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THE EFFECT OF COMPENSATION AND MOTIVATION TO SPIRIT AT WORK OF ELEMENTARY SCHOOL TEACHERS IN HULU SUNGAI SUB-DISTRICT OF KETAPANG REGENCY

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Abstract. This research is based on the results of early observation in elementary school in Hulu Sungai sub-district of Ketapang regency. Based on data obtained by the condition of elementary school teachers in Hulu Sungai sub-district indicated there is a decrease in teachers' spirit at work. The Purpose of this research was to find: the effect of compensation and work motivation of elementary school teachers' spirit at work in Hulu Sungai sub-district of Ketapang regency. This research uses a quantitative approach, where the pattern of relationship between variables to be studied using dual paradigm with two independent variables, that is to find the relationship of compensation (X1) with the spirit at work (Y), work motivation (X2) with spirit at work (Y), compensation (X1) and work motivation (X2) jointly on the spirit at work (Y). This research uses quantitative approach, where the pattern of relationship between variables and calculation using simple linear analytical technique and technique of doubled linear analysis. Result of the research based on 71 respondents showed that (1) There is significant effect of compensation to teachers' spirit at work, 2) There is significant effect between work motivation to teacher's spirit at work, (3) There is significant effect of compensation and work motivation against elementary school teachers' spirit at work in Hulu Sungai sub-district of Ketapang regency.

Keywords: Compensation; Work Motivation; Spirit at work of Teachers

I. INTRODUCTION

Education is a conscious and planned effort to create an atmosphere of learning and learning process so that learners are actively developing their potential. School is one kind of organization called formal education organization. As one of the institutions that provide formal education, schools have a very important role in realizing national education objectives as stated in Law No. 20 of 2003 on Sisdiknas Article 3 which states that national education aims to develop the potential of learners to become human faithful and cautious to God Almighty. The goal will be realized with the role of teachers in the learning process.

In Permen PAN and RB Number 16 of 2009 Article 1 also stipulates that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating learners in early childhood education formal education, basic education, and middle education.

The teacher is a human component in the learning process that plays a role in the effort of forming human resources potential in the field of development. For that teachers is an important element that is very influential in the process of education and teaching because the progress of education is determined by one teacher, which is also expected for teachers to always try as much as possible in developing the ability in every job he has.

Ability and opportunities will always change according to the development of the world of education so that teachers will always be required to be able to develop skills and skills themselves in accordance with the times. For it is very necessary spirit at work of teachers concerned so that what is expected to be achieved well.

The spirit of work in question is a desire that comes from within the individual to complete a job, the desire will arise if there is a trigger or a trigger factor for the desire can be realized. As Nitisemito (2015: 160) puts it, "The spirit of work is to do the work more actively, so that work can be expected faster and better". Likewise Zainun (2004: 104) argues that "Moril or spirit at work is much more of a role and effect on the level of productivity of workers".

If it is linked from the two opinions above it can be synthesized that the worker, in this case, the teacher must have spirit at work or high spirit at work so that the level of productivity will increase, if the condition has been fulfilled then the teacher will have the impetus to do the job more vigorously, thus doing the job will be completed as expected and become faster and better.

Conversely, if the spirit at work decreases, it will result in negative indications for the teacher and the school where he/she works, as Nitisemito (2015: 161) indicates that the decrease in spirit at work is: (a) Decrease / low work productivity; (b) absence rate up / high; (c) Labor turnover or high levels of employee movement; (d) Increased damage rate; (e) Anxiety everywhere; (f) frequent demands; (g) strikes.

From a negative indication with regard to the spirit of work can be explained that the role of the importance of the spirit of the teacher must be owned by each individual teacher, because if there is a decrease in spirit at work then there will be many negative things will arise from the high teacher transfer until the strike or dismissal in work.

Based on the data obtained from UPPK (Sub-District Education Implementing Unit) Hulu Sungai sub-district, the condition of elementary school teachers in Hulu Sungai sub-district of Ketapang regency shows the findings as follows: (1) Teachers always want to move tasks, (2) (4) Teachers are often absent (absent) and, (6) Teachers are less interested in the area due to the condition of the area which is the area of the backward village. teaching, because the location of the school is quite far from the settlement. As a result, the effect on teacher spirit at work is getting lower. (7) in 2014, 2015 and 2017 there is a very low number of teachers.

