

THE INFLUENCE OF MOTIVATION AND WORK ENVIRONMENT ON TEACHER PERFORMANCE AT SDN 021 TARAI BANGUN, TAMBANG SUBDISTRICT, KAMPAR DISTRICT

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Abstract: This research was conducted in the research conducted at SDN 021 Tarai Bangun, Tuah Karya Street Kampar District, in 2022. The study aims to determine the effect of motivations and work environment on the performance of teachers in SDN 021 Tarai Bangun. The population in this study were 35 teachers and the research sample was 35 people. The research method used is descriptive method with a quantitative approach. Because the population in this study is little, the authors use the entire population to be sampled. From the analysis of multiple linear regression equation was formulated: $Y = 5.796 + .512X_1 + 0.398X_2$. The results of the t test (partial test) obtained the value of t arithmetic for motivation/ X_1 (3.989) and Work Environment / X_2 (3,326) greater than t table of 2.03452, then it has a significant effect on the teacher performance variable of SDN 021 Tarai Bangun. F Test Results (joint test), it is concluded that F count is 17.322 > F table 3.28 so that simultaneously the variables of motivation and work environment have a significant effect on the performance of teachers of SDN 021 Tarai Bangun. There are contribution the influence of motivation and Work environment of the performance of teachers at SDN 021 Tarai Bangun of Obtained value of Adjusted R Square equal to 0,490 or 49,0% and 51,0 % influenced by the other factors that are not pursuing in this research. So this research to strengthen previous studies

Keywords: Motivation, Work environment, Performance of teachers

1. Introduction

Implementing quality education is an effort to produce quality human resources for the progress of a nation. Remember, education is a conscious and planned effort undertaken by humans to improve their knowledge and abilities through a programmed educational process and a curriculum that is determined for a certain stage. The spirit of Law number 20 of 2003 states that the education system must provide quality teachers, with the hope that quality teachers will produce quality graduates.

The most important element in the educational process is teachers who are active in encouraging the creation of the next generation who have ownership competence and able to compete in the world of work. Currently, teachers are obliged to carry out cooperative and innovative learning. So the role of the teacher is to be a facilitator of all student activities.

Zuhriayah (2015) believes that the factors that influence teacher performance are competence, motivation, work environment and principal leadership.

Motivation is a driving or pulling force that causes behavior towards a certain goal. With this work motivation, teachers will give their best, work more productively, and increase work effectiveness and efficiency. One way is to build good cooperation with fellow teachers.

To measure the quality of a school, it can be done in several ways, firstly looking at teacher competency in teaching, secondly looking at education and teaching methods, thirdly, the school's vision and mission, fourthly the educational curriculum, fifthly school achievements and sixthly supporting facilities.

Then in Diana Khairani Sofyan's research (2013: 20), "the work environment is everything around the employee that influences him in carrying out and completing the tasks given to him in an area." It is important to pay attention to the work environment in a school in order to create a comfortable working atmosphere. A comfortable work environment for teachers can improve teacher performance. On the other hand, an uncomfortable work environment can reduce motivation and ultimately reduce teacher performance.

Then, as a result of reading several articles about the influence of motivation on performance, research gaps were still found, namely: first, research by Ansori, P.B (2021) states that work motivation has a positive and significant effect on teacher performance at SMA Negeri 1 Kuantan Hilir, Kuantan Singingi Regency. Second, the results of Muna's (2022) research show that work motivation has a positive and significant effect on employee performance. This illustrates that the higher the work motivation, the more performance will increase. Third, different results can be seen from research conducted by Pragiwani, at.al (2020) showing that motivation has no significant effect on employee performance.

Likewise, in the work environment variable on performance, there are still research gaps found, namely: First, research by Ansori, P.B (2019) that the work environment has a positive and significant effect on teacher performance. Second, the results of research by Febrianti, at.al (2023) show that the work environment has a positive and significant effect on the performance of teachers at SMAN 1 Praya. Third, different results in Merry, at.al's (2020) research show that the work environment does not have a significant effect on the performance of teachers at SMPN 1 Indralaya.

Based on the explanation above, the aim of this research is to determine the influence of Motivation (X1) and work environment (X2) on teacher performance (Y) at SD Negeri 021 Tarai Bangun, Kampar Regency.

2. Literature Review

Understanding Motivation

The term motivation comes from the Latin word *movere*, which means encouragement or movement. Motivation is also defined as a resource force that drives and controls human behavior. Motivation is an effort that can encourage someone to take a desired action, while motive is someone's motivation to act. Because a person's behavior tends to be goal-oriented and driven by the desire to achieve certain goals.

