

Work Motivation and Discipline's Impact on Teacher's Performance

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Abstract

The goal of this study was to look at the influence of work motivation and work discipline on teacher performance at the State Junior High School in Bayung Lencir District, both partially and concurrently. This study was carried out in the State Junior High School in Bayung Lencir District, Musi Banyuasin Regency, with 192 teachers serving as participants. Questionnaires and documents are used to collect data. Construction and content validity are used in the validity test. Cronbach alpha is used in the dependability test. Normality, homogeneity, and linearity tests are used to analyze test requirements. Simple regression and multiple regression approaches were used to evaluate the data. According to the findings of this study, there is a partial or simultaneous effect of motivation and work discipline on teacher performance, as well as a positive association between motivation and discipline on teacher performance.

Keywords: Teacher's Performance, Work Discipline, Work Motivation

A. Introduction

Education is a critical aspect in the development of human resources and the building of personalities. As a result, the government is committed to delivering high-quality education. It is envisaged that a quality education system would be able to create students as the nation's next generation who are competent and capable of carrying out their development duties optimally and in a more effective manner (Slameto, 2010).

The teacher as a profession is subject to specific requirements in carrying out their primary tasks and activities, as specified in the Law of the Republic of Indonesia No. 20 of 2003 regulating the National Education System. According to Article 39 (1) and (2), educators are professionals in charge of planning and implementing the learning process, assessing learning outcomes, providing advice and training, conducting research, and providing community service, particularly for educators in higher education.

A teacher must have specific talents and skills in order to carry out the duties and obligations listed above. Teachers' professional competence includes these qualities and skills. Competence is an absolute capacity that instructors must possess in order to carry out their tasks as educators correctly.

Teachers' jobs are inextricably linked to the improvement of human resources through the education sector. As a result, efforts must be made to increase the quality of instructors in order for them to become professionals. Continuous and continuous coaching is held to develop instructors into professionals, and making teachers into employees must be considered, praised, and recognized for their professionalism. To make them professional, it is not only necessary to increase their competence through the provision of upgrading, training, or the opportunity to learn again, but it is also necessary to pay attention to the teacher in other areas such as increasing discipline, providing motivation, optimal teacher competence, conducting supervision, giving incentives, and providing decent salaries with professionalism so that teachers can be satisfied in their work as educators (Tirtaraharja, 2012).

Leadership is one of the most essential variables determining discipline. Leadership is a method of encouraging individuals to perform right, gain commitment, and urge them to work together to achieve common goals (Sudarmanto, 2011). Every person is ultimately a leader, and every person will be held accountable eventually. Leadership is one of the most significant things to learn and practice when studying and doing management (Usman, 2010). Teachers' quality and effectiveness in the classroom are impacted by a variety of factors, including teacher leadership in the classroom, which can be directed by POLC leaders.

Teachers play a significant role in the classroom since they are solely accountable for the effectiveness of the teaching and learning process. The teacher's capacity to lead students in the classroom emerges in terms of giving subject matter and developing students to be more active and creative in seeking learning materials; the teacher just acts as a regulator and director to ensure that the teaching and learning process runs smoothly (Djamarah, 2011).

The teacher, as the person in charge of the teaching and learning process, communicates the information that has been arranged in line with the curriculum and syllabus that has been established. The capacity to lead and manage the class is required so that learning does not become routine, causing pupils to lose interest in learning. As a result, teachers must be able to establish an engaging learning environment.

Teachers, as classroom leaders, must be able to consider the link between education and the advancement of science and technology, which is always changing, so that there is a need for work motivation in this flow. If educators are unable to adapt to changes in development, science, and technology in order to carry out learning, instructors must give encouragement so that every educator may increase the quality of their knowledge. Motivation might take the shape of praise, presents, or reprimands and cautions for instructors who fail to do their tasks.

Building facilities, quality books, professional instructors, and education personnel are at least three major needs that must be addressed in the development of education in order to contribute to enhancing the quality of human resources.

It is critical to be empowered and developed in terms of professionalism and job motivation, as described above. Education, while acknowledged as a system, will not be isolated from other

supporting components. According to the author, the most significant existence is the teacher as the spirit of an educational institution. The features of professional instructors as *murabbiy*, *mu'allim*, *mursyid*, and *mu'addib* are constantly reflected in all their actions in the framework of Islamic education.

Taking the instructor as the spearhead who cannot be divorced from his flaws and strengths, the teacher as a motivator in the classroom is responsible for encouraging his pupils to reach the desired goals in line with the vision and purpose that has been established. Increasing students' work motivation is very important in leading and directing kids to become quality human beings to be proud of.

