

The Effect of Organizational Climate, Work Discipline, and Achievement Motivation on the Performance of Public Elementary School Teachers in Binjai Kota District

Lies Eka Mardhani¹, Rosmala Dewi², Saut Purba³

^{1,2,3}Student of PPs State University of Medan, Indonesia

sautpurbapurba@gmail.com

Abstract

This study aims to determine: (1) the influence of organizational climate on achievement motivation; (2) the effect of work discipline on achievement motivation; (3) the influence of organizational climate on productive teacher performance; (4) the effect of work discipline on productive teacher performance; and (5) the influence of achievement motivation on productive teacher performance. The research subjects were public elementary school teachers in Binjai Kota District with a total sample of 108 people. Sampling was done by proportionate simple random sampling. The research method is path analysis which aims to test theory and obtain information about research. Based on the hypothesis testing, it can be concluded: (1) there is a direct influence of organizational climate with achievement motivation expressed by $p_{31} > r \text{ table } \alpha = 5\%$ ($0.341 > 0.159$) and $t_{count} > t \text{ table } \alpha = 5\%$ ($3.804 > 1.645$); (2) there is a direct effect of work discipline on achievement motivation expressed by $p_{32} > r \text{ table } \alpha = 5\%$ ($0.198 > 0.159$) and $t_{count} > t \text{ table } \alpha = 5\%$ ($2.214 > 1.645$); (3) there is a direct influence of organizational climate on teacher performance expressed by $p_{41} > r \text{ table } \alpha = 5\%$ ($0.228 > 0.159$) and $t_{count} > t \text{ table } \alpha = 5\%$ ($2.575 > 1.645$); (4) there is a direct effect of work discipline on teacher performance expressed by $p_{42} > r \text{ table } \alpha = 5\%$ ($0.184 > 0.159$) and $t_{count} > t \text{ table } \alpha = 5\%$ ($2.160 > 1.645$); and (5) there is a direct effect of achievement motivation on teacher performance expressed by $p_{43} > r \text{ table } \alpha = 5\%$ ($0.335 > 0.159$) and $t_{count} > t \text{ table } \alpha = 5\%$ ($3.707 > 1.645$). The results of the study provide an overview of organizational climate, work discipline, and achievement motivation which affect teacher performance by 36.12% and the rest is determined by other conditions.

Keywords

organizational climate; work discipline; achievement motivation; teacher performance



I. Introduction

Teachers are the most important component in creating quality human resources in accordance with the noble ideals of the nation as stated in the National Education Goals. From these dimensions, the role of the teacher is difficult to replace with others. Viewed from the learning dimension, the role of teachers in schools remains dominant even though the technology that can be utilized in the learning process develops very quickly.

Thus it takes a professional attitude of teachers in the learning process. This is also based on the opinion of Sagala (2011:5), an institution such as an educational institution will not get maximum results. Furthermore, Sagala (2011: 6) asserts that teachers as educators are the figures who hang out and interact the most with students compared to other personnel in the school. Teachers are tasked with planning and implementing the

learning process, assessing learning outcomes, conducting guidance and training, conducting research and assessment, and opening communication with the community.

To achieve this, teachers who have high performance are needed. Teachers with high performance will try to show high performance in order to improve their teaching performance, then the quality of learning carried out will increase as well. Teacher performance will be seen from how teachers carry out their main tasks. A teacher is expected to be able to prepare lesson plans well. Because with good planning, teachers can carry out learning in accordance with the expected goals.

In addition, teachers who perform well can carry out learning activities through the use of methods, media, approaches and strategies so that students can understand well what is conveyed by the teacher. Then the teacher's performance will be seen from his ability to carry out the correct evaluation. So that the teacher can decide that the learning process carried out is optimal or not.

