**THE EFFECT OF COMPENSATION AND WORKING CLIMATE ON TEACHER PERFORMANCE IN PONDOK PESANTREN NURUL IMAN**

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**Abstract**

The purpose of this study was to determine and analyze the effect of compensation and working climate on teacher performance in Nurul Iman Islamic Boarding School in Jambi City. The research instrument used a questionnaire and involved 187 teachers and different (heterogeneous) educational backgrounds as research samples. Proportional random sampling was chosen to determine the number of teacher samples using the Slovin formula. Descriptive analysis technique was used to describe the compensation variable (X1), working climate (X2) and teacher performance (Y) by compiling a frequency distribution table to see which categories are being studied. Normality test was carried out by using *the Liliefors* test technique or in the SPSS program called *Kolmogrov-Smirnov*. The results of the linearity and significance of linear regression were performed using SPSS version 20.0. The results showed that; first, there was no influence between compensation and teacher performance. This meant that teacher performance is not always determined by compensation. Second, there was an effect between working climate and teacher performance. It meant that higher working climate, higher teacher's performance results and vice versa the performance of teachers whose performance was low due to low working climate. Third, there was an effect between compensation and working climate with teacher performance. This indicated that higher compensation and better working climate, higher teacher's performance. Then, there was a relationship between compensation and working climate with teacher performance. It indicated that higher compensation and working climate of a teacher, higher teacher's performance results and vice versa teachers whose performance was low due to compensation and low working climate.

***Keywords:*** Compensation, working climate, teacher performance, *Pesantren*

**Introduction**

Law Number 14 of 2005 concerning teachers and lecturers. The teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students in early childhood education through formal education, basic education and secondary education. Furthermore, article 20 states that one of professional obligations of teachers is to plan learning, carry out quality learning processes, assess and evaluate learning outcomes, as well as to improve and develop academic qualifications and competencies in a sustainable manner in line with the development of science, technology, and art.

In words of Supardi (2016), performance is an activity carried out to carry out, complete tasks and responsibilities in accordance with the expectations and goals that have been set. Meanwhile, Priansa (2014) emphasized that performance is a manifestation of the ability in the form of real working achieved by teachers in schools in order to achieve school goals. Thus, the performance of teachers is related to the planning and implementation of learning in schools with responsibility and committed to achieve the goals of an organization. Formal teachers especially for those who teach in Islamic boarding schools should be good quality and competence in order to get good outcomes. To realize the performance of qualified and competent teachers as according to Article Law No. 14 of 2005 concerning teachers and lecturers, article 10 paragraph (1) states that teacher competence as referred to in Article 8 includes pedagogical competence, personality competence, social competence , and professional competence obtained through professional education. Additionally, according to Middlewood (2001), the integration of professional standards within a performance appraisal frameworking suggests that performance, development and pay progression are in some ways in explicitly linked and provide a measure to indicate teacher performance. Sponge (2007) noted that these affective characteristics are difficult to quantify; however, characteristics such as a love of children, a love of working, and positive relationships with colleagues and with children contribute to a teacher's feeling of happiness.

The strategic issue of performance is a fundamental problem that has positive and negative impacts. If the climate of performance and compensation in a school is good, it will also be good for teachers in school performance. Starting from the interaction between one another and supported by a conducive environment will create a climate of harmony. As the results of the previous study, Imam (2013) stated that there is a positive relationship between organizational climate and quality of working life of employees of PT Aseli Dagadu Djokdja. The effective contribution of the organizational climate variable to the quality of working life is 48.4%, this shows that the organizational climate contributes 48.4% to the quality of working life. Based on observations and interviews about the performance of *Pesantren* teachers, it was found that some teachers had moderate performance, thus affecting the learning process. This was caused by the lack of preparation in teaching, such as not carrying lesson plans when they wanted to teach, monotonous learning implementation, lack of willingness to progress and achieve .

According to Jones (2007), the results in the United Kingdom found that a teacher might demonstrate under-performance in a number of ways; inability to control the class, poor planning and preparation, poor subject knowledge, poor teaching, low expectations of pupils, poor relationships with pupils, poor relationships with colleagues, poor quality pupils learning and progress, lack of commitment in working, and inability or unwillingness to respond to change. Meanwhile, Bryson (2010) concerned about do salaries improve working performance?, the result showed that one way to improve performance with careers, more income, and provide training outside of working. Furthermore, according to previous study, Muguongo (2015) explored about the effects of compensation on job satisfaction among secondary school teachers in Maara Sub-County of Tharaka Nithi County, Kenya, the teachers were very dissatisfied with all aspects of compensation they received. Thus, if teacher job satisfaction disrupted will affect their performance in school.