A teacher's hard work at an educational institution is to increase student learning motivation. A class leader is essential to the planned activities. Leaders are those who become superiors while simultaneously serving as role models for their subordinates. As a result, a leader can at the very least set a positive example for his subordinates. As a decision maker and policy maker, a leader must have one component that plays a critical part in leading the organization in question, in this example a teacher guiding pupils in the classroom to reach goals and increase learning achievement.

An employee's motivation becomes his actualization to increase his performance. Interactions inside an agency involve individuals who exhibit a variety of behaviors. As a result, because a leader or principal must work with and through others, motivation is a vital subject for them to study. In order to establish a driving force for an employee to behave in order to reach or attain satisfaction objectives, improvements and organizational growth must include an attempt to comprehend each person who behaves in a specific way (Uno, 2011).

In organizations, motivation is a factor that influences behavior. Motivation is derived from the term motive, which refers to a condition within a person that creates strength, moves, inspires, and guides motivation. Motivation is a personality trait that stimulates an individual's desire to perform specific actions in order to attain a goal (Uno, 2011). Thus, motivation is a component within a person that pushes his behavior to achieve certain goals. In practice, a person who is highly motivated at work is more likely to perform well. Because not every instructor is eager to mobilize their job performance maximally, there is still a need for motivation so that someone wants to use their full ability to work (Uno, 2011).

The teacher's work will be good if the teacher has demonstrated elements such as high loyalty and commitment to teaching tasks, mastery and development of lesson materials, discipline in teaching and other tasks, creativity in teaching implementation, cooperation with all school members, leadership that serves as role models for students, good personality, honesty and objectivity in guiding students, and accountability for their duties. As a result, the principal's role as a manager is to evaluate teacher performance. This evaluation is critical because it serves as a motivator for leaders to instructors and for teachers themselves (Djamarah, 2011).

Teachers play a unique position in society as change agents. Teachers are not simply change agents who propel the wheels of social and economic revolution in society. Furthermore, instructors can play an important influence in character development. He not only alters students' lives, but also deepens and develops their characters, transforming them into human beings of virtue because they have ideals they want to work for and fulfill in society. He not only develops pupils into brilliant youngsters, but also instills in them characteristics and values

that will prepare them to become responsible human beings for themselves, others, and society. Teachers, as character educators, provide pupils with life ideals that will benefit them now and in the future. The teacher establishes himself as a true agent of change by becoming a character educator.

There are still several issues about teacher competency in general. Instructors with optimal competence will assist teachers in achieving educational goals and will try to accomplish educational goals via the development of improved teaching techniques and processes. Furthermore, many instructors are less successful in the classroom because they are less driven to educate, which has a negative influence on teacher job productivity. As a result, the principal's involvement in motivating teachers to improve their performance is essential (Dimiyati, 2012).

The issue at this time is that many teachers continue to employ less appealing teaching strategies, causing pupils to grow bored and the learning process to become less effective, resulting in the teacher's performance being less than optimum. Work discipline has an impact on teacher performance as well. Work discipline is one of the internal variables that must be taken into account in order to improve teacher effectiveness. As a result, the principal's responsibility is required to inspire teachers to improve their work discipline.

Based on observations in the Bayung Lencir District, particularly at the State Junior High School level, difficulties with Work Motivation and Work Discipline on Teacher Performance persist. According to observations from several schools, namely SMP Negeri 1 Bayung Lencir, SMP Negeri 4 Bayung Lencir, and SMP Negeri 10 Bayung Lencir, teacher motivation in carrying out the learning process is still not optimal, as evidenced by teacher absenteeism, with approximately 35% of teachers arriving late for class and procrastinating on teaching. One of the abilities that must be had is the requirement for enhanced discipline in carrying out obligations for an educator, namely professional competence as a profession with duties and responsibilities that can be observed through performance and also the contribution made in the field of education. Teacher performance, which encompasses characteristics such as work quality, implementation timeliness, attendance, and learning initiative that corresponds to the standard provisions of the formal learning process, still needs to be addressed.

In order to address this issue, it is vital to enhance performance in order to improve the quality of education at Bayung Lencir State Junior High School. According to the findings of interviews with the principals of SMP Negeri 1 Bayung Lencir, SMP Negeri 4 Bayung Lencir, and SMP Negeri 10 Bayung Lencir, the issues of motivation, work discipline, and teacher performance must be seriously considered and addressed in the field, involving all elements and stakeholders. in education in general, and especially in the Bayung Lencir District, Musi Banyuasin Regency's State Junior High School.

