



The Influence of Discipline and Training on Teacher Performance in Junior High Schools

Risky Putri P.¹, Nasrul², Sri Wiyati Mahrani³, Asliza Yusoff⁴

^{1,2,3}Universitas Halu Oleo, Indonesia

⁴Politeknik Sultan Azlan Shah, Malaysia

Received: 12/08/2020

Accepted: 24/09/2020

Published: 25/03/2021

Representative E-Mail: sri_wiyati@yahoo.com

ABSTRACT

This study aims to determine the effect of discipline on the performance of primary school teachers at SMP Negeri 1 Konawe Selatan, to determine whether there is an effect of training on the performance of primary school teachers at SMP Negeri 1 Konawe Selatan and to determine the effect of discipline and teacher training on the performance of primary school teachers in SMP Negeri 1 Konawe Selatan. The analytical tool used in this study is multiple regression analysis using SPSS Version 16 as a tool. Based on the results of multiple regression analysis, this study shows that the effect of discipline is observed through indicators: Timeliness includes the accuracy of the time to go home, the accuracy of the entry time, working hours, loyalty or obeying the existing rules or Regulations and Using and maintaining office equipment. And the training is observed through indicators: Results, Knowledge, Changes in behavior, Participants' reactions. Teacher performance is observed through indicators: Preparation of learning plans, implementation of teaching and learning interactions, assessment of student achievement, implementation of follow-up results of student learning achievement assessment, development of potential, understanding of insights, and mastery of study materials.

That discipline and training have a positive and significant effect on teacher performance at SMP Negeri 1 Konawe Selatan, which means that the influence factor of discipline and training is very supportive and influencing and can also improve the performance of teachers at SMP Negeri 1 Konawe Selatan. The results of this study indicate that this research model is acceptable.

Keywords: Discipline, Training, and Performance

I. INTRODUCTION

In the world of education, teachers have a very big role. Teachers have an important role in teaching and learning activities because teachers are educational personnel who are directly related to students. So that teachers are required to have good performance in order to create students who have good quality as well. According to Langeveld in Abudin Nata (1997), "educating is preparing children so that they can live as individuals who are social and based on morals". From the above understanding it can be understood that educators or teachers have a big responsibility in shaping the personality of students in reaching maturity.

The difference in the ability of teachers is actually caused by several factors, including elements of lesson planning, motivation, extensive knowledge of the material being taught, how many methods are adapted to be used in the teaching and learning process, all of which can be Obtained if they frequently participate in development programs often called education and training. For that teachers must always improve their competence, such as: 1) Professional competence, 2). Personal competence, 3) Competence of morality, 4) Competence of religiosity, 5).Formal competence. One of the ways to improve these competencies is by participating in training (education and training).

Many factors influence teacher performance. Factors that affect teacher performance include the level of teacher discipline, teaching supervision, upgrading programs (training), a conducive climate, facilities and infrastructure, physical and mental conditions of teachers, their motivation, the principal's leadership style, welfare assurance, managerial abilities of the head of schools and others (<http://id.wikipedia.org/wiki/Kinerja>. Data accessed on 31 January 2018).

Based on preliminary observations at SMP I Konawe Selatan in Konawe Selatan Regency by conducting interviews with teachers at SMP I Konawe Selatan, it was found that there were obstacles in making the Learning Implementation Plan (RPP), not all teachers included the values of national character education, then In the implementation of learning, there are still teachers who have not been able to conducive the condition of the class to

being calm when there are students who make noise in class, the methods used are still conventional and the use of learning media as supports such as power points, and other teaching aids are also still rare so that learning occurs feels boring for students. Furthermore, in developing learning materials, not all teachers develop the material optimally.

This is because the teacher only develops standard material, with the reason that if it is too broad it is feared that students will not master what is the essence of the material presented by the teacher, besides that it is also due to the lack of learning resources as literature and references in learning and the lack of teacher skills in developing material. Teachers sometimes don't come to class on time. In addition, the teacher also seems indifferent to students who often make noise in class. Based on these observations, it shows that the performance of SMP I Konawe Selatan teachers at the school is not optimal.

Training is a process that includes a series of actions (efforts) that are carried out deliberately in the form of providing assistance to the workforce carried out by coaching professionals in a unit of time which aims to improve the work ability of participants in certain fields of work in order to increase effectiveness and productivity in an organization. (Hamalik, 2007: 10).