Based on the observation and observation conducted by the author in SD Hulu Sungai sub-district of Ketapang regency shows that this can be suspected there are indications of the decline of teachers' spirit at work and if left alone, then the

implementation of education, especially in Hulu Sungai sub-district becomes decreased and can adversely affect the lives of many people in the sub-district.

According to Nitisimito (2015: 149), the passion and excitement of great work are affected by the compensation given. Based on that opinion, then every agency must be able to determine the most appropriate compensation so that it can sustain the achievement of the goal of the agency more effectively and more efficiently. The attention of the institution or school to the compensation arrangement in a rational and fair manner is necessary for every teacher. If teachers see that compensation is inadequate their spirit at work will tend to decrease.

Furthermore, Gerry Dessler (2016: 46) argues that employee compensation has two main components: direct payments (in the form of wages, salaries, incentives, commissions, and bonuses), and indirect payments (in the form of financial benefits such as insurance and vacation paid by employers).

Compensation received from their superiors if properly managed or properly implemented over a long period of time can become an organizational strategic system, it can also be used as an effective tool to increase attendance and cooperation among teachers in order to be better, so discipline each individual will increase because of the achievement of satisfaction in work. On the contrary, inaccurate management of compensation can lead to high levels of teacher exit, increasing teacher indiscriminate, triggering many teacher complaints, increasing dissatisfaction in employment, and low spirit at work in the work so that it can impact the implementation of the strategic plans set by the government.

If viewed from the form of compensation given by the government obtained by teachers in Hulu Sungai sub-district, based on compensation that has been received should spirit at work of teachers who are in the area to be increased, but in reality appears in the field is not as expected, it can be seen based on Decree of Village Minister, Development of Underdeveloped Area and Transmigration of Republic of Indonesia No. 030 Year 2016 challenged the status of progress and independence of the Hulu Sungai sub-district region categorized into the Region of Very Disadvantaged.

Furthermore, based on Government Regulation No. 41/2009 on Teachers and Lecturer Professional Benefits, Teacher and Lecturer Benefits, and Professorship Honor Score, it is determined that teachers appointed by the Government or local government in remote areas are entitled to a special allowance granted equivalent to 1 (one) times the basic salary of the Civil Servant concerned.

Based on this one form of compensation received by teachers in remote areas or inland areas in which case teachers in the Hulu Sungai sub-district is a form of remote area allowance. In addition to

providing compensation in the form of remote allowances of other businesses to improve spirit at work of teachers in remote areas of government is as stated in the Law of the Republic of Indonesia Number 14 Year 2005 on Teachers and Lecturers, article 29 paragraph 1 that is Teachers who served in remote areas will obtain the right which includes the promotion of routine automatically, special promotion as much as 1 (one) time, and protection in the execution of duties, and also the issuance of the Director General of Teacher and Education Personnel of the Ministry of Education and Culture No. 36762 / B.B1. 1 / GT / 2016 November 24, 2016 About The Minimum Ratio The number of Students to the Teacher, where the number of students who do not meet 20 people in one rombongan professional allowance remains in the pay.

In addition to compensating several factors that also affect spirit at work is the motivation of work. According to Hamzah B. Uno (2011: 71) "Work motivation is one of the factors that contribute to determining the performance of a person. The magnitude or the magnitude of the effect of motivation on one's performance depends on some of the intensity of motivation given." Motivation of work is an impulse from within a person, to do something visible from internal dimensions and external dimensions. The motivation of internal work is the relationship of individuals with their work, while external motivation is the source of motivation from the organizational context so that out of direct effect of the individual concerned. But more important is the motivation of work that is intrinsic because it shows the intention of working from within himself as a better driver than work gets encouragement from others/outside.