Furthermore, compensation is something reciprocated, how much working is carried out then it will get much. Sutrisno (2016) reported that the employees have given all their working capabilities to the company, the company naturally appreciates the efforts of the employees by giving them commensurate rewards. Moreover, Boot (2016) expressed that the aims of reward are to attract, retain and motivate staff. Salaries are what attracted them to the organization, benefits kept them, while bonuses and incentive schemes are motivated them. The phenomenon of compensation in *Pesantren* Seberang in providing compensation provided by the *Pesantren* is a remuneration system. Remuneration is a direct reward consisting of salary/ wages, position allowances, special allowances, bonuses that are linked or not associated with working performance and organizational performance, incentives as rewards for achievement, and various types of assistance provided routinely. Indirect rewards consist of social funds, a home for teachers, study tours to tourist attractions and so on. However, in its implementation, the provision of compensation still has problems, the amount of compensation given to the teacher does not meet the needs of the teacher.

In the statement of Seidman (1999), many teachers cannot make ends meeting on their school salaries. They should work two jobs, or in the case of married couples, both partners should work to generate a sufficient family income. The role of compensation is very influential for sustainability of teachers in schools, both direct and indirect compensation so that professionalism is created. As suggested by previous researchers such Aprijon (2014) about the effect of compensation on the performance of high school teachers in the District of Bangkinan that the results showed that there is a strong relationship between the compensation variables on the performance of high school teachers in the District of Bangkinang. Partially, there is a positive and significant effect of compensation variables on the performance of high school teachers in Bangkinang District.

Working climate is a condition where there is a harmonious relationship that occurs in school. Supardi (2016), more specifically reported that climate is a situation around schools/ madrasas and a "quiet and comfortable" atmosphere that is appropriate and conducive to learning to improve academic achievement. Furthermore, Triatna (2016) noted that the school climate is a tone (atmosphere) felt by employees of an organization/ school based on their interactions with the environment, both physical environment and social environment. Thus, a conducive working climate will result in maximum teacher performance, the weaker the working climate, the weaker teacher's performance. Working climate phenomenon occured in Seberang *Pesantren* has not yet created a conducive working climate caused by air or strong odors and rubber factories close to *Pesantren*, inadequate facilities and infrastructure such as school buildings, teacher rooms, and air ventilation, and inadequate establishment of a harmonious relationship between teachers. Consequently, it affects the performance of teachers in *Pesantren*.

According to Muliawan (2015), *Pesantren* is a typical Indonesian institution (indegeneous), now the *Pesantren* has spread to almost all regions of Indonesia. *Pesantren* is a unique educational institution. The characteristics of a *Pesantren* are cottage, mosque, Santri, kiai. Thus, the *Pesantren* is an authentic Indonesian culture which contains teachings about the religion of Islam.

Based on the problems existed in this tudy, the researchers tried to make observations and initial interviews with teachers who are in Seberang boarding school. First, some teachers who have moderate performance, thus affecting learning process is caused by the lack of preparation in teaching such as not carrying lesson plans when they want to teach, the implementation of monotonous learning, lack of willingness to progress and achieve achievement. Second, the compensation given by *Pesantren* is a remuneration system. Remuneration is a direct reward consisting of salary/ wages, position allowances, special allowances, bonuses that are linked or not associated with working performance and organizational performance, incentives as rewards for achievement, and various types of assistance provided routinely. Indirect rewards consist of social funds, a home for teachers, study tours to tourist attractions and so on. However, in its implementation, the provision of compensation still has problems, such the amount of compensation given to teacher does not meet the needs of teacher. Third, low working climate, this can be seen from the not yet created conducive working climate caused by air or strong odors caused by rubber factories close to *Pesantren*, inadequate facilities, and infrastructure such as school buildings, teacher rooms and air ventilation, and lack of intertwining harmonious relationship between teachers so that it has an effect on teacher performance in *Pesantren*.