Teachers who are motivated to educate tend to do everything willingly and without force, or with self-awareness that arises from inside themselves. In addition to these factors, discipline should be taken into account, as it is an important component in the success of educational programs in the context of teaching the nation's life. Disciplined instructors will always offer a positive example for their colleagues and pupils, demonstrating that in order to carry out a task, they must be disciplined and may be role models for their students. Based on this description, more study under the title *The Effect of Work Motivation and Work Discipline on Teacher Performance* is required.

The problem in this study was formulated as follows: 1) is there an influence of work motivation on teacher's performance at the State Junior High School in the Bayung Lencir District? 2) does work discipline affect teacher effectiveness at the Bayung Lencir District State Junior High School? 3) does the combination of work motivation and work discipline affect the effectiveness of instructors at the Bayung Lencir District State Junior High School?

B. Methods

Work motivation (X1) on performance (Y), and discipline (X2) on performance were the quantitative research variables investigated in this study (Y). While concurrently evaluating the hypothesis, namely work motivation (X1) and discipline (X2) on performance (Y), all data gathered are analyzed and processed by a quantitative analysis. The population consisted of all 370 instructors at the State Junior High School in Bayung Lencir District. In this study, basic random sampling was performed, which is a simple and random sample approach. A sample drawn in such a way that each research unit or part of the population has an equal chance of being chosen as a sample (Kesumawati, 2018). The Slovin formula was employed by us in this investigation. As a result, 192 persons from the total number of instructors at Bayung Lencir State Junior High School participated in the research sample. This study employed a questionnaire as a tool to collect empirical data on the observed variables. Then observation and documentation were also applied. The data analysis was done by using SPSS.

C. Results and Discussion

The Effect of Work Motivation on Teacher's Performance

The findings revealed that motivation has a major impact on performance. These findings confirm the hypothesized theory that motivation influences teacher performance. According to the findings of the regression equation calculations, it can be indicated that if the motivation value (X1) grows by one unit score, the performance (Y) will increase by 4,383, one unit score, assuming that the motivational value (X1) remains constant. The size of the t-count value indicates the presence or absence of a substantial impact between motivation (X1) and performance (Y). The competence t-count value is 5.367 with a significance of 0.000 ($p < 0.05$) and a t-table of 2.036, or in other words, if $t\text{-count} > t\text{-table}$, reject H_0 and accept H_a , indicating that there is a substantial effect between the motivational factors (X1) and performance (Y).

Teacher motivation is also demonstrated by actual evidence, such as absent teacher attendance at school. Based on observations, it was discovered that 98% of instructors had satisfied their attendance requirements in order to carry out their obligations and responsibilities as teaching staff. This demonstrates that instructors have been inspired to carry out their responsibilities in order to educate the youngsters of the country.

A highly motivated employee is one who makes significant efforts to support the production objectives of his work unit and the organization for which he works, whereas an unmotivated employee makes only little efforts in terms of work (Winardi, 2011). According to Bafadal (2019), a person will work professionally if they have the capacity and drive. The argument is that if someone has strong work capacity and drive to accomplish their best, they will work professionally. A person, on the other hand, will not work professionally if he just meets one of the standards listed above. So, no matter how talented a guy is, he will not work

professionally if he lacks job drive. In other words, the most significant and influential factor in one's success is motivation.

Motivation may also be defined as a goal to be attained by certain activities (Cholique, 2015). In this sense, the instructor will strive to attain a goal since the benefits or advantages that will be acquired motivate him or her. According to Sardiman (2010), motivation comes from the Latin "movere," which means to move or move, and is defined as a person's driving force to do something so that he becomes active when he is working at certain times, especially when the need to achieve goals is strongly felt or desired.

Self-motivation is an emotional propensity that leads to or enhances goal attainment (Goleman, 2012). Motives and emotions have a Latin origin, movere, which means to move. Emotion essentially implies what motivates us to achieve our goals; emotions serve as the fuel for our motivation, and our motivation, in turn, drives perceptions and determines our reasons for action (Goleman, 2012). The first drive for accomplishment is one of three self-motivation intelligences that most performers possess. The drive for accomplishment is the desire to improve or satisfy high standards (Goleman, 2012). To achieve success, teachers must be encouraged to improve, which means that the desire to work better remains a top priority in their minds, and this must be demonstrated by consistently developing teacher competency. Those who are driven by a desire for success are continually on the lookout. Second, the determination to succeed. Commitment implies adhering to or remaining faithful to the objectives and aims (Goleman, 2012). Committed individuals are those who appreciate and adhere to the purpose and are willing to put their hearts and souls into it, as well as make sacrifices. Third, there is initiative and optimism. Initiative is the preparedness to seize chances, whereas optimism is the tenacity in pursuing goals despite hurdles and setbacks (Goleman, 2012). These two twin intelligences can inspire people to grab chances and embrace setbacks and challenges as stepping stones to achievement. They will take the initiative to act before being compelled to do so by external forces or conditions. This is sometimes viewed as taking proactive measures to avert issues before they arise, or taking use of chances before they arise, or taking advantage of opportunities before others notice them. So, initiative also implies hard work, whereas individuals who lack initiative prefer to give up.