The elementary school teachers in Hulu Sungai sub-district are teachers assigned to remote areas consisting of honorarium teachers, district honorariums, and civil servant teachers. Based on the observations conducted on the situation of elementary school teachers in Hulu Sungai sub-district with regard to teacher work motivation, it was found that the motivation of elementary school teachers in Hulu Sungai sub-district was quite low. The number of teachers decreases each year. A teacher's low work motivation will ideally affect her low spirit at work.

From the initial survey on the elementary school teachers in Hulu Sungai sub-district, there is a description of the low spirit at work of teachers in remote areas, This is what makes the author want to examine whether there is Effect of Compensation and Work Motivation of the Teachers' Spirit at Work in Hulu Sungai sub-district of Ketapang regency.

II. METHODOLOGY

In this research using quantitative approach. The quantitative approach is used because the data used to analyze the effect of variables is expressed by numbers. Based on the explanation level of the position of variables, this research is causal (causal), where the pattern of relationship between variables studied by using a dual paradigm with two independent variables. That is to search for relationship of variable X1 with Y, and X2 with Y by using simple correlation technique. To look for X1 with X2 simultaneously against Y. Sugiyono, (2016: 46).

This research will explain the effect and effect relationship of the variables to be studied, namely the effect of compensation and work motivation on spirit at work of elementary school teachers in Hulu Sungai sub-district of Ketapang regency. Explained with the chart as follows:

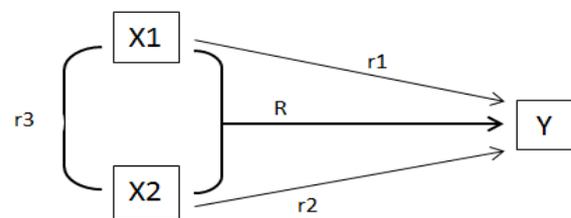


Fig. 1 The Dual Paradigm of Two Independent Variables

Information:

X1 = Compensation

X2 = Work Motivation

Y = Work Spirit

III. RESULTS AND DISCUSSION

A. Research Results

Variable Data of Compensation (X1)

Data on the compensation variable, obtained by way of questionnaires to 71 respondents with 28 items of question items. Questionnaires to collect the data are arranged in the form of Linkert scale with alternative answers of 4 options.

The results of questionnaires to respondents were analyzed by using the application of Statistics program and based on the scores obtained, the results can be seen in Table I.

Table I
 Statistical Description of Compensation Variable

Variable	N	Minimum	Maximum	Range	Mean	Stand. Deviation
Compensation	71	41	97	56	74,06	13,882

From Table I, the empirical score is obtained from the lowest score of 41 to the highest score of 97 with a range of 56. The average score is 74.06 and the standard deviation 13,882.

Having known the range (R) can be used to determine the interval class length (p) with the number of classes (k) there are 4 options using the formula:

$$p = \frac{R}{k} = \frac{56}{4} = 14$$

Having known many classes (4) and class length 14 it can be arranged in table frequency distribution shown in Table II.

Table II

Frequency Distribution of Compensation Variables

Class Number	Interval	Absolute Frequency	Relative Frequency (%)	Criteria
1	41 – 54	9	12,68	Poor
2	55 – 68	12	16,90	Fair
3	69 – 82	27	38,03	Good
4	83 – 97	23	32,39	Very Good
Total		71	100	

Based on Table II, the distribution of the number of scores for the Compensation variable is 23 respondents or 32.39% including the category is very good, with the variation of the number of scores from 83 to 97. A total of 27 respondents or 38.03% including good category, with variation the number of scores from 69 to 82. Then as many as 12 respondents or 16.90% including good enough criteria, with variations in the number of scores from 55 to 68, and as many as 9 respondents or 12.68% including the category of less good, with a variety of number of scores 41 to 54.

So it can be concluded that from all distribution of data of the highest compensation variable equal to 38,03% including good category. From the frequency distribution table, it can be presented in the form of a histogram as shown in Figure 2.