In the results of observations at SMP Negeri I Konawe Selatan, there have been as many as 36 teachers who have participated in the training program but there are still some teachers who have not attended the training. Most of the teachers who did not attend the training were already civil servants. Of the subject teachers who most often conduct training, namely teachers whose subjects are on the national exam. There are special education and training activities, for example ICT training in developing computer-based national exams, there are two teachers who have conducted overseas training, namely ICT training in New Zealand and Australia, namely the principal of SMP Negeri I Konawe Selatan. In this observation, sometimes teachers enter the classroom not on time, so that the hours of teaching and learning activities are reduced. In addition, during the teaching and learning activities the teacher ignores when a student makes a fuss, because the teacher feels annoyed reprimanding anyone who makes a fuss. In addition, teachers who teach in private schools also lack motivation to maximize their performance due to salary problems. Based on the results of these preliminary observations, it is suspected that the causes of the less than optimal teacher performance are education and training.

The implementation of training is very research, where the implementation of training can increase the ability and professionalism of a teacher in performance. Following someone's training shows someone's professional level. While work discipline is someone's activeness for follow the rules in school more deeply so that this will make a person's performance better. So the more someone participates in training and is also disciplined, the better the performance will be shown by someone and vice versa.

II. LITERATURE REVIEW

2.1 Performance

An organization certainly needs qualified employees. To achieve this, it is necessary to pay attention to many things related to its performance. Hikman in Usman (2009: 487) Performance performance is always a sign that an organization is in the organization. Meanwhile, Stoner and Freeman in Usman (2009: 487) suggest that performance is the key that must function effectively so that the organization as a whole can be successful.

Performance comes from the word Job Performance or Actual Performance (actual work performance or achievements that a person can achieve). Work performance is the result of work in terms of quality and quantity of performance carried out by an employee in carrying out his duties with the responsibility given to him (Mangkunegara, 2009: 67). Work is increasing a person or group of people in carrying out their duties and responsibilities and their responsibility the ability to achieve the goals and standards set. Performance is defined as an expression of progress based on knowledge, attitudes and motivation in producing a job (Saondi, 2010: 2). LAN in Mulyasa (2009: 136) defines performance or performance which is defined as work performance, implementation, work results or work performance.

While the definition of performance according to Mangkunegara (2009:57) performance (work performance) is defined as the quality and quantity of results achieved by an employee in carrying out his duties in accordance with the responsibilities assigned to him. Law No. 14 of 2005 on teachers states that teachers are professional educators with the main task of educating, teaching, training, assessing, and early childhood students in the formal education, primary and secondary education channels. Teacher performance is the teacher's ability to demonstrate the skills or competencies they have in the real world of work. The real world of teacher work is student learning in classroom learning activities.

The productivity of a school is not only shown to get as much work as possible, but the quality of work is also important. Individual productivity can be assessed from what the individual does in his work, namely how he does the job or his work performance. In this case, the productivity of a school can also be viewed from its level with individual benchmarks, which can be seen from the performance of a teacher (Mulyasa, 2009: 135). Teacher performance is all the results of the teacher's efforts in delivering the learning process to achieve educational goals, which includes all activities related to their duties as a teacher. The professional duties of a teacher include activities to educate, teach, guide, direct, train, assess and evaluate students.

So it can be concluded that teacher performance is the work achieved by a teacher in carrying out the task of educating, teaching, guiding, directing, training, assessing, and evaluating students. The performance of a teacher can be seen from the achievements obtained by a teacher, how a teacher carries out the learning process and

evaluates learning outcomes and provides follow-up to learning evaluations, and the work results obtained by a teacher.

Based on the above theories regarding the factors that affect teacher performance, it can be seen that education, training and work motivation affect teacher performance. Of the various factors that affect teacher performance that have been discussed above, the compilers only limit 3 factors, namely education, training and work motivation. teacher performance appraisal conducted by the leader, in this case the principal, systematically based on his duties to determine the quality of his work as a follow-up material for the teacher. Assessment of teacher performance is based on the Regulation of the Minister of National Education of the Republic of Indonesia (Permendiknas) No.16 of 2007 concerning Teacher Competency Standards, which includes four competencies, Sarimaya in Yamin and Maisah (2010: 56) mentions the four types of competencies, namely:

- a. *Pedagogic competence*, including mastery of student characteristics; learning theory and learning principles; curriculum development; educational learning activities; potential development of students; communication with students; assessment and evaluation.
- b. *Professional competence*, namely mastering the structure, concepts, and scientific mindsets that support subjects; develop professionalism through reflective action.
- c. *Personality competencies*, including acting in accordance with national religious, legal, social and cultural norms; show a mature and exemplary person; has a high responsibility and is proud to be a teacher.
- d. *Social competence*, namely implementing inclusiveness, acting objectively, and not discriminating; communication with social educators, education staff, parents and the community; adapt in place of ideas throughout Indonesia.