Based on the background of the problems with the theory and the absence of study on teacher performance in Seberang Islamic boarding schools, the researchers were interested in conducting study about the effect of working compensation and climate on performance of islamic boarding school teachers in Seberang, Jambi city.

According to problem limitation, there were three research questions which are formulated as follows.

1. Is there a significant effect of compensation on the performance of *Pesantren* teachers in Seberang, Jambi City?

2. Is there a significant effect of working climate on the performance of *Pesantren* teachers in Seberang, Jambi City?

3. Is there a significant effect of compensation, working climate simultaneously on the performance of *Pesantren* teachers in Seberang, Jambi City?

**Research Hypothesis**

To test the presence or absence of the effect of variables X1 (compensation), X2 (working climate), and Y (teacher performance), the hypotheses proposed in this study were:

1. Ha1: There is an effect of compensation on teacher performance in Seberang Islamic Boarding School in Jambi City.

2. Ha2: There is an effect of working climate on teacher performance in Seberang Islamic Boarding School in Jambi City.

3. Ha3: There is an effect between compensation and working climate on teacher performance in Seberang Islamic Boarding School in Jambi City.

**Literature reviews**

**Theoretical Framework**

In this study, the compensation variable is shown as direct and indirect compensation (Dessler, 2013). Working climate variables are indicated by ecology, miliu, social system, culture (Owen, 1991). Teacher performance variables are shown by compiling learning plans, implementing learning, establishing interpersonal relationships, carrying out assessment of learning outcomes, carrying out enrichment (Supardi, 2016). For clarity, the image below describes the relationship of research variables as follows.

Compansation (X1) :

1. Direct compensation

2.Indirect compensation

(Dessler, 2013)

Working climate (X2)

1.Ecology

2.Miliu

3. Social system

4. Culture

( Owen, 1991)

Teacher performance (Y) :

1. Develop learning plans

2. Carry out learning

3. Establish interpersonal relationships

4. Carry out Assessment of Learning Outcomes

5. Implement Enrichment. (Supardi, 2016)

**Teacher Performance**

In terms of teacher performance, Supardi (2016) conveyed that performance is the result of working achieved by someone in an organization to achieve goals based on standardization or size and time adjusted to working types and in accordance with established norms and ethics. According to Donni (2014), teachers who have a high level of performance are teachers who have a productivity of cooperation with above the specified standards. Thus, it can be concluded that a person's performance results are affected by various factors, one of which is a working environment to increase working productivity. Based on the description of teacher performance stated by the experts, it is clear that performance is a process of carrying out tasks in accordance with standardization of size and time based on knowledge, attitudes, and skills in accordance with the expectations and goals set.

**Teacher Performance Assessment**

To define the purpose of evaluating someone's performance, Wahyudi (2012) emphasized that it aims to find out how much they work through a formal and structured system, such as assessing, measuring, and affecting traits related to working, behavior, and results including the level of absence. Fenwick (2006), in other words, defined that performance assessment is formal and informal judgment of how well people complete observable tasks. The two most common uses of the term performance assessment in education relate to student achievement and employees, such as teachers, completing the functions of their jobs.

Mulyasa (2010) expressed that performance has a close relationship with productivity because it is an indicator in determining efforts to achieve high productivity. In this regard, efforts to conduct an assessment of organizational performance are important. Talking about the performance of educational staff, closely related to how to conduct an assessment of one's working. Hence, it needs to be set performance standards or performance standards. From the description previously mentioned, the intended performance appraisal is related to measuring and assessing the results and performance of formal and informal working to achieve high productivity.

**Compensation**

Compensation, in words of Suwatno (2016), means as the reward received for services that have been provided to the company enabling employees to maintain their dignity and status to enable employees to maintain a reasonable, decent and independent standard of living without being dependent on others, especially in meeting the needs their life. Whereas, according to Sutrisno (2016), compensation is all types of awards in form of money or not money given to employees appropriately and fairly for their services in achieving company goals. Compensation is important, which is the main motivation of an employee to working. This means that employees use knowledge, skills, and energy and time not merely want to devote themselves to the company, while there is another goal, that is to expect a reward for the results that have been given.