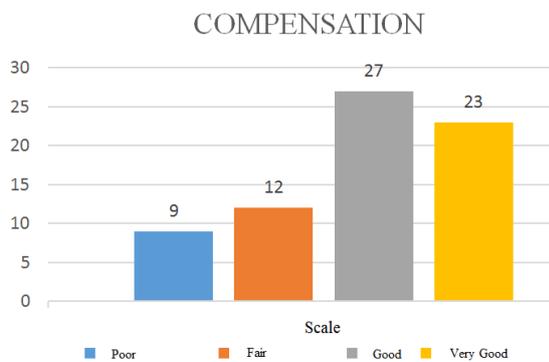


Fig. 2 Compensation Variable Histogram

Variable Data of Work Motivation(X2)

Data on work motivation variables, obtained by questionnaires distribution to 71 respondents with 30 items of question items. Questionnaires to collect the data are arranged in the form of Linkert scale with alternative answers of 4 options.

The result of analysis using SPSS Statistics program application and based on the score obtained can be seen in Table III.

Table III

Statistics Description of Work Motivation Variable

Variable	N	Minimum	Maximum	Range	Mean	Stand. Deviation
Work Motivation	71	58	119	61	90,63	11,436

From Table III, obtained the spread of the number of empirical scores of the lowest score 58 to 119 with the highest score range of 61. The average score is 90.63, and the standard deviation of 11,436.

After the known range (R) can be used to determine the interval class length (p) with class (k), there are 4 options using the formula:

$$p = \frac{R}{k} = \frac{61}{4} = 15,25 \text{ rounded up to } 16$$

Having known many class 4 and length of class 16 hence can be arranged table of frequency distribution shown in Table IV.

Table IV

Frequency Distribution of Work Motivation Variable

Class Number	Interval	Absolute Frequency	Relative Frequency (%)	Criteria
1	58 - 73	6	8,45	Very Low
2	74 - 89	24	33,80	Low
3	90 - 105	39	54,93	High
4	105 - 122	2	2,82	Very High
Total		71	100	

Based on Table IV, the spread of the number of scores for Job Motivation variables is as much as 2 respondents or equal to 2.82% including very high category, with variations in the number of scores from 105 to 122. A total of 39 respondents or 54.93% including high category, with variations in the number of scores from 90 to 105. Then as many as 24 respondents or equal to 33.80% including low criteria, with variations in the number of scores from 74 to 89, and as many as 6 respondents or 8.45% including very low category, with variations in the number of scores 58 to 73.

So it can be concluded that from all distribution of data of the highest motivation variable of Work equal to 54,93% including high category. From the frequency distribution table, it can be presented in the form of a histogram as shown in Figure 3.

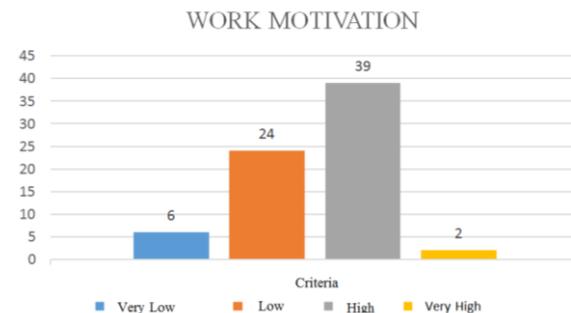


Fig. 3 Work Motivation Variable Histogram

Variable Data of Teachers' Spirit at Work (Y)

Data on the variable of teachers' spirit at work, obtained by way of questionnaire to 71 respondents with 26 items of question items. Questionnaires to collect the data are arranged in the

form of Linkert scale with alternative answers of 4 options.

The results of questionnaire distribution to respondents can be seen in (Appendix 6c) analyzed by using SPSS Statistics program version 16 can be seen in the appendix and based on the score obtained, the result can be seen in Table V.

Table V
 Statistics Description of Teachers' Spirit at Work Variable

Variable	N	Minimum	Maximum	Range	Mean	Stand. Deviation
Teachers' Spirit at Work	71	61	101	40	85,31	9,941

From Table V, the number of empirical scores was obtained from the lowest score 61 to the highest score 101 with a range of 40. The average score is 85.31 and the standard deviation 9.941.