According to Husaini, in Indahingwati, et al (2020) that motivation is a tool used by superiors to encourage subordinates to work hard as expected. Achievement motivation is an urge that grows and develops from within the teacher to do the best job possible. In summary, motivation is an encouragement from other people or from oneself to do work consciously and enthusiastically to achieve certain targets.

Motivational Indicator. According to Abraham Maslow in Emron Edison et al (2016: 176-178) there are five levels of needs arranged in a hierarchy. Furthermore, in this research the indicators are: Physiological Needs, Safety Needs, The need to be liked (Affection needs or

belonging needs), Esteem Need, The need for self-development or self-actualization (Self Actualization needs).

Understanding the Teacher Work Environment

The work environment is something that exists around the organization that influences teacher performance. According to Barnawi and Arifim (2012: 54), the work environment is a situational factor that influences teacher performance, both directly and indirectly. "Furthermore, according to Mulyasa (2013: 193), to create a conducive work environment, you must pay attention to at least two things, namely the teacher himself and the good relationship between the teacher, parents and the surrounding community."

Furthermore, Sari, Fajar Maya (2013: 138) explains that the availability of a good work environment can provide comfort for teachers, because the role of teachers as teaching staff who relate and meet face to face with students has a strong effect on students. For this reason, when carrying out teaching and learning activities, teachers must be able to feel comfortable at work, so that they can fully concentrate on providing and conveying knowledge to students. Increasing job satisfaction for teachers is very important, because it concerns the issue of teacher work results (performance) which is one step in improving the quality of service to students.

Furthermore, Mariawati, et al (2018:36) explained that the work environment for teachers is the school environment, namely everything that is inside and outside the school, and all of this interacts and influences each other. A work environment that is good and clean, has sufficient lighting, is free from noise and distractions, will clearly motivate employees to do their work well. However, a bad work environment, dirty, dark, stuffy, damp, and so on will cause fatigue quickly and reduce creativity. Therefore, organizational leaders who have high creativity will be able to create a pleasant work environment for employees.

Work Environment Indicators.

Several work environment indicators according to Sedarmayanti in the article written by Budianto and Amelia Katini, (2015: 108) are as follows:

1. Lighting. Lighting is sufficient light that enters the work space of each employee. With sufficient lighting levels, working conditions will be pleasant.
2. Air temperature. Air temperature is how high the temperature is in an employee's work space. A room air temperature that is too hot or too cold will be a pleasant place to work.
3. Noise. Noise is the level of employee sensitivity that affects workers' activities.
4. Use of color. The use of color is choosing the color of the room used for work.
5. Required space to move. Movement space is the working position between one employee and another, also including work aids such as: tables, chairs, cupboards, and so on.
6. Ability to work. Ability to work is a condition that can create a feeling of security and calm in doing work.
7. The relationship between employees and other employees must be harmonious because achieving the agency's goals will be faster if there is togetherness in carrying out the tasks assigned to them.

In this research, the teacher work environment indicators used by Mariawati, et al (2018:36) which refer to Sedarmayanti's theory are: (1) cleanliness and tidiness of the workplace, (2) workplace safety, (3) learning facilities, (4) air temperature, (5) space required, (6) employee relations.

Understanding Teacher Performance

Performance is a translation from English, work performance or job performance, but in English it is often shortened to just performance. Performance in Indonesian is also called work performance. Performance or work achievement (performance) is defined as an expression of ability based on knowledge, attitudes, skills and motivation in producing something.

Performance is the result of work in terms of quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him (Mangkunegara 2016:67). Performance is often thought of as the achievement of tasks, where the term task itself comes from thinking about the activities required by workers.

Performance issues always receive attention in management because they are closely related to the productivity of the institution or organization. The main factors that influence performance are ability and will. It is acknowledged that many people are capable but don't want to, so they don't produce performance. Likewise, many people are willing but unable and still do not produce performance. Performance is something that is achieved or demonstrated achievement or ability to work, in other words, performance can be interpreted as work achievement.

Furthermore, the definition of performance according to Prawirosentono, quoted by Sinambela (2016:481), states that: Performance is the result of work that can be achieved by a person or group of people in an organization, in accordance with their respective authority and responsibilities, in order to achieve the goals of the organization concerned. legally, does not violate the law and is in accordance with morals and ethics. This explains that performance is the level of success of a person or institution in carrying out its work.