**The Linkage of Working Compensation and Climate to Teacher Performance**

Associated with the role of human resources in improving teacher performance, compensation and working climate is a very important basic substance for a teacher. Because it is a primary need to retain teachers in an institution. And with the existence of a conducive working climate that arouse the enthusiasm of teachers to be even better in teaching. Sutrisno (2016) noted compensation as a reward for the company for the sacrifice of time, energy and thoughts that they have given to the company. This is in line with the words of Soekidjo (2015) who stated that compensation is everything received by employees as retribution for working for their service. It was further explained that a good compensation system would benefit teachers' performance in achieving desired organizational goals.

The instrument used in this study was the questionnaire. The questionnaire is a list of questions made by researchers about the effect of the variables X1 (compensation), X2 (working climate), and Y (teacher performance) in Seberang Islamic Boarding School in Jambi city. Choosing one alternative answer from each question is provided. Data collection technique used in this study consisted of a questionnaire. The questionnaire was intended to capture data on compensation, working climate, and teacher performance in Seberang Islamic Boarding School in Jambi City.

To test the validity of questionnaire items, an instrument was tested. Questionnaire. The questionnaire was distributed to 20 respondents who were outside of sample in Al Hidayah Modern Islamic Boarding School in Jambi City. As for measuring validity of the questionnaire, instruments per item or the researchers use computer assistance using the SPSS program Version 20.0. Then, to find out whether or not the item is valid. Then, the total correlation score (r count) per item obtained should be greater than the r value (r count table) with a 5% significance level that is equal to 0.444. The analysis technique used was descriptive analysis technique. Descriptive analysis technique is used to describe the compensation variable (X1), working climate (X2) and teacher performance (Y) by compiling a frequency distribution table to see in which categories are being studied. Normality test is carried out using the Liliefors test technique or in the SPSS program called *Kolmogrov-Smirnov*. The results of the linearity and significance of linear regression were performed using SPSS version 20.0.

**Model Test**

**Multiple Linear Regression Analysis**

This analysis is to determine the direction of relationship between the independent variable with the dependent variable whether each independent variable is positively or negatively related to predict the value of the dependent variable if the value of the independent variable has increased or decreased.

**Hypothesis testing**

**T test**

This study used a test with a significance level of 0.05. If the value of alpha <0.05, it can be stated that the hypothesis is accepted. Hence, there is a significant effect between the independent variables on the dependent variable. Instead the value of alpha> 0.05, then the hypothesis was rejected, it meant that there was no significant effect between the two variables tested.

**F test**

The F test basically showed whether all independent variables included in the model have an effect simultaneously or jointly on the dependent variable with a significance level criterion <0.05. If the significance is <0.05 then the research model was declared feasible.

**Results**

**Hypothesis Testing Results**

Furthermore, to test whether the effect of compensation and working climate on teacher performance was significant both simultaneously (simultaneously) and partially (individually), a significance test was performed. Testing started from simultaneous testing, and if the results of significant simultaneous testing were continued with partial tests.

**Persial Hypothesis Testing (t Test)**

To find out the variables that have a significant effect partially, regression coefficient testing was carried out by using the t-test statistic. Determination of the test results (acceptance / rejection of the Alternative Hypothesis (Ha) might be carried out by comparing the t-count with the t-table and it might be seen from its significance value. The results of partial hypothesis testing using SPSS 20 were presented as follows.

Table 1. Persial Hypothesis Test



Based on the output, we can see the t-value obtained by each variable. To make a conclusion about accepting or rejecting the alternative hypothesis. The values ​​of the t-table should be determined and the level of significance used by using a significance level of 5% on the results of testing the effect of each independent variable (compensation and working climate) on the dependent variable (teacher performance) in Seberang Islamic Boarding School in Jambi City as follows.

**Effect of Compensation on Teacher Performance**

Based on the output, it is known that the t-value was 0.648 with a probability of sig 0.518> α = 0.05, or t <t table was 0.648 <1.985. This meant that the alternative hypothesis (Ha) was accepted and it might be inferred that partial compensation did not have a significant effect on the performance of *Pesantren* teachers. This showed that compensation had no effect on the performance of *Pesantren* teachers.

**Effect of Working Climate on Teacher Performance**

Based on the output, it is known that the t-value was 3,482 with a probability of sig 0.01 <α = 0.05, or t> t table, that was 3.482> 1.985. It meant that the null hypothesis (H0) was accepted (Ha) rejected and it might be concluded that working climate partially had a significant effect on the performance of *Pesantren* teachers. This showed that working climate affected the performance of *Pesantren* teachers.