Once known range (R) can be used to determine the interval class length (p) with the number of class (k) is 4 options using the formula:

$$p = \frac{R}{k} = \frac{40}{4} = 10$$

Having known many classes

(4) and class length 10, it can be arranged in frequency distribution table shown in Table VI.

Table VI
 Frequency Distribution of Teachers' Spirit at Work Variable

Class Number	Interval	Absolute Frequency	Relative Frequency (%)	Criteria
1	61 - 70	7	9,86	Very Low
2	71 - 80	12	16,90	Low
3	81 - 90	30	42,25	High
4	91 - 101	22	30,99	Very High
Total		71	100	

Based on Table VI, the distribution of the total score for the teachers' spirit at work variable is 22 respondents or 30.99% including very high category, with the variation of the number of scores from 91 to 101. A total of 30 respondents or 42.25% including high category, with variations in the number of scores from 81 to 90. Then as many as 12 respondents or 16.90% including low criteria, with variations in the number of scores from 71 to 80, and as many as 7 respondents or 9.86% including very low category, score 61 to 70.

So it can be concluded that from all distribution of variable data of Highest teachers' spirit at work equal to 42.25% including high category. From the frequency distribution table, it can be presented in the form of a histogram as shown in Figure 4.

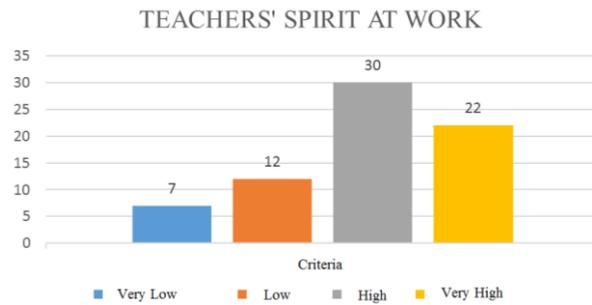


Fig. 4 Teacher's Spirit at Work Variable Histogram

B. Discussion

The spirit of work in this study is the incentive of a teacher to do the job more actively so that the work will be completed as expected and become faster and better. The indicators that cause the emergence of one's work spirit at work is because of:

1. Harmonious relationship,
2. Job satisfaction,
3. Atmosphere or work climate,
4. Work was done by the organization, and
5. Peace of soul.

In this research, there are two factors that affect teachers' spirit at work that is compensation and work motivation factor.

Based on the description of data generated from this study provides an objective picture of the spread of data obtained from the questionnaire. The result of questionnaire answer scores from 71 respondents obtained the spread of the number of compensation scores, namely the smallest score 41, the largest score 97 and average 74.06 standard deviations 13.882. Work motivation with the smallest score 58, biggest score 119, average 90,63, and standard deviation 11,436. The teacher work spirit with the smallest score 61, the largest score 101, the average of 85.31, and the standard deviation of 9.941.

Assessment of respondents to the compensation of elementary school teachers in Hulu Sungai sub-district of Ketapang regency tends to categorize as either amounted to 38.03%. Assessment of respondents to the Motivation of Elementary School Teachers in Hulu Sungai sub-district of Ketapang regency is categorized as high as 54.93%. Assessment of teachers' spirit at work in Hulu Sungai sub-district of Ketapang regency. Highly categorized is 42.25%.

Effect of Compensation on Teacher's Spirit at Work

Compensation in this study is a reward or reward given by government agencies to teachers, for having contributed and thought for the sake of progress and continuity. The teacher compensation indicator has two main components:

1. Cash
2. Wage,
3. Salary,
4. Incentive,

5. Commissions, and bonuses),
6. Payment is not immediate
7. Remote Assets
8. Certification Allowance

The results of research that has been processed with the application program statistics SPSS version 16 for windows shows that the value of regression coefficient Compensation has a constant value of 0.263 with a significant level of 0.01 this value is smaller than 0.05 or Sig α. This means that there is a significant effect on the compensation of the teachers' spirit at work in Hulu Sungai sub-district of Ketapang regency.