In an effort to improve the quality of national education, the government, especially through the Ministry of National Education, continuously strives to make various changes and updates to the education system. The birth of Law no. 14 of 2005 concerning teachers and lecturers, and Government Regulation No. 19 of 2005 concerning National Education Standards, are basically government policies which contain government efforts to organize and improve the quality of teachers in Indonesia. Michael G. Fullan stated that "educational change depends on what teachers do and think ..."

This opinion suggests that change and renewal of the education system is very dependent on teacher competency mastery. Furthermore, Mulyasa (2013: 136), in line with this, Smith, quoted by Mulyasa, stated that "Performance is the result or output of a process." Furthermore, Hasibuan (2016:94), states "Performance or work achievement is a work result achieved by a person in carrying out the tasks assigned to him which is based on skill, experience, seriousness and time. "

From the opinions above, it can be concluded that what is meant by teacher performance is the work results or work abilities that can be achieved by a teacher in accordance with his responsibilities in order to achieve the goals of the organization concerned. A teacher's teaching performance is good if the teacher has carried out the elements consisting of loyalty and high commitment to teaching tasks, mastering and developing learning materials, discipline in teaching and other tasks, creativity in carrying out teaching, collaboration with all school members, good leadership Be a role model for students, have a good personality, be honest and objective in guiding students, and be responsible for their duties.

So teachers must have an awareness of their roles and responsibilities in carrying out their duties.

The teacher competency standards issued by the Directorate of Education Personnel at the Ministry of National Education in 2004 clearly outline that there are three competency components, namely: "1) Learning management competency, 2) Potential development competency, 3) Academic mastery competency."

Teacher performance is a combination of three interrelated elements, namely skills, effort, nature of circumstances and external conditions. Skill level is the raw material that a person brings to the workplace, such as experience, ability, interpersonal skills and technical skills. This effort is expressed as the motivation shown by employees to complete their work tasks. Meanwhile, external conditions are the level to which external conditions support work productivity.

The teacher's performance can be clearly seen in the learning he shows from the learning achievements of his students. Good teacher performance will result in good student learning achievement (Supardi 2013: 55). Teacher workload standards refer to Law of the Republic of Indonesia Number 14 of 2005 Article 35 Paragraph 1 concerning Teachers and Lecturers which states that teacher workload includes main activities, namely: planning learning, implementing learning, and assessing learning outcomes, guiding and training students. , as well as carrying out additional tasks.

Teacher Performance Indicators

So, the Teacher Workload Standards as stated in the Law above, then I made them into Teacher Performance Indicators as explained by Barnawi and Arifin (2012: 15-21), namely:

1. Planning Learning. The teacher's first task is to plan learning.
2. Implementing Learning.
3. Assess Learning Outcomes.
4. Guiding and training..
5. Carry out additional tasks. Then the fifth teacher's task

Hypothesis

Based on the problem formulation and literature review, as well as the relationships between the variables stated above, several hypotheses were created. According to Sugiyono (2013:134) a hypothesis is a temporary answer to a research problem formulation, where the research problem formulation has been stated in the form of a statement sentence. It is said to be temporary because the answer given is only based on relevant theory, not yet based on empirical facts obtained through data collection. The following are several hypotheses in this research, namely:

- H1: There is a significant influence of motivation and work environment simultaneously on the performance of teachers at SD Negeri 021 Tarai Bangun, Kampar Regency.
- H2: There is a significant partial influence of motivation on teacher performance at SD Negeri 021 Tarai Bangun, Kampar Regency.
- H3: There is a significant partial influence of the work environment on teacher performance at SD Negeri 021 Tarai Bangun, Kampar Regency.

3. Method

This research was conducted at SD Negeri 021 Tarai Bangun, Kampar Regency, which is located at Buah Karya, Tarai Bangun Village, Kampar Regency. Data analysis techniques use quantitative. Using the multiple linear regression method, which is a statistical method used to determine the influence of several independent variables, namely Motivation (X1) and Work Environment (X2) on the dependent variable, namely Teacher Performance.