Although initiative is typically regarded as a positive trait, it must be combined with social awareness in order to prevent a number of things that they may still influence, rather than a weakness in themselves (Goleman, 2012). Goleman went on to say that optimistic individuals are better equipped to gauge the truth of a setback and accept their involvement in the failure.

Goals can be attained with means or through labor. Needs can be addressed by working properly. When a person is motivated to achieve anything, he or she will work hard to reach that objective. The more a person's need for success, the greater his drive, and the desire for achievement will be addressed via strong performance so that achievement needs may be met. 1) task selection, 2) tasks that demonstrate excellence, 3) toughness in carrying out tasks, and 4) accomplishments are qualities of motivation. Individuals with strong accomplishment motivation tend to be task-oriented when it comes to task selection. They prefer tasks with a moderate degree of complexity over tasks with a high or low level of difficulty. Individuals with strong accomplishment motivation like difficult assignments. Individuals with low accomplishment motivation, on the other hand, shun difficult jobs. Individuals with strong accomplishment motivation seek out difficult projects that they believe they can do with work and dedication (Ormrod, 2013).

For activities that demonstrate superiority, namely, these persons are more concerned with doing and completing more tasks and are interested in selecting tasks in competition where they have the option to compete with others since the competitive scenario allows them to outperform others. Feedback is required. An individual with high success motivation may and wants remedial feedback for this attribute. They pay attention to concrete input on how they accomplish the work, which is subsequently used to enhance their performance.

Individuals with strong accomplishment motivation strive to overcome barriers in order to obtain what they desire. They are tenacious in pursuing their allowed time to complete challenging tasks and tenacious in performing successfully. Accepting Responsibility Individuals with strong accomplishment motivation are more likely to finish their assignments. Increasing Certain Efforts Individuals with low accomplishment motivation typically make minor attempts in the face of tests or tasks.

Persons with low success motivation have a low standard of value for their accomplishments, whereas individuals with great achievement motivation have a high standard of worth. Individuals with strong accomplishment motivation establish a higher level of performance after exceeding the prior benchmark. Task completion satisfaction. Individuals with strong accomplishment motivation feel successful and happy after completing a task. Failure Anxiety Individuals with high accomplishment motivation have a higher hope for success than a dread of failure.

The Effect of Work Discipline on Teacher's Performance

The study's findings indicate that discipline has a substantial impact on performance. These findings back up the hypothesized premise that punishment has a major impact on teacher performance. According to the regression results, if the value of discipline acquisition (X2) improves by one unit score, the performance of the instructor (Y) will increase by 5,647 score units, assuming that the value of discipline (X2) remains constant. Regarding the existence or absence of a significant impact, it can be observed that the t-count value of discipline (X2) is 4.963 with a significant level of 0.000 ($p < 0.05$), so rejecting H_0 implies that discipline (X2) has a significant effect on teacher's performance (Y). This demonstrates that discipline (X2) influences teacher's performance (Y).

The Influence of Teacher Motivation and Work Discipline on Teacher's Performance

The study's findings indicate that teacher motivation and discipline have a substantial impact on teacher's performance. These findings support the idea that motivation and discipline have a major impact on teacher's performance. Using a significant level of 0.004 ($p < 0.05$), H_0 is rejected and H_a is accepted, as evidenced by the F-test, where the F-count is $101.109 > F$ -table is 2.900. This suggests that there is a concurrent effect between motivation and discipline on performance and that there is a positive association between motivation and discipline on performance. This demonstrates that motivation and discipline both have an impact on performance. Data on performance was obtained through observations in the form of performance appraisal sheets of Teacher's Performance Assessments as an indicator of the success of education at SMP Negeri Bayung Lencir with sub-assessments consisting of pedagogic, personality, social, and professional.

Teachers are appointed because they have teaching certification. Teachers are theoretically capable of carrying out their responsibilities. However, educational issues are becoming increasingly difficult for instructors to address on their own. Teachers are not perfect people, and there are many things they do not know or grasp. As a result, instructors require the assistance of others close to them, in this instance the principal. Teachers are social creatures, and their success is determined by the efficacy of the competencies they perform at school.