Based on the description above, it is concluded that the employee performance appraisal is the teacher performance appraisal which is the result of the teacher's assessment by the leader, in this case the principal, systematically based on his duties to see the quality of work as a follow-up material to carry out these orders. Based on Permendiknas number 16 of 2007, assessment of basic teacher' performance on pedagogic, professional, personality, and social competencies. The indicators for measuring teacher performance (Yamin and Maisah, 2010: 16-18) are as follows:

1. Preparation of lesson plans;
2. Implementation of teaching and learning interactions;
3. Assessment of student achievement;
4. Implementation of follow-up on student learning outcomes;
5. Development of potential;
6. Understanding of insight;
7. Mastery of study materials.

2.2 Discipline

According to David in Mangkunegara (2001: 129) work discipline can be defined as the implementation of management to reinforce organizational guidelines. According to Siagian (2004: 305) suggests that discipline is a management action to encourage organizational members to meet the demands of these various provisions. In other words, employee discipline is a form of training that seeks to improve and shape the knowledge, attitudes and behavior of employees so that employees voluntarily try to work cooperatively with other employees and improve work performance. Harlie (2010: 82) explains the indicators of work discipline including the following:

1. Always be present on time
2. Always prioritize the percentage of attendance
3. Always comply with the provisions of working hours
4. Always prioritize efficient working hours
5. Have job skills in their field of work
6. Have high morale
7. Have a good attitude
8. Always be creative and innovative at work

According to Davis, work discipline can be interpreted as the implementation of management to reinforce organizational guidelines. Work discipline will make an employee become regular in carrying out their work and responsibilities, the Swadhipa Foundation has several rules of work discipline including attendance, and responsibility for work, which are the same as indicators of work discipline from Davis. Davis (2000: 165) there are several indicators of discipline, including:

1. Attendance, which is an activity that indicates whether an employee is coming or not to carry out work activities
2. Work procedures, namely the rules or conditions that must be obeyed by employers and by workers in carrying out the work.
3. Obedience to superiors, namely obeying or following what is given by the leadership in the organization in order to do a good job.
4. Work awareness, namely the attitude of a person voluntarily obeying the rules and being aware of duties and responsibilities, so that employees will do their job well.

5. Responsibility, namely the willingness of employees to be accountable for their work policies and work results, the facilities and infrastructure they use and their work behavior.

Furthermore, Sujono (1981: 67) states that there are several indicators of work discipline that can be used as a measure of discipline, namely:

- 1) Punctuality includes accuracy of return hours, punctuality of entry, compliance with working hours.
- 2) Loyalty or obedience to existing rules or regulations, including compliance to wear uniforms and compliance with agreed rules and commitments.
- 3) Using and maintaining office equipment.

Based on the two opinions that have been conveyed, it can be concluded that discipline is the key to the realization of a goal. Likewise what happens in school, with good discipline means that teachers are aware and willing to do all tasks well. The higher the level of teacher work discipline, it is expected that the work results will be better.

2.3 Training

Training is a process that includes a series of actions (efforts) that are carried out deliberately in the form of providing assistance to the workforce carried out by training professionals in a unit of time which aims to increase the work ability of participants in certain fields of work in order to increase effectiveness and productivity in an organization. (Hamalik, 2007: 10). According to Andrew E. Sikula in Mangkunegara (2009: 44) Training is a short-term educational process utilizing a systematic and organized procedure by which non-managerial personal learns technical knowledge and skills for a definite purpose. (Training is a short-term educational process that uses a systematic and organized procedure in which managerial employees learn conceptual knowledge and technical skills for a limited purpose.