The population in this study were all teachers at SD Negeri 021 Tarai Bangun, Kampar Regency. totaling 35 people. According to Sugiyono (2012: 68): "The sample is part of the number and characteristics possessed by the population". As a basis for researchers, based on Sugiyono's book (2012: 68), saturated sampling is a technique for determining samples when the entire population is used as a sample. So the research sample was 35 people or all teachers. The data collection methods used in this research include questionnaires, interviews and observation methods (Ansori, P.B; 2021). In accordance with the type and nature of this

research, all data to be collected will be arranged systematically and descriptively. The data analysis method used in this research is a Likert scale used to measure attitudes, opinions and social perceptions, scores of respondents' answers in the research.

To assist in processing the data, the SPSS (Statistical Package for Social Science) program was used. Meanwhile, the test equipment is used to test the regression equation as well as the coefficient of determination and standard error and to see the influence of the independent variable on the dependent variable.

4. Result and Discussion

Data Testing

In this research, the author used an instrument in the form of a questionnaire consisting of the variable Motivation (X1) with 10 items, Work Environment (X2) with 10 items and Teacher Performance with 10 statement items.

Validity Test

The validity test aims to find out which items or questions are valid in determining a variable. Testing is carried out by comparing the calculated correlation value (r) with the r table. Where the test criteria are if the calculated r value $>$ r table then it is said that the question item is valid and if the calculated r value $<$ r table then it is said that the question item is invalid and the question is declared invalid.

The validity test will test each variable used in this research, where the total value of the calculated r for all statements is $>$ r table (0.3338).

Based on the results of validity test calculations for the Motivation variable (X1) with 10 items, Work Environment (X2) with 10 items and Teacher Performance with 10 items, these statements were all declared valid. This means that the measuring instrument used is valid and can be used as a data collection tool.

Reliability Test

A Cronbach alpha coefficient of more than 0.60 indicates the reliability of the instrument. In addition, the closer it is to 1, the higher the internal consistency of the reliability.

Table 1. Reliability Test Results

Variable	Batas Reabilitas	Cronbach's Alpha	Information
Motivation	0,60	0.869	Reliabel
Work environment	0,60	0,890	Reliabel
Performance of teachers	0,60	0,850	Reliabel

Source: Processed data2023

The results of the reliability testing in the table above show that the Alpha coefficient values of the variables studied show mixed results and the variables produce Cronbach Alpha values greater than 0.60. Thus it can be concluded that the measuring instrument used in this research is reliable.

Coefficient of Determination (R²)

The magnitude of the contribution of the independent variables, namely Motivation (X1) and Work Environment (X2), to the dependent variable, namely Teacher Performance (variable Y)

can be calculated by looking for the coefficient of determination value. From the SPSS output results are obtained:

Table 2. Coefficient of Determination Test Results (R²)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.721 ^a	.520	.490	4.17253

Source: Processed data 2023

From these results, the coefficient of determination (Adjusted R Square) value was 0.490 or 49.0%. So it can be concluded that the Motivation and Work Environment variables contribute to changes in the Teacher Performance variable by 49.0%. while the remaining 51.0% (100% - 49.0%) is influenced by other variables not examined in this research.

T test

The *t*_test is used to see the influence of the independent variable on the dependent variable partially/one by one, the following are the SPSS output results for the *t*_test. Based on the results of calculations using SPSS, the following data was obtained:

Table 3: T test results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.796	5.884		.985	.332
	Motivation	.512	.128	.501	3.989	.000
	Work environment	.398	.120	.418	3.326	.002

Source: Processed data 2023

Based on table 3 above, the calculated *t* value for Motivation (X1) is (3.989) and Work Environment (X2) is (3.326). Meanwhile, the critical value according to the table with a significance level of 5% using the *t* table formula ($\alpha / 2$; $n - k$) $k = 3$ and $n = 35$ is 2.03452

Based on the results above, the *t*_count value for each variable is as follows: For the Motivation variable (X1) it has a *t*_count value (3.989) > *t*_table value (2.03452) and Work Environment (X2) has a *t*_count value (3.326) > *t*_table value (2.03452) then it can be concluded that partially the variables Motivation (X1) and Work Environment (X2) have a significant effect on teacher performance variables at SD Negeri 021 Tarai Bangun, Kampar Regency.

F Test

The *F*_test is used to see the influence of the independent variables on the dependent variable together, the following are the SPSS output results for the *F*_test

Table 4: F Test Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	603.164	2	301.582	17.322	.000 ^b
	Residual	557.121	32	17.410		
	Total	1160.286	34			

Source: Processed data 2023

Based on the SPSS results, the F_{count} was 17.322. Meanwhile, F_{table} is obtained by $(n-k)/(k-1)$: equal to $(35-3=32) / (3-1=2/column)$, then the F_{table} value is 3.28 ($\alpha=5\%$).