**Simultaneous Hypothesis Testing (Test F)**

To find out the significant effect of the independent variables together on a dependent variable, the F test was used. The results of simultaneous hypothesis testing by using SPSS 20 were presented as follows.

Table 2. Simultaneous Hypothesis Testing



Primary data processed, 2018

Based on these outputs, it can be seen that the F-calculated value of 6.302 with a sig probability of 0.03 <α = 0.05 or fcount> ftabel of 6.302> 3.09. This meant that the null hypothesis (H0) was accepted (Ha) rejected and it might be inferred that compensation and working climate simultaneously had a significant effect on the performance of *Pesantren* teachers and partially has a significant effect on the performance of *Pesantren* teachers. This showed that compensation and working climate simultaneously affected the performance of *Pesantren* teachers.

**Discussions**

**The Effect of Compensation on Teacher Performance in *Pesantren* Seberang, Jambi City**

From the test results of the study, it can be seen that the effect of compensation variable on teacher performance was obtained through t-count value of 3,482 with a probability of sig 0.518> α = 0.05, or tcount <t table that was 3.482 <1.985. This meant that the alternative hypothesis (Ha) was accepted and it might be inferred that partial compensation did not have a significant effect on the performance of *Pesantren* teachers. This result was in line with the result put forward by Arifin (2017). Partially, compensation for the performance of lecturers had no effect on the performance of teachers in Seberang boarding school in Jambi City. In brief, this result of this study was consistent with previous studies conducted by Haryanto, Harja, Putri, Supawal, and Amin (2018) with the implication that teaching in Islamic boarding schools, not only about money and material factors but more to pleasure in teaching.

**The Effect of Working Climate on Teacher Performance in Seberang Islamic Boarding School in Jambi City**

From the test results, it might be seen that the effect of the working climate variable on teacher performance was obtained t-count value of 0.648 with a probability of sig 0.01 <α = 0.05, or tcount> t table which was 3.482> 1.985. This indicated that the null hypothesis (H0) was accepted (Ha) rejected and it might be inferred that working climate partially had a significant effect on the performance of *Pesantren* teachers. The result of this study waas also in line with previous research conducted by Yunita (2013).

**The Effect of Compensation, Working Climate on Teacher Performance in Islamic Boarding School in Jambi City**

From the test results about the simultaneous effect of compensation and working climate on teacher performance, the F-calculated value of 6.302 with a probability of sig 0.03 <α = 0.05 or fcount> ftabel was 6.302> 3.09. This meant that the null hypothesis (H0) was accepted (Ha) rejected and it might be inferred that compensation and working climate simultaneously had a significant effect on the performance of *Pesantren* teachers.

In this research problem, teacher performance is related to planning and implementing learning in schools with full responsibility and back-to-back to achieve the goals of an organization. Formal teachers especially for those who teach in Islamic boarding schools should be good quality and competence in order to get good outcomes. To realize the performance of qualified and competent teachers as according to Article Law No. 14 of 2005 concerning teachers and lecturers, in article 10 paragraph (1) states that teacher competence as referred to in Article 8 includes pedagogical competence, personality competence, social competence, and professional competencies obtained through professional education.

From the description previously mentioned, there was a relationship between compensation and working climate with teacher performance. This indicated that the higher the compensation and working climate of a teacher, the higher the results of the teacher's performance and vice versa teachers whose performance was in low level due to compensation and low level of working climate.

**Conclusions**

Based on the analysis of results of study and discussion previously described, compensation in *Pesantren* across Jambi city included in high category, working climate in *Pesantren* opposite Jambi city included in category of good. Teacher performance in *Pesantren* across from Jambi city was included in high category. Then, it might be inferred as follows. First, there was no effect between compensation and teacher performance. This meant that teacher performance was not always determined by compensation. Second, there was an effect between working climate and teacher performance. This indicated that the higher the workinging climate, the higher the teacher's performance results and vice versa the teacher performance whose performance is low due to the low working climate. Third, there was an effect between compensation and working climate with teacher performance. This indicated that the higher the compensation and the better the working climate, the higher the teacher's performance.

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