Teacher motivation is an internal component for teachers, but the principal's administrative leadership and supervision are external variables for teachers. Because teacher achievement motivation and managerial leadership and supervision of the principal are three different things that can complement each other to improve teacher competence, the higher the teacher's achievement motivation and the better the managerial leadership and supervision of the principal, the greater the influence on teacher competence. Higher teacher competency may be gained by combining these three variables.

Effectiveness in a teaching and learning activity, there is a target of teaching materials that every teacher in the school must accomplish, which is based on the present curriculum. The enormous quantity of instructional materials described in the curriculum is frequently insufficient in comparison to the amount of time available on the effective day. On the other hand, all instructors are expected to meet these goals. As a result, a teacher teaching effectiveness approach must be introduced in schools.

Given the breadth and importance of a teacher's obligations and functions in the area of education, a teacher must be able to position himself as a professional staff member in line with the needs of a changing society. As an educator, the teacher is responsible for educating and establishing values and attitudes in pupils; in order to do so, the teacher must possess a variety of abilities and engaging personalities.

Teaching is a knowledge-transfer activity performed by a teacher and pupils as recipients of the knowledge. To fulfill the goals that have been set, it is vital for the teacher's learning process to be effective. The features of effective teaching will be given below as a guide for instructors in carrying out teaching activities in the classroom.

A teacher must have a broad perspective and an accurate approach in applying his teaching and learning techniques when engaging in teaching and learning activities. A teacher must have knowledge and expertise in order for teaching and learning activities to be carried out successfully. Professional teachers are instructors who are able to grasp the subject matter and competence and skills in carrying out teaching and learning activities. Professional instructors must discuss how they encourage pupils, interact with them, and relate to them effectively. They also understand how to employ suitable technology both in and out of the classroom, since this may promote students' interest in both the instructor and the subject matter offered by the teacher. So that pupils can benefit from the teaching-learning process.

According to our personal experience, many instructors do not master the content to be taught, which contributes to the ineffectiveness of the teaching and learning process non schools. So that students are not enthusiastic about following their lessons, on the other hand, because many teachers lack broad enough insight, which means that a teacher should seek and learn about the learning material that will be delivered to students first, so that students are enthusiastic about following their lessons. Students also have a very comprehensive knowledge understanding,

so that our students will not be labeled as students who do not pay attention or neglect the content presented in the future.

Second, there is commitment and motivation. Being a successful teacher needs dedication and drive. This involves a positive attitude and compassion for pupils. Effective instructors might benefit from commitment and desire to help them get through the rigorous and tough periods of teaching. Effective instructors are also self-assured in their talents and will not let negative emotions derail their drive. According to our observations, many teachers are unable to motivate both themselves and their pupils. As a result, they are less able to pay attention, and they care even less about their students; do the students already grasp or understand the information being taught? However, most professors do not worry about the situation of the class when teaching, even if their pupils do not pay attention to what they teach. There are also teachers that do not explain anything about the curriculum and prefer to tell anecdotes, or professors who can just give pupils homework with no assessment or evaluation.

Third, as a professional instructor, you must be able to deliver instructions to students on the objectives of teaching and learning activities, so that students have an initial idea of what the orientation or aims are if they engage in teaching and learning implementation activities. Take teaching and learning activities seriously, and don't dismiss the information offered in teaching and learning activities. According to our experience, when the initial teaching and learning activities were not conveyed in advance about the learning objectives, they were more likely to be "indifferent" or "ignorant" to the material presented, but it was different if I gave first about the objectives or orientation of the activity, learning to teach, then they are more likely to follow and pay attention. So, it appears that responsibility develops in their separate brains, implying that they would consider if this learning material works for themselves or whether it is valuable to others.

Fourth, professional instructors must carry out the final activity, namely assessing the teaching and learning activities that have been carried out, either individually or in groups with teacher friends, or even in groups with students. So that students understand the extent of their understanding when participating in teaching and learning activities, or both are used, implying that when evaluating teaching and learning activities, we need the help of friends, and teachers need the help of students, so that teaching and learning activities can be absorbed optimally by students.

Fifth, mastering information technology, a professional teacher must also master information technology, which means that a teacher must keep up with the times that are all about information technology, since the lower a teacher's mastery of information technology, the worse the teacher's quality. There is nothing to lose if a teacher who emphasizes professionalism more closely follows the development of the world of information technology, because in the world of information technology, all forms of models, theories, and even material continue to experience very rapid development, so a teacher must be aware of developments and changes in teaching and learning activities.

D. Conclusion

Based on the results of data analysis, it can be concluded that there is an effect of work motivation and work discipline both partially and jointly on the performance of teachers at the State Junior High School in Bayung Lencir District.

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