To realize this, it is necessary to have a supporting component, one of which is the performance of professional teachers. Teacher performance is the key to the success of education, because the presence of teachers is very influential on all existing educational resources. Various educational resources such as facilities and infrastructure, costs, technology, information, students and parents can function properly if the teacher has good skills in using all available resources. According to Usman (2005:15), professional teachers are people who have special abilities and expertise in the field of teaching so that they are able to carry out their duties and functions as teachers with maximum abilities. A professional teacher must have several competencies, namely intellectual competence, physical competence, personal competence, social competence and spiritual competence.

Based on survey data and research obtained from both foreign and domestic sources, the quality of our educational outcomes is still low, as noted by UNDP, in 2019 Indonesia's HDI (Human Development Report) was ranked 111; compared to Brunei ranked 43; Singapore ranked 9; Malaysia ranked 61; Thailand ranked 77; and Sri Lanka ranked 71. This low teacher ability can be seen from the acquisition of Teacher Competency Test scores (UKG). According to the Regional Education Balance, the average achievement of UKG results from the school level within the Binjai City Education Office, namely: elementary school level (53.71) junior high school level (58.11), high school level (60.85) and vocational school (55.25), with pedagogical value (52.03) and professional (58.48). So, only the high school level whose UKG achievement is above the national UKG average of 56.69.

In addition, based on the 2018 Binjai City PMP School radar, it shows that in terms of the standards of educators and education personnel, the average value achieved for the SD level is 4.12; junior high school level 3.61; SMA level 3.52; and SMK level 3.29 of the maximum score is 7 according to the National Education Standards (SNP). (Dikdasmen, October 2019)

According to Cushway (2002: 1998), performance is assessing how someone has worked compared to a predetermined target. Rivai (2004: 309) suggests that performance is a real behavior that is displayed by everyone as work performance produced by employees in accordance with their role in the company. Mathis and Jackson (2001: 78), state that performance is basically what employees do or don't do. According to Whitmore (1997: 104), performance is the implementation of the functions required of a person or an act, an achievement, a skill. Performance is a condition that must be known and confirmed to certain parties to determine the level of achievement of the results of an agency associated with the vision carried out by an organization or company and to know the positive and negative impacts of an operational policy.

According to Rivai (2005: 16), performance is the result or level of success of a person as a whole during a certain period in carrying out tasks compared to various possibilities, such as work standards, targets or targets or criteria that have been determined in advance and have been mutually agreed upon. According to Armstrong and Baron (1998: 159) the factors that influence performance are: (1) personal factors; (2) leadership factors; (3) factor team; (4) system factors and (5) contextual/situational factors. Based on the factors mentioned above, Gibson (2012: 45) argues that organizational climate is a set of characteristics of the work environment that are felt directly or indirectly by employees (teachers), and are thought to have a major influence on their behavior in the work itself. So the organizational climate is built by members within the organization itself.

According to Pidarta (2004: 125) organizational climate is a particular organizational characteristic that distinguishes it from other organizations that can affect its members. Meanwhile, Davis and Newstrom (2003: 25) view organizational climate as the personality of an organization that distinguishes it from other organizations which leads to the perception of each member in viewing the organization. Hoy and Miskel (2001: 189) define organizational climate is relatively enduring quality of the school environment that is experienced by teachers, affects their behavior, and is based on their collective perceptions of behavior in schools. A climate emerges through the interaction of members and exchange of sentiments among them. The climate of a school is its "personality" three different conceptualizations of climate were analyzed.

Such as teachers, principals, students, and the surrounding community. A conducive climate will support the implementation of teacher duties. On the other hand, if the organizational climate is not supportive, the teacher feels that the school is not an ideal place to socialize and interact. This can lead to closed communication patterns, lack of sense of brotherhood, decreased morale. A good climate can encourage teachers to show high achievements so that their performance becomes better.

Hasibuan (2005: 193) explains that discipline is a person's awareness and willingness to obey all organizational regulations and applicable social norms. Nitisemito (2004: 199) suggests the notion of discipline as an attitude, behavior and regulations in accordance with organizational regulations, both written and unwritten. Good discipline reflects the magnitude of a person's responsibility for the tasks assigned to him.