According to Rae in Sofyandi (2008: 113) Training is an effort to increase the knowledge and abilities of employees in carrying out their work more effectively and efficiently. A training program is a series of programs designed to increase the knowledge and abilities of employees in relation to their work. The effectiveness of the training program is a term to determine whether the training program is carried out effectively in achieving the specified goals. According to Beach in Sofyandi (2008: 114) The objectives of employee training are:

1. Reduce learning time to teach acceptable performance, meaning that by means of training, the time period used by employees to acquire skills will be faster.
2. Improve performance on present jobs, training aims to improve employee performance in dealing with the jobs at hand.
3. Attitude formation, training is expected to shape the attitudes and behavior of employees in doing their jobs.
4. Aid in solving operation problems, training to help solve the company's daily operational problems
5. Fill manpower needs, training not only has a long-term objective, namely to prepare employees to acquire expertise in certain areas of the company needs.
6. Benefits to employee themselves, with training it is hoped that employees will have high skills and knowledge so that these employees will be increasingly valuable to the company.

Training is an effort to develop human resources (teachers). Based on the 2009 Portfolio Compilation Guidelines, the indicators that will be used for the training program include:

- a. Duration of training. The longer the teacher takes the training, the teacher's abilities and skills will increase so that it can support the improvement of the learning process.
- b. Level of training. The level of training attended by teachers includes the sub-district, district / city, provincial, national and international levels.
- c. Relevance. Training will play a major role in improving the abilities and skills of teachers if there is relevance between the training followed by the needs and conditions of the teacher and in accordance with the development of science.

III. RESEARCH METHODS

3.1 Method of collecting data

In obtaining data in this study, researchers used two ways, namely:

1. Library Research

Researchers use data related to the problem being researched through books, journals, theses, articles, the internet, and other tools related to the research title.

2. Questionnaires

Distribution of questionnaires, researchers obtained data directly from the first party (primary data). In this study, the research subjects were teachers who worked at SMP Negeri 1 Konawe Selatan. According to Suharsini Arikunto (2006: 151) "a questionnaire is a number of written questions that are used to obtain information from respondents, in the sense of reports about their personal or known things".

According to Sugiyono (2005: 74) "The questionnaire research is able to refer to a Likert scale of 1 to 5 which is grouped into, favorable and unfavorable". In this study, the questionnaire method was used to collect data according to variables.

This study uses a Likert scale, which is a number of responses that indicate levels with scores. Each question consists of 5 (five) alternative answers. The questionnaire used in this study is a closed questionnaire, namely a questionnaire that has provided the answer so that the respondent only needs to choose the answer, to measure the teacher performance variable using a questionnaire in the form of a check-list with a nominal scale, where the respondent only needs to put a check mark (✓) in the answer column according to the conditions faced / experienced by the respondent. The use of this check-list is expected to make it easier for respondents to provide answers. By category, strongly agree, agree, doubt, disagree, strongly disagree. Meanwhile, to measure the education and training variables using a closed questionnaire, where the respondent chooses one of the correct answers that have been provided.

3.2 Multiple Regression Analysis

This study uses multiple regression analysis because it wants to know how the independent variable (X) can directly affect the dependent variable (Y). The multiple regression model aims to predict the size of the dependent variable by using the data of the independent variable whose size is known.

According to Sugiyono (2007) This regression analysis has the following equation:

$$Y = \alpha + b_1X_1 + b_2X_2 + e$$

Information:

α = Constant

Y = dependent variable (dependent variable)

X, X = independent variable (independent variable)

b, b = Regression Coefficient

e = error variable

The application of the model is then conditioned by this study so that the multiple linear regression equation is obtained, in this study it is stated as follows:

$$Y = \alpha + b_1X_1 + b_2X_2 + e$$

Where :

α = constant

Y = teacher performance

b, b = regression coefficients for X1 and X2

X1 = education

X2 = training

IV. RESULTS AND DISCUSSION

The results of the analysis as before show that the variables of work discipline and training have a significant effect on teacher performance at SMP Negeri 1 Konawe Selatan. In addition, the level of closeness of the simultaneous relationship between work discipline and job training on performance has a strong relationship. This relationship can indicate that the variables of work discipline and training on performance have a strong relationship.

This phenomenon is also confirmed by the value of the coefficient of determination (R²) which has a good effect. This influence can indicate that the occurrence of performance can be explained by work discipline and work training. In other words, that the simultaneous direct effect of work discipline and training has a significant effect on employee performance has a good effect.

Thus, overall it can be concluded that empowerment of work discipline and training provided by teachers can have a strong and positive effect on employee performance. The theory stated by Hasibuan (2005) Discipline is the most important operational function of human resource management because the better the employee discipline the higher the performance achievement that can be achieved. Without good employee discipline, it is difficult for organizations to achieve optimal results.