So it is concluded that F_{count} is $17.322 > F_{table}$ is 3.28 so that together/simultaneously the variables Motivation (X1) and Work Environment (X2) influence teacher performance at SD Negeri 021 Tarai Bangun, Kampar Regency.

The influence of motivation and work environment on teacher performance at SD Negeri 021 Tarai Bangun, Kampar Regency.

Based on the results of the F test, it is concluded that F_{count} is $17.322 > F_{table}$ is 3.28 so that together/simultaneously the variables Motivation (X1) and Work Environment (X2) influence teacher performance at SD Negeri 021 Tarai Bangun, Kampar Regency. This means that the first hypothesis (H1) is proven.

This confirms previous research conducted by Eliyanto (2018: 178) that work motivation and work environment together have a significant effect on the performance of Muhammadiyah High School teachers in Kebumen Regency.

The influence of motivation (X1) on teacher performance at SD Negeri 021 Tarai Bangun, Kampar Regency.

The Competency Variable has 10 question items. Judging from the table of constant test results and multiple linear regression coefficients, it is known that every 1 point increase in the Motivation variable (X1) results in teacher performance (Y) increasing by 0.512 or 51.2%. Based on the results of the hypothesis test, it is suspected that the competency variable (X1) has an influence on teacher performance at SD Negeri 021 Tarai Bangun, Kampar Regency and is proven to have a positive and significant influence. Where Motivation (X1) has a t_{count} value ($3.989 > t_{table}$ value (2.03452) and a significance value (P Value) of 0.000 which is below 0.05.

This means that this research is in line with previous research by Ansori, P.B (2021) which states that work motivation has a positive and significant effect on the performance of teachers at SMA Negeri 1 Kuantan Hilir, Kuantan Singingi Regency. As well as the results of research by Muna (2022) that work motivation has a positive and significant effect on employee performance. This illustrates that the higher the work motivation, the more performance will increase

The influence of the work environment (X2) on teacher performance at SD Negeri 021 Tarai Bangun, Kampar Regency

This Work Environment Variable (X2) also has 10 question items. Judging from the table of constant test results and multiple linear regression coefficients, it is known that every 1 point increase in the work environment variable (X2) results in teacher performance (Y) increasing by 0.398 or 39.8%. Furthermore, it is hypothesized that there is a partial significant influence of the work environment on teacher performance at SD Negeri 021 Tarai Bangun, Kampar Regency. The results obtained are that the Work Environment (X2) has a t_{count} value ($3.326 > t_{table}$ (2.03452), a significance value (P Value) of 0.00 which is below 0.05 and a regression coefficient value of 0.398. It can be concluded that the work environment has a positive and significant effect on teacher performance.

Apart from that, it is also necessary to increase the capacity and quality of school libraries because they really help students and teachers in the teaching and learning process. Because students and teachers always diligently read guidebooks and general books.

The results of this research confirm research by Eliyanto (2018: 178) that the work environment has a significant effect on teacher performance. Furthermore, this was also emphasized by

Mariawati, et al (2018:39) that the work environment is satisfactory for teachers and they will work as well as possible.

5. Conclusions

Based on the results of the F test (simultaneous test), it is obtained that F_{count} is 17.322 > F_{table} is 3.28 so that together/simultaneously the variables Motivation (X1) and Work Environment (X2) influence teacher performance at SD Negeri 021 Tarai Bangun, Regency Kampar. Based on the results of the t test on the motivation variable (X1), it is proven that: competency (X1) has a positive and significant effect on teacher performance at SD Negeri 021 Tarai Bangun, Kampar Regency. Where Motivation (X1) has a t_{count} value (3.989) > than the t_{table} value (2.03452) and a significance value (P Value) of 0.000 which is below 0.05. Based on the results of the t test, the work environment partially has a positive and significant effect on teacher performance at SD Negeri 021 Tarai Bangun, Kampar Regency. The results obtained from the Work Environment (X2) have a t_{count} value (3.326) > t_{table} (2.03452), a significance value (P Value) of 0.002 which is below 0.05. The coefficient of determination (Adjusted R Square) is 0.490 or 49.0%. So it can be concluded that the Motivation and Work Environment variables contribute to changes in the Teacher Performance variable by 49.0%. while the remaining 51.0% (100%-49.0%) is influenced by other variables not examined in this research.

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