Agustin (2007: 56) explains that discipline is a condition that is created and formed through the process of a series of behaviors that show the values of obedience, loyalty, and order. Another opinion regarding discipline put forward by Sinungan (2002: 145) says that discipline is a mental attitude that is reflected in the actions or behavior of individuals, groups or communities in the form of observances set by the government or ethics, norms, and or rules set by the government. valid for a specific purpose.

In addition, discipline factors and achievement motivation, especially from school principals, can also improve teacher performance. Keith Davis (2003: 129) states work discipline as the implementation of management to strengthen the guidelines is seen as closely related to performance. This statement is supported by the opinion of Malthis and Jackson that work discipline is closely related to employee behavior and has an effect on performance. The principal's leadership is a motivator for self-compliance with the work discipline of the teachers. Although this discipline is only one part of the characteristics of teacher performance and is related to the percentage of attendance, non-compliance with rules, decreased work productivity and apathy, it turns out that this has a very big impact, especially in our education system which still requires the presence of teachers dominantly in teaching and learning. learning process.

The achievement motivation can also affect a person's performance. According to Hunsaker in Usman (2014: 275) views that motivation is very important for school principals to improve the performance of teachers because performance depends on motivation, abilities, and the environment. According to Newstrom and Davis (2003: 215) achievement motivation is the drive to overcome challenges, to progress, to develop, to get the best, to achieve perfection.

According to McClland in Wirawan (2013: 683) that achievement motivation is an individual's internal drive that reflects how much success is important and valuable for someone with the aim of achieving achievement. Based on this definition, it can be concluded that achievement motivation is the desire of a teacher to complete work that opposes and succeeds in every competition faced. This is in line with the opinion of Usman (2013: 292) achievement motivation is an inner drive to overcome all challenges and obstacles in an effort to achieve goals. According to Robbins (2007: 222) achievement motivation is the drive to excel, to excel based on a set of standards, to strive to be successful. Robbins suggests that there are people who have a very strong drive to succeed. They wrestle for personal achievement but not for the sheer reward of success. They have a desire to do something better than what has been done before.

Principals can motivate teachers in different ways according to the most prominent patterns of each. If a teacher succeeds in achieving his motivation, then the teacher tends to continue to be motivated and achieve maximum work results. On the other hand, if a teacher often fails to realize his motivation, the teacher may continue to work hard or become discouraged.

Based on the description above, the authors conducted research on the influence of organizational climate, work discipline, and achievement motivation on the performance of elementary school teachers in Binjai Kota District.

II. Research Method

The place of research is a public elementary school in the district of Binjai City. This research was carried out for approximately 3 months, from May to July 2020.

The population of the study was all public elementary school teachers in Binjai Kota District who were civil servants. With a population of 150 teachers spread across 18 public elementary schools, Binjai Kota District.

By using Krejcie and Morgan with a significance level of 0.05, a sample size of 108 people was determined proportionally based on the location of public elementary schools.

Analysis of research data was carried out by testing the influence of exogenous factors and endogenous factors using Path Analysis with an importance level of 0.05. Lilliefors test was used to test for normality. In addition, to test the linearity of the relationship between exogenous factors and endogenous factors, analysis of variance (ANOVA) was used.

III. Result and Discussion

3.1 Result

The results of the study obtained scores of organizational climate variables (X1), work discipline (X2), achievement motivation (X3), and teacher performance (X4) in State Elementary Schools as Table 1.

Table 1. Summary of Research Data

No	Statistics	Variable Data			
		X ₁	X ₂	X ₃	X ₄
1	Highest score	142	130	145	140
2	Lowest score	68	49	65	63
3	Range	74	81	80	77
4	Interval class length	8	11	11	10
5	Mean	113,611	88,731	114,852	102,241
6	Standard Deviation	17,141	18,627	20,561	16,574
7	Median	116,833	96,429	116,860	102,885
8	Mode	121,389	87,190	116,200	103,611

The results of the normality test of the research data are as shown in Table 2.