4.1 Partial Influence

The Effect of Work Discipline on Performance

Discipline is defined when employees always come and go home on time, do all their work well, comply with all company regulations and prevailing social norms. In employee discipline, regulations and penalties are needed because regulations are needed to provide guidance and counseling for employees in creating good rules for the company. With good rules and regulations, morale, work morale, efficiency and work effectiveness of employees will increase.

The increase in teacher performance is said to be good, if most of the teachers obey the existing regulations. Punishment is needed in increasing discipline and educating employees to obey all school rules. Sanctions must be fair and firm to all teachers. With fairness and decisiveness, the goal of sanctioning is achieved. Regulations without being balanced with strict penalties for violations are not an educational tool for teachers. Without the support of good teacher discipline, it is difficult for schools to achieve their goals

In an effort to improve teacher performance, one way that can be done is by paying attention to teacher work discipline. Someone will carry out their duties properly and with a full sense of responsibility if the teacher has high

work discipline. In order to always strive to maintain a high work discipline, regulations and penalties are needed in the school. Work discipline is one of the requirements to be able to help teachers work productively which will help improve their performance. Work discipline can be realized if a person is aware or has a willingness to carry out school duties and regulations, such as attendance relating to the presence of teachers in school to teach and being able to use and use equipment properly. Work discipline can also be seen from the attitude of teachers who comply with the prevailing norms about what schools can and cannot be done by teachers while in school and as a reference in attitude, such as complying with the rules determined by the school and following the methods of pursuing determined by the school. Responsibility is also an indicator of work discipline. A responsible teacher will be able to carry out duties and regulations in school, be able to complete work at the specified time, so that teacher performance can be achieved.

Based on the research results, it can be explained that work discipline has a positive but significant effect, which means that the work discipline at SMP Negeri 1 Konawe Selatan. has a contribution to teacher performance and work discipline has a significant influence on teacher performance at SMP Negeri 1 Konawe Selatan. The positive relationship of work discipline on performance is based on teacher perceptions. This reason is reinforced by the theory of Hasibuan (2004) which argues that discipline is the awareness and willingness of a person to obey all company regulations and prevailing social norms.

The results of this study are in line with research conducted by Pujiyanti & Isroah (2012) which states that work discipline has a positive and significant effect on performance. Work discipline is the ability of employees to work regularly, persistently and work in accordance with applicable regulations without violating predetermined rules. Discipline is defined as a state of order in which the people who are members of the organization are happy to obey the existing rules. It can be concluded that work discipline is an orderly situation where a person or group of people who are members of the organization wishes to obey and carry out the organizational or company regulations, both written and unwritten. Good discipline reflects a person's sense of responsibility for the tasks assigned to him. This encourages work passion, morale and the realization of organizational goals.

Furthermore, the theory stated by Muchadarsyah Sinungan, 1995 states that attendance is the collection of employee attendance data which is also a tool to see the extent to which the employee complies with the applicable regulations in the company, attitudes and behavior are the level of adjustment of an employee in carrying out all the duties of his superior and responsibility is the result or consequence of an employee for the tasks assigned to him.

Effect of training on performance

Based on the results of the study, it can be explained that training has an effect on performance, on the contrary, if training decreases, teacher performance decreases. The results of this study are in line with the theory put forward by Simmamora and Henry (2004: 274) training is an activity to improve the work ability of employees in relation to economic activities that can help employees understand practical knowledge and its application in order to improve skills, skills, and The attitudes needed by the organization in achieving its goals are also adjusted to the work guidance to be carried out by an employee / teacher.

Hasibuan (2006) states that training is intended to improve the mastery of various skills and techniques for certain, detailed and routine work implementation. Prepare employees to do jobs now. Development is an effort to improve the technical, theoretical, conceptual and moral abilities of employees in accordance with the needs of the job / position through education and training.

Good training brings benefits such as increasing employees' knowledge of culture and external competitors, helping teachers who have the skills to work with new technologies, helping teachers to understand how to work effectively in teams to produce quality services and products, providing ways - a new way of teaching for teachers to contribute to education when their work and interests change or when their skills become absolute, preparing teachers to accept and work more effectively with each other

The results of this study are in accordance with the results of research conducted by Leonardo Agusta (2013) entitled "the effect of training and work motivation on employee performance at CV Haragon Surabaya", the results show that training has a positive and significant effect (X1) on performance (Y).

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusion

Based on the results of research and data analysis obtained on discipline, training and teacher performance at SMP Negeri 1 Konawe Selatan are