the independent are Teacher's Commitment and work discipline.

RESEARCH METHOD

Data and Sample
This research is a correlational study, which is a study to determine the relationship and level of relationship between two or more variables. This study uses a quantitative approach. This research was conducted at the State Senior High School 01 Koto Kampar Hulu, Kampar Regency. The population of this study were all teachers at the State Senior High School 01 Koto Kampar Hulu, Kampar Regency, Riau Province-Indonesia. The total sample collected was 31 samples thus the sampling technique was carried out by the survey method. This study used primary data and secondary data which were collected by using a questionnaire for each variable. The questionnaire used is a closed questionnaire which is described from the indicators and sub-indicators of each variable of this study. Other data collection methods are interviews and documentation. The variables of this study consisted of the dependent variable, namely teacher performance which was denoted by Y and the independent variable, namely Teacher's Commitment (X_1) and work discipline (X_2).

Variables and Indicators
The definitions and indicators of each variable can be seen in Table 2 below:

Table 2 Definition of Variables and Indicators

No	Variable	Definition	Indicators	Scala
1	Teacher Performance (Y)	Performance is an embodiment of ability in the form of real work which is the result of work achieved by employees in carrying out their work assignments (Donni, 2014).	1. Planning a learning program 2. Carry out the learning process 3. Evaluate 4. Interpersonal relationships 5. Qualitas and quantitas (Mawarti, 2008)	Ordinal
2	Teacher's Commitment (X_1)	Commitment is an employee's loyalty to the organization, which is reflected in his high involvement in achieving organizational goals. Employee loyalty is reflected through the willingness and willingness of employees to always try to be part of the organization and their strong desire to survive	1. Fairness and job satisfaction 2. Job security 3. Organizational understanding 4. Employee engagement 5. Employee trust (McShane and Glinow in Donni, 2016)	Ordinal

		in the organization (Donni, 2014)		
3	Work Discipline (X₂)	Discipline is a person's awareness and willingness to obey all applicable social rules and norms (Hasibuan, 2012)	1. Punctuality in work 2. Utilizing school facilities and infrastructure 3. Produce satisfying work 4. Work responsibilities 5. Obedience to school rules (Danim, 2012)	Ordinal

Analysis Method

Stages of analysis in this study started from testing the respondents to determine the level of validity and reliability of the instrument. Validity testing is done by product moment correlation. The instrument reliability test for teacher performance variables, Teacher's Commitment and work discipline was carried out by taking into account Cronbach's Alpha value for teacher performance variables of 0.714, Teacher's Commitment variable of 0.756, and work discipline variable of 0.724 then the instrument in this study was declared reliable.

The second stage in this analysis is to test the model using the classical assumption test. The classical assumption tests used are normality test, multicollinearity test and heteroscedasticity test. Then the hypothesis testing was carried out through multiple linear regression models with the following equation:

$$Y = \alpha + \beta_1X_1 + \beta_2X_2 + \varepsilon$$

Information:
Y   = Teacher Performance
X_1 = Teacher's Commitment
X_2 = Work Discipline
α   = Constant
β_{1-2} = Regression Coefficient
ε   = Error Term

The partial hypothesis testing was carried out by t-test and simultaneous hypothesis testing was carried out using the F-test at 5% alpha. The criteria for testing the hypothesis are as follows: 1) If the significance of t count or F count > alpha, then the hypothesis is rejected, meaning that the independent variable either partially or simultaneously is declared to have no significant effect on the dependent variable. 2) If the significance of t arithmetic or F arithmetic > alpha, then the hypothesis is accepted, meaning that the independent variable either partially or simultaneously is declared to have a significant effect on the dependent variable

FINDING AND DISCUSSION

Based on the results of data processing research results, it can be done descriptive statistical analysis of each variable studied. The Teacher's Commitment variable was obtained from a questionnaire with 10 statements and the number of respondents was 31 teachers. Based on the processed Teacher's Commitment data, the highest score was 155 and the lowest score was 31 with an average value of 3.25. These results explain that the teacher's commitment is quite good. This shows that in general, teachers at the State Senior High School 1 Koto Kampar Hulu have a low work commitment.

The work discipline variable is measured by several indicators which are translated into 10 statement items and the number of respondents is 31 teachers.

Based on data from the processed work discipline variable, the highest score was 155 and the lowest score was 31 with an average value of 3.75. These results explain that work discipline is quite good. This shows that in general, teachers at the State Senior High School 1 Koto Kampar Hulu have low work discipline.

The teacher's performance variable is measured by several indicators which are translated into 10 statement items and the number of respondents is 31 teachers. Based on data from the processed performance variables, the highest score was 155 and the lowest score was 31 with an average value of 3.35. These results explain that the teacher's performance is quite good. This shows that in general, teachers at the State Senior High School 1 Koto Kampar Hulu have not optimal performance. Furthermore, the results of the classical assumption test consisting of normality testing, multicollinearity testing and heteroscedasticity testing results. The following are the results of classical assumption testing.

Normality test results

The first classical assumption is that the residual value must be normally distributed. Based on the results of data processing, the distribution of the multiple linear regression residual values is obtained as shown in Figure 2 below:
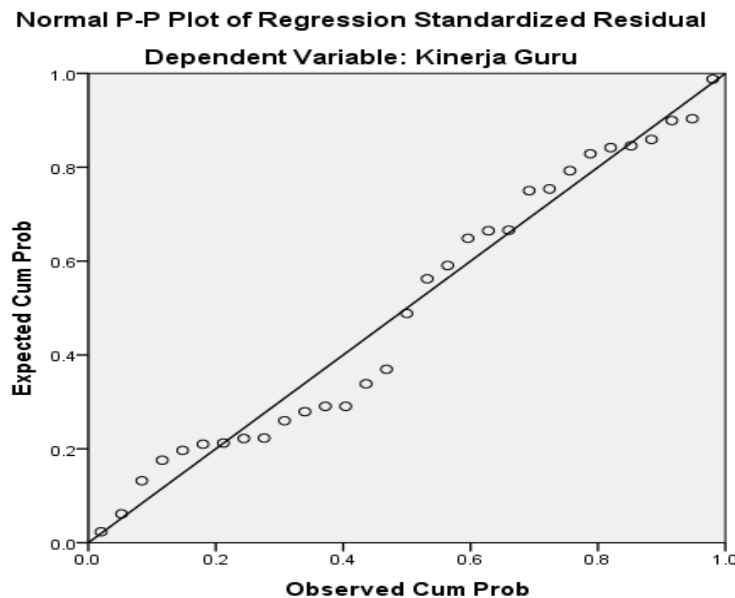

Figure 2. Normality Test Results

From Figure 2, it can be seen that the residual value of multiple linear regression spreads along the diagonal line on the normal curve P-P Plot of Regression Standardized Residual. This situation explains that the residual value is normally distributed. Thus, the first classical assumption, namely the residual value must be normally distributed, has been fulfilled.

Multicollinearity Test Results

The second classic assumption is that the model must be free from multicollinearity problems. It means that in the multiple linear regression model used as a data analysis tool, it is not justified to have a perfect relationship between independent variables. The multicollinearity test in this study was carried out by taking into account the tolerance value and the Variance Inflation Factor (VIF) value. Based on the results of data processing, the results are obtained as in Table 3.

Table 3. Multicollinearity Test Results

No	Variable	Tollerance	VIF	Conclusion
1	Teacher's Commitment (X_1)	0.999	1.001	Free of multicollinearity problems
2	Work Discipline (X_2)	0.999	1.001	

Source: Data Processing Results

From Table 3, it is known that the tolerance value is close to one and the VIF value is around one. Thus it is said that in the multiple linear regression model there is no multicollinearity problem, the model is feasible to be used as an analytical tool in this study.

Heteroscedasticity testing aims to see whether the variance of the residual value of multiple linear regression is inequality or not. A good model is a model that has the same residual variance. Based on data processing, the results obtained as shown in Figure 3 below:

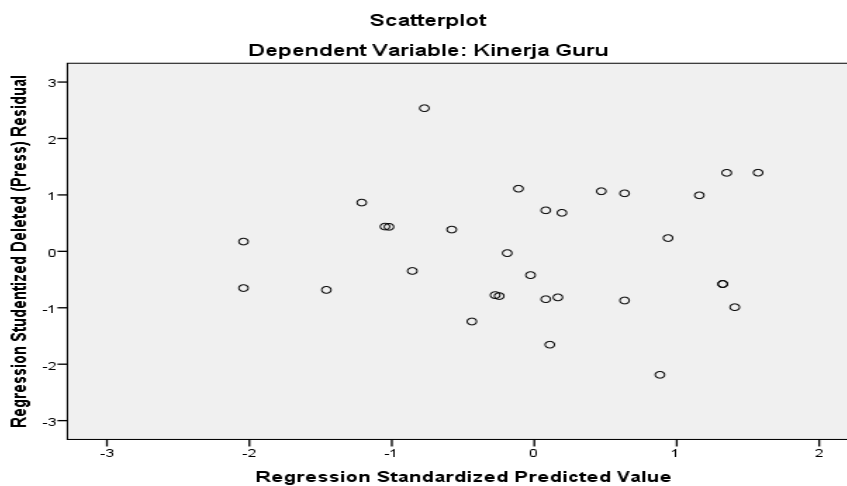## Heteroscedasticity Test Results

Figure 3. Heteroscedasticity Test Results

Based on Figure 3, it is known that the residual value spreads randomly and does not form a particular model on the scatter plot curve. Thus it can be said that the multiple linear regression model is free from heteroscedasticity problems,

so the model is feasible to be used as an analytical tool in this study.

Based on the results of data processing, the regression coefficient, t-count value, F-count and the significance value of each test are as follows:

Table 4 Multiple Linear Regression Results

Variable	Unstandardized Coefficients β	t test	Sig.	Conclusion
Constant	9.770			

Teacher's Commitment (X₁)	0.329	5.049	.000	Accepted
Work Discipline (X₂)	0.288	3.746	.000	Accepted
F test : 43,511				
Sig. : 0,000				

Source: Data Processing Results

From Table 4 above, the following regression equation can be made:
$Y = 9.770 + 0.329 X_1 + 0.288X_3$
The constant (α) was obtained at 9,770. This figure explains that if it is assumed that there is no Teacher's Commitment (X_1) and work discipline (X_2), meaning that the teacher is not committed and undisciplined, then the teacher's performance is 9,770 units. The value of the regression coefficient $(\beta1)$ for the Teacher's Commitment variable (X_1) was obtained at 0.329. This figure explains that if it is assumed that the teacher's commitment (X_1) has increased by 1 unit, while the work discipline (X_2) of the teacher is constant, then the teacher's performance (Y) will increase by 0.329 units and vice versa. Then the regression coefficient (β_2) of the work discipline variable was obtained at 0.288. This figure explains that if it is assumed that the work discipline (X_2) of the teacher increases by 1 unit and the commitment of the teacher (X_1) is constant, the performance of the teacher (Y) will increase by 0.288 units, and vice versa. The t-count value of the Teacher's Commitment variable (X_1) was obtained at 5.049 with a t-count significance value of 0.000. These results explain that there is a positive and significant effect of the Teacher's Commitment variable on the performance of the 01 Koto Kampar Hulu State High School teacher, Kampar Regency, because the significance value of t-count is lower than alpha. Thus the first hypothesis in this study was accepted with a 95% confidence level.

The results of this study indicate that Teacher's Commitment has a positive and significant effect on teacher performance at State Senior High School 01 Koto Kampar Hulu, Kampar Regency. The results of this study are in accordance with the opinion of Hasibuan & Moedjiono (2006:40) that one of the factors that influence teacher performance in carrying out teaching tasks is the teacher's behavior factor. Teacher behavior factors determine the process of student learning success, including Teacher's Commitment as an internal factor of teacher behavior. The better the teacher's commitment, the better the teacher's performance. On the other hand, the less good the teacher's commitment, the less good the teacher's performance at the State Senior High School 01 Koto Kampar Hulu, Kampar Regency.

The t-count value of the work discipline variable (X_2) was obtained at 3.746 with a t-count significance value of 0.000. These results explain that there is a positive and significant effect of the work discipline variable on the performance of the 01 Koto Kampar Hulu State High School teacher, Kampar Regency, because the t-count significance value is lower than alpha. Thus the second hypothesis in this study was accepted with a 95% confidence level. The results of this study indicate that work discipline has a positive effect on teacher performance at the State Senior High School 01 Koto Kampar Hulu, Kampar Regency.

Work discipline is something that teachers need to do to achieve better performance. This is in accordance with the opinion of Kunandar (2007:60) explaining that in carrying out his duties a teacher must have several abilities including discipline in carrying out duties. This is also reinforced by the

opinion of Mulyasa (2007:136) that performance is the result or output of a process. If in the process of carrying out the duties of the teacher perform good work discipline, then the performance results will also be good.

Teacher work discipline is one of the duties of a teacher. Discipline of a teacher can be seen from several things. This is as stated by Terry (1993) that the work discipline of a teacher can be seen from the teacher's compliance with applicable regulations at school, including being punctual when coming to school and being responsible for his duties as a student, studying according to the agreed learning method. together, maintenance of learning facilities and equipment properly. Thus it can be seen that the better the teacher's work discipline, the better the teacher's performance. On the other hand, the less disciplined teachers work, the less the performance of teachers at the State Senior High School 01 Koto Kampar Hulu, Kampar Regency.

Furthermore, in Table 4, it can be seen that the calculated F value is 43,511 with a significance value of 0.000. These results explain that the significance value of calculated F is lower than alpha, namely $0.000 < 0.05$. This explains that simultaneously the commitment of teachers and work discipline have a significant effect on the performance of teachers at the State Senior High School 01 Koto Kampar Hulu, Kampar Regency. Thus the third hypothesis in this study can be accepted at the 95% confidence level.

Based on the results of the study, it shows that Teacher's Commitment and

teacher work discipline simultaneously have a significant effect on teacher performance at State Senior High School 01 Koto Kampar Hulu, Kampar Regency. The results of this study are in accordance with the opinion of Mulyasa (2007: 140) that many factors affect performance including management, in this case the principal's leadership, and the environment including school culture. The results of this study are also in accordance with the opinion of Hasibuan & Moedjiono (2006:40) that the factors that influence teacher performance in carrying out teaching tasks are environmental factors and teacher behavior factors. Environmental factors greatly affect the teacher's task at the pre-teaching stage and in compiling a lesson. Meanwhile, the teacher's behavior factor will determine the success of student learning. The behaviors that must be carried out by the teacher include the discipline of the teacher's work and the commitment of the teacher to the school. Thus, it can be concluded that Teacher's Commitment and work discipline have a simultaneous effect on teacher performance at the State Senior High School 01 Koto Kampar Hulu, Kampar Regency. The better the teacher's commitment and work discipline, the better the teacher's performance at the State Senior High School 01 Koto Kampar Hulu, Kampar Regency.

Furthermore, looking at the correlation and determination between the variables of Teacher's Commitment (X_1) and work discipline (X_2) with teacher performance (Y) can be seen in Table 5.

Table 5. Correlation and Determination Coefficient

Variable	Coefficient		Conclusion
Teacher's Commitment (X_1)	Correlation (R)	0.862	Positive Strong Correlation
Work Discipline (X_2)	Determination (R^2)	0.743	High contribution

Source: Data Processing Results

From Table 5, it can be seen that the correlation coefficient (R) is 0.862. These results explain that there is a strong positive relationship between the variables of Teacher's Commitment and work discipline with teacher performance, which is 86.2%. Then the contribution of the variable of Teacher's Commitment and work discipline to teacher performance is 0.743. This means that the variation of the increase or decrease in teacher performance, amounting to 74.3% is determined by the variables of Teacher's Commitment and work discipline, while the remaining 25.7% is determined by other variables outside the model, such as variables of motivation, compensation, organizational culture and so on.

CONCLUSION

Based on the results of research and discussion in the previous section, Teacher's Commitment partially has a positive and significant effect on teacher performance. Work discipline partially has a positive and significant effect on teacher performance. Teacher's Commitment and work discipline simultaneously have a positive and significant effect on teacher performance. Thus, Teacher's Commitment and work discipline have a strong positive relationship with teacher performance, and make a high contribution to changes in teacher performance.

Based on some of the conclusions above, it can be given some suggestions for teachers to increase commitment and work discipline such as being punctual when coming to school, obeying the rules that apply at school and being loyal to the school. However, school principal should better to be able to create a conducive working atmosphere, so that every school member, both students and teachers, can feel comfortable in carrying out their activities. This study recommend extends for further researchers continue research by examining other factors that affect teacher performance such as compensation factors and teacher creativity factors

REFERENCES

1. Anggapradja, I.T. & Wijaya, R., (2017). Effect of commitment organization, organizational culture, and motivation to performance of employees. Jurnal Aplikasi Manajemen, 15(1), 74-80
2. Apalia, E. A. (2017). Effects of discipline management on employee performance in an organization: the case of county education office human resource department, Turkana county. International Academic Journal of Human Resource and Business Administration, 2(3), 1-18
3. Danim, Sudarwan. (2012). Motivasi Kepemimpinan dan Efektivitas Kelompok, Edisi 2. Penerbit PT Rineka Cipta Utama, Jakarta
4. Enni, E., Djasmi, S. & Sowiyah, S (2013). Pengaruh Disiplin Kerja Dan Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru. Jurnal Manajemen Mutu Pendidikan, 1(1), 1-8
5. Hasibuan, & Moedjiono. (2006). Proses Belajar Mengajar, Penerbit Remaja Rosdakarya, Bandung.
6. Hasibuan, Malayu S. P. (2012). Manajemen Sumber Daya Manusia. Edisi Revisi, Cetakan Ke Tiga Belas, Penerbut Bumi Aksara, . Jakarta.
7. Koswara, Rasto. (2016). Kompetensi dan Kinerja Guru Berdasarkan Sertifikasi Profesi. Jurnal Pendidikan Manajemen Perkantoran, 1(1), 64-74
8. Kunandar. (2007). Guru Profesional Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan

Sukses Dalam Sertifikasi Guru. Penerbit Raja Grafindo Persada, Jakarta.

9. Lailatussaadah, L.(2015). Upaya Peningkatan Kinerja Guru. Jurnal Intelektualita, 3(1),.15-25

10. Liana, Y. & Irawati, R. (2014). Peran Motivasi, Disiplin Kerja Terhadap Komitmen Karyawan Dan Kinerja Karyawan Pada Perusahaan Air Minum Di Malang Raya. Jurnal Manajemen dan Akuntansi, 3(1), 17- 34

11. Mart, C. T. (2013). A passionate teacher: teacher's commitment and dedication to student learning. International Journal of Academic Research in Progressive Education and Development, 2(1),.437-442

12. Mawarti, T. 2008. Hubungan Antara Motivasi Berprestasi Dan Kedisiplinan Kerja Dengan Kinerja Karyawan. Skripsi (tidak diterbitkan). Surakarta: Fakultas Psikologi UMS

13. Mulyasa, E. (2007) Manajemen Berbasis Sekolah Konsep, Strategi, dan Implementasi. Penerbit Remaja Rosdakarya, Bandung

14. Mustaqim Amin, Bambang Mursito & Istiatin, (2018) Pengaruh Kedisiplinan, Motivasi dan Komitmen Terhadap Kinerja Guru SMP Batik Surakarta, Indonesian Economics Business and Management Research 1(1), 58-64

15. Prapti Ningsih, (2019), Pengaruh komitmen, kompetensi, dan lingkungan kerja terhadap kinerja guru di Kecamatan Pasangkayu Kabupaten Mamuju Utara (Study Kasus pada SMA Negeri 1 Pasangkayu dan MA DDI Pasangkayu), e-Jurnal Katalogis, 5 (7), 181-190 ISSN: 2302-2019

16. Priansa, Donni (2014). Perencanaan dan Pengembangan Sumber Daya Manusia. Penerbit Alfabeta, Bandung

17. R.Terry, George. (2006). Prinsip-Prinsip Manajemen. Penerbit Bumi Aksara, Jakarta

18. Selccedil, G.S. (2010). The Effects of Problem-Based Learning On Pre-Service Teachers Achievement, Approaches And Attitudes Towards Learning Physics. International Journal of Physical Sciences, 5(6),.711-723

19. Sidik Purwoko, (2018), Pengaruh Kepemimpinan Kepala Sekolah, Komitmen Guru, Disiplin Kerja Guru, Dan Budaya Sekolah Terhadap Kinerja Guru SMK, Jurnal Akuntabilitas Manajemen Pendidikan 6(2), (149-162) Online: http://journal.uny.ac.id/index.php/jamp

20. Susanto, H. (2012). Faktor-Faktor Yang Mempengaruhi Kinerja Guru Sekolah Menengah Kejuruan. Jurnal Pendidikan Vokasi, 2(2),.197-212

21. Undang-Undang Republik Indoneria No.14 Tahun 2015 Tentang Guru dan Dosen.

22. Veithzal Rivai Zainal, S. (2015). Manajemen Sumber Daya Manusia Untuk Perusahaan . Edisi Ke-7. PT. Rajagrafindo, Depok