Table 2. Summary of Normality Test Results

One-Sample Kolmogorov-Smirnov Test					
		Kelms Organisasi	Disiplin Kerja	Motivasi Berprestasi	Kinerja Guru
N		108	108	108	108
Normal Parameters ^{a,b}	Mean	113,61	88,73	114,85	102,24
	Std. Deviation	17,221	18,714	20,657	16,861
Most Extreme Differences	Absolute	,064	,074	,079	,066
	Positive	,060	,074	,072	,049
	Negative	-,064	-,060	-,079	-,066
Test Statistic		,064	,074	,079	,066
Asymp. Sig. (2-tailed)		,000 ^a	,160 ^a	,099 ^a	,200 ^{a,b}

a. Test distribution is Normal.

The results of the linearity test and the significance of the regression of the research data are as shown in Table 3.

Table 3. Summary of Linearity Test Results and Meaning

No	Variable	Regression Linearity Test			Regression Significance Test	
		F _{hit}	F _{tab}	Status	F _{hit}	Status
1	X ₁ atas X ₁	0,787	1,57	Linier	16,973	Means
2	X ₂ atas X ₁	0,979	1,57	Linier	7,126	Means
3	X ₃ atas X ₁	1,021	1,57	Linier	18,014	Means
4	X ₄ atas X ₁	1,508	1,57	Linier	10,711	Means
5	X ₄ atas X ₃	1,054	1,57	Linier	29,442	Means

A summary of the consequences of the coefficient assessment is carried out by using an investigation method to checking speculation by looking at the results of the path coefficient calculation as shown in Table 4.

Table 4. Summary of Path Coefficient Estimation

Variable	Koefisien	t _{hit}	t _{tab}	Results
ρ_{31}	0,372	4,120	1,645	Means
ρ_{32}	0,251	2,669	1,645	Means
ρ_{41}	0,228	2,414	1,645	Means
ρ_{42}	0,184	1,923	1,645	Means
ρ_{43}	0,335	3,665	1,645	Means

Based on the path coefficient values obtained from the calculation results, the path diagram can be described as follows:

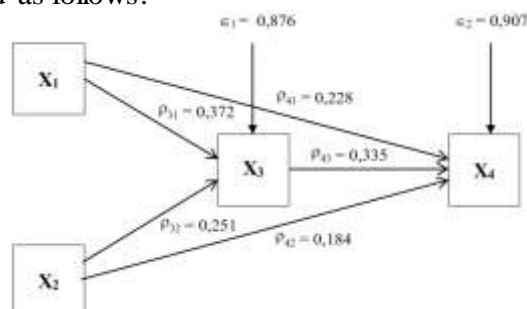


Figure 1. Research Path Diagram

3.2 Discussion

a. Effect Organizational Climate on Achievement Motivation

The findings of this study indicate that the direct influence of organizational climate on achievement motivation is 11.63%. This illustrates that the organizational climate affects teacher achievement motivation. When viewed from the level of organizational climate tendencies are still classified as moderate, namely as much as 51.852%. Improvement of the organizational climate must be done by optimizing the indicators of the ability to face the challenges and responsibilities of teachers in schools.

Furthermore, the results of this study support the theory put forward by Colquitt et al (2009) that organizational climate directly affects teacher motivation at work. This shows that teacher achievement motivation can be optimized by improving the organizational climate. The results of this study also support Hutasoit (2011) which states that organizational climate affects teacher achievement motivation at SMP Negeri Sipoholon District, North Tapanuli Regency.

Achievement motivation is efforts to be able to do something because they want to achieve the desired goal or get satisfaction with their actions. Sub-variable external achievement motivation with indicators: always trying to meet the needs of life and work needs, happy to get praise for what they do, work with the hope of getting attention from friends and superiors.

b. Effect Work Discipline on Achievement Motivation

The results of this study indicate that the magnitude of the direct influence of work discipline on achievement motivation is 3.9%. This illustrates that work discipline affects teacher achievement motivation. When viewed from the level of work discipline tendency, it is still classified as moderate, namely as much as 42.593%. Improving work discipline must be done by optimizing the indicators of teacher punctuality in schools.

Furthermore, the results of this study support the research of Regina (2010) which states that work discipline affects the work motivation of employees of PT. The Mighty Santosa Ray. This shows that the teacher's achievement motivation can be optimized by increasing work discipline. Without someone's willingness and willingness, a teacher tends to be inactive at school and in the community. So that it can affect achievement motivation at work.

c. Effect Organizational Climate on Teacher Performance

The results of this study indicate that the magnitude of the direct influence of organizational climate on teacher performance is 5.2%. This illustrates that the organizational climate affects teacher performance. When viewed from the level of organizational climate tendencies are still classified as moderate, namely as much as 51.852%. Improvement of the organizational climate must be done by optimizing the indicators of the ability to face the challenges and responsibilities of teachers in schools.

The results of this study support the research of Hutasoit (2011) and Yuyuk (2012) which concluded that organizational climate significantly affects teacher performance. This shows that teacher performance can be optimized by improving the organizational climate.

Successful organizations will also seek an internal fit, where the culture is matched with their technology. Routine technology provides stability and can work best when associated with a culture that emphasizes decentralized decision making and limits individual initiative. On the other hand, technology requires adaptability and is best adapted to a culture that encourages individual initiative and minimizes control. School climate refers to the perception of people in school regarding the work environment in

schools, formal organizations, informal organizations, participatory personalities, organizational leadership. Thus, organizations everywhere are created as a result of the interaction of individuals within the organization.

d. Effect Work Discipline on Teacher Performance

The results of this study indicate that work discipline has a direct effect of 3.4% on teacher performance. This illustrates that work discipline affects the performance of teachers. When viewed from the level of work discipline tendency, it is still classified as moderate, namely 41.593%. Improving work discipline must be done by optimizing the indicators of teacher punctuality in schools.

The results of this study support the research of Regina (2010) and Pristian (2010) which concluded that discipline affects employee performance. This shows that teacher performance can be optimized by increasing work discipline.

High discipline will be able to build professional performance because with a good understanding of discipline, teachers are able to observe the rules and strategic steps in carrying out the process of teaching and learning activities. The teacher's ability to understand the rules and implement the right rules, both in relationships with other members in the school and in the teaching and learning process in the classroom will greatly assist efforts to teach students in a better direction. Discipline for teachers is an inseparable part in carrying out their duties and obligations as an educator.

e. Effect Achievement Motivation on Teacher Performance

The results of this study indicate that achievement motivation has a direct effect of 11.22% on teacher performance. This illustrates that achievement motivation affects teacher performance. When viewed from the level of achievement motivation, it is still classified as moderate, namely as much as 51.852%. Increasing achievement motivation must be done by optimizing the indicators of mastery of teacher work in schools.

The results of this study support the theory proposed by Colquitt et al (2009) that motivation directly affects a person's performance. This shows that teacher performance can be optimized by increasing achievement motivation. The results of this study support the research of Ardansyah (2011); Hutasoit (2011); Regina (2010); Yuyuk (2012); and Pristian (2010) who all concluded that motivation affects one's performance. This shows that teacher performance can be optimized by increasing achievement motivation.

A person's desire to do something is largely determined by the motives or drives that exist for each individual. In schools, there are many reasons why a teacher can be motivated or not. It could come from a highly motivated teacher, namely a teacher who carries out various efforts to support the learning objectives carried out and the goals of the organization in which he works. If all these needs are met, the teacher will be more serious in carrying out learning. But on the other hand, if the need is not met, the teacher will think of looking for additional income so that his sincerity is reduced, which of course will affect his performance.

IV. Conclusion

1. Organizational climate has a direct positive effect on the achievement motivation of State Elementary School teachers in Binjai, meaning that the better the organizational climate, the better the achievement motivation of State Elementary School teachers in Binjai.

2. Work discipline has a direct effect on the achievement motivation of State Elementary School teachers in Binjai, meaning that the better the work discipline, the better the achievement motivation of State Elementary School teachers in Binjai.
3. Organizational climate has a direct effect on the performance of State Elementary School teachers in Binjai, meaning that the better the organizational climate, the better the performance of State Elementary School teachers in Binjai.
4. Work discipline has a direct effect on the performance of State Elementary School teachers in Binjai, meaning that the better work discipline, the better the performance of State Elementary School teachers in Binjai.
5. Achievement motivation has a direct effect on the performance of State Elementary School teachers in Binjai, meaning that the better the achievement motivation, the better the performance of State Elementary School teachers in Binjai.

Implication

1. With the acceptance of the first hypothesis, namely that there is a direct influence between organizational climate on achievement motivation of State Elementary School teachers in Binjai, it is necessary to improve the organizational climate to optimize achievement motivation of State Elementary School teachers in Binjai. Improvement of organizational climate can be done by optimizing the indicators of the atmosphere felt by teachers in schools including organizational structure, challenges and responsibilities, warmth and support, rewards and punishments, conflict, performance standards and expectations, organizational identity, and risk and risk taking. In this case, efforts are made to increase teachers in accepting challenges and responsibilities for every work they do at school. Willing to accept challenges will bring teachers to the desire to get the best results for their work. The desire to complete challenges is a separate motivation for a teacher to be fully involved in achieving school goals. Completing each job is a challenge for every teacher. Being able to complete the challenges of work in schools can be a teacher's goal to improve the competitive climate for good work in school organizations. In addition, improving the organizational climate can also be done by increasing the teacher's sense of responsibility for every achievement of his work at school. The sense of responsibility to complete the work as well as possible makes everyone on the desire to do the best for school. This situation will improve the organizational climate in the school. An increase in the teacher's desire to solve challenges and have responsibilities will optimize teacher achievement motivation in schools. With an increase in organizational climate indicators, it can optimize the achievement motivation of teachers in schools.
2. With the acceptance of the second hypothesis, namely that there is a direct influence between work discipline on the achievement motivation of State Elementary School teachers in Binjai, it is necessary to increase work discipline to optimize the achievement motivation of State Elementary School teachers in Binjai. Improving work discipline can be done by optimizing indicators of punctuality, obeying rules, awareness, and responsibility for tasks. In this case, efforts are made to increase the willingness of teachers to be on time according to school regulations. Teachers who are obedient to time will set a good example for other teachers in the school. This good example will provide a change in social and work climate change in schools. The desire to obey the time will also direct the teacher in providing learning at school correctly, according to the schedule determined by the school. The desire to be on time will make the teacher to be present consistently before learning begins. This condition will lead

- teachers to increase their motivation to always excel in school. With an increase in work discipline indicators, it can optimize the achievement motivation of teachers in schools.
3. With the acceptance of the third hypothesis, namely there is a direct influence between organizational climate on the performance of SD Negeri teachers in Binjai, it is necessary to improve the organizational climate, the better the performance of SD Negeri teachers in Binjai. Improvement of organizational climate can be done by optimizing the indicators of the atmosphere felt by teachers in schools including organizational structure, challenges and responsibilities, warmth and support, rewards and punishments, conflict, performance standards and expectations, organizational identity, and risk and risk taking. In this case, efforts are made to increase the willingness of teachers to accept challenges and responsibilities for every work they do at school. Willing to accept challenges will bring teachers to the desire to get the best results for their work. The desire to complete challenges is a separate motivation for a teacher to be fully involved in achieving school goals. Completing each job is a challenge for every teacher. Satisfaction/pleasure to be able to complete work challenges at school can be a teacher's goal to improve the competitive climate for good work in school organizations. In addition, improving the organizational climate can also be done by increasing the teacher's sense of responsibility for every achievement of his work at school. The sense of responsibility to complete the work as well as possible makes everyone on the desire to do the best for school. This situation will improve the organizational climate in the school. An increase in the desire of teachers to solve challenges and have responsibilities will optimize teacher performance in schools. The better the teacher completes the challenges of his work and every work assigned to him is completed with a full sense of responsibility, the better the performance of the teacher in his school. With an increase in work discipline indicators, it can optimize teacher performance in schools.
 4. With the acceptance of the fourth hypothesis, namely that there is a direct influence between work discipline on the performance of State Elementary School teachers in Binjai, it is necessary to increase work discipline to optimize the performance of State Elementary School teachers in Binjai. Improving work discipline can be done by optimizing indicators of punctuality, obeying rules, awareness, and responsibility for tasks. In this case, efforts are made to increase the willingness of teachers to be on time according to school regulations. Teachers who are obedient to time will set a good example for other teachers in the school. This good example will provide a change in social and work climate change in schools. The desire to obey the time will also direct the teacher in providing learning at school correctly, according to the schedule determined by the school. The desire to be on time will make the teacher to be present consistently before learning begins. This condition will lead teachers to improve teacher performance in schools. With an increase in work discipline indicators, it can optimize the achievement motivation of teachers in schools.
 5. With the acceptance of the fifth hypothesis, namely that there is a direct influence between achievement motivation on the performance of State Elementary School teachers in Binjai, it is necessary to increase achievement motivation to optimize the performance of State Elementary School teachers in Binjai. Increasing achievement motivation can be done by optimizing the indicators of responsibility, mastery of work, working hard, having future targets, managing time, and providing feedback. In this case, efforts are made to increase the mastery of work in schools. Mastery of work well can lead teachers to the desire to apply every ability they have in school. Can work well, will be achieved if the teacher is willing to bring out every work ability he has. This

ability to work well can ensure teachers achieve the work targets set by the school. With an increase in achievement motivation indicators, it can optimize the achievement motivation of teachers in schools.

References

- Agustin, Ginanjar Ary. *Rahasia Sukses Membangun Kecerdasan Emosional dan Spiritual ESQ (Emotional Spiritual Questions)*. Jakarta: Arga
- Amstrong, M. and Baron, A. (1998). *Performance Management – The New Realities*. London: Institute of Personnel and Development
- Ardansyah, Muhammad. (2011). Hubungan antara Gaya Kepemimpinan Kepala Madrasah dan Kepuasan Kerja dengan Kinerja Guru MAN Tanjung Morawa. *EDUCANDUM, Jurnal Manajemen Pendidikan PPs Unimed – ISMAPI SU*. Volume IV Nomor 02 Desember 2011
- Cascio, W.F. (1998). *Managing Human Resources-Productivity Quality of Work, Life, Profits*. Edisi Kelima. United States: McGraw-Hill
- Colquitt, Jasson A, Jeffery A. Lapine, dan Michael J. Wesson. (2009). *Organizational Behaviour: Improving Performance and Commitment in the Workplace*. New York: McGraw-Hill-Irwin
- Davis, K. dan Newstrom, J.W. (2003). *Human Behaviour at Work: Organizational Behaviour*. Singapore: McGraw-Hill Book Company
- Departemen Pendidikan Nasional. (2002). *Kamus Besar Bahasa Indonesia*. Jakarta: Balai Pustaka
- Gibson, James L., Donnelly Jr, James H., Ivancevich, John M., Konopaske, Robert. (1985). *Organization Behavior, Structure, Processes*. New York: McGraw-Hill
- Hardjana, Andre. (2006). “Iklim Organisasi: Lingkungan Kerja Manusiawi”. *Jurnal Ilmu Komunikasi* Vol. 03 No. 01
- Hasi Hapsari, H (1998). Hubungan Orientasi Nilai Hidup dengan Disiplin Kerja Pada Pegawai Negeri. Skripsi. Yogyakarta. Fakultas Psikologi Universitas Gajah Mada.
- Hasibuan, Malayu. (2001). *Manajemen Sumber Daya Manusia*. Jakarta: Bumi Aksara
- Hoy, Wayne K. dan Miskel, Cecil G. (2001). *Education Administration: Theory, Research, and Practice* (6th ed., International Edition). Singapore: Mc Graw-Hill Co
- Hutasoit, Tumbur. (2011). “Pengaruh Iklim Organisasi, Kepuasan Kerja, dan Motivasi Berprestasi Terhadap Kinerja Guru. Studi Empiris di SMP Negeri Kecamatan Sipoholon Kabupaten Tapanuli Utara”. Tesis. Medan: PPS Unimed Medan
- Lussier, Robert N. (1996). *Human Relations in Organizations: a Skill-building Approach*. Irwin
- Luthan, Fred. (2008). *Perilaku Organisasi*. Edisi Kesepuluh. Alih Bahasa: Vivn A.Y, Shekar Purwanti. Yogyakarta: Andi
- Mangkunegara, Anwar Prabu. (2005). *Evaluasi Kinerja SDM*. Bandung: Refika Aditama
- Nursisto. (2002). *Peningkatan Prestasi Sekolah Menengah*. Yogyakarta: Insan Cendikia
- Pidarta, M. (2004). *Manajemen Pendidikan Indonesia*. Jakarta: Rineka Cipta
- Pristian, Rida Canggih. (2011). “Pengaruh Motivasi dan Disiplin Terhadap Kinerja Pegawai pada Dinas Kehutanan dan Perkebunan Kabupaten Jepara”. Tesis. Semarang: Universitas Semarang
- Riva'i, Veitshal. (2005). *Manajemen Sumber Daya Manusia Untuk Perusahaan*. Jakarta: Murai Kencana
- Robbins, Stephen P. (2007). *Perilaku Organisasi*. Indonesia: Macana Jaya Cemerlang
- Sagala, S. (2008). *Manajemen Berbasis Sekolah dan Masyarakat, Strategi Memenangkan*

- Persaingan Mutu. Jakarta: Nimas Multima
- Sagala, Syaiful. (2011). Kemampuan Profesional Guru dan Tenaga Kependidikan. Bandung: Alfabeta
- Simamora, Henry. (2007). Manajemen Sumber Daya Manusia. Yogyakarta: STIE YKPN
- Steers, M. Richard. (1985). Efektivitas Organisasi. Jakarta: Erlangga
- Steers, M.R, dan Porter, L.M. (2003). Motivational and Work Behaviour. New York: McGraw-Hill Book Inc
- Supardi. (2016). Kinerja Guru. Jakarta: RajaGrafindo Persada
- Thoha, M. (2008). Perilaku Organisasi Konsep Dasar dan Aplikasi. Jakarta: Raja Grafindo Persada
- Undang-Undang RI Nomor 14 Tahun 2005 tentang Guru dan Dosen
- Usman, Husaini. (2014). Manajemen; Teori, Praktek & Riset Pendidikan. Jakarta: Bumi Aksara
- Usman, Moh Uzer. (2005). Menjadi Guru Profesional. Bandung: Remaja Rosdakarya
- Wibowo. (2007). Manajemen Kinerja. Jakarta: RajaGrafindo Perkasa
- Wirawan. (2013). Kepemimpinan, Teori, Psikologi Organisasi, Aplikasi dan Penelitian. Jakarta: RajaGrafindo Persada