The Effect of Work Motivation on Teachers' Spirit at Work

The motivation of work in this research is the encouragement of within a person's teacher, to do something visible from the internal dimension (derived from within the individual teacher) and external dimension (derived from outside the individual self-teachers). The work motivation indicators of the two dimensions are:

1. Internal motivation
2. Responsibility for performing the task
3. Carry out tasks with clear targets
4. Have a clear and challenging goal
5. There is feedback on the work
6. Have a happy feeling in working
7. Always trying to beat others
8. Preferably the accomplishment of what it does
9. External motivation
10. Always trying to meet the needs of what he does
11. Working with the hope of getting incentives
12. Working with the hope of getting the attention of friends and superiors.

Results of research that has been through with the application program statistics SPSS version 16 for windows, showed that the value of regression coefficient work motivation has a constant rate of 0.252 with a significance of 0.011 this value is smaller than 0.05 or Sig α. This means that there is a significant effect on work motivation on the teachers' spirit at work in Hulu Sungai sub-district of Ketapang regency.

The Effect of Compensation Together with Work Motivation on Teachers' Spirit at Work

The spirit of work in this study is the incentive of a teacher to do the job more actively so that the work will be completed as expected and become faster and better. The indicators that cause the emergence of one's work spirit at work is because of:

1. Harmonious relationship,
2. Job satisfaction,
3. Atmosphere or work climate,
4. Work was done by the organization, and
5. Peace of soul.

The results showed that compensation and work motivation have a significant effect on elementary school teachers' spirit at work in Hulu

Sungai sub-district of Ketapang regency. From the research results obtained the number R^2 of 0.305 or 30.9%. This indicates that the percentage of contribution of compensation and work motivation to elementary school teachers' spirit at work in Hulu Sungai sub-district of Ketapang regency is 0,305 or 30,5%, while the rest is 0,695 or 69,5% affected by other factors outside of this studied variables.

IV. CONCLUSIONS AND SUGGESTIONS

A. *Conclusions*

Based on the results of collecting data obtained from the questionnaire, data analysis, and testing conducted of research hypotheses can be concluded in general that compensation and work motivation there is a significant effect together on the elementary school teachers' spirit at work in Hulu Sungai sub-district of Ketapang regency.

Specifically, the following conclusions can be drawn:

1. Compensation of elementary school teachers in Hulu Sungai sub-district of Ketapang regency is categorized well with its relative frequency of 38.03%.
2. Motivation of elementary school teachers in Hulu Sungai sub-district of Ketapang regency is categorized high with its relative frequency equal to 54,93%
3. Elementary school teachers' spirit at work in Hulu Sungai sub-district of Ketapang regency is categorized high with its relative frequency of 42.25%
4. There is a significant effect of Compensation on spirit at work of elementary school teachers in Hulu Sungai sub-district of Ketapang regency.
5. There is a significant effect on work motivation on the Spirit at work of Elementary School Teachers in Hulu Sungai sub-district of Ketapang regency.
6. There is a significant effect simultaneously between compensation and work motivation on elementary school teachers' spirit at work in Hulu Sungai sub-district of Ketapang regency.

B. *Suggestions*

Based on the results of the study, the effect of compensation and work motivation on elementary school teachers' spirit at work in Hulu Sungai sub-district of Ketapang regency is very significant. As a follow up of the results of this study submitted suggestions as follows:

1. For the policymakers at the Ketapang Regency Education Office it is necessary to plan all aspects of the policy in recruiting teachers' workforce to be assigned in isolated areas (either remote areas), whether it is the form of Compensation that teachers will receive if they work in the area as well Motivation work from all parties ranging

- from principals, fellow teachers and the community around the agency on the job.
- For the direct supervisor of teachers in Ketapang Regency Education Office in improving teachers' work motivation, it is necessary to consider the promotion of position in accordance with teachers' performance. Performance appraisal of teachers can be done with performance evaluation on a transparent and accountable basis.
 - For elementary school teachers in Hulu Sungai sub-district of Ketapang regency, in improving the spirit of work need to cultivate a sense of liking a challenge, especially when getting new tasks or facing problems in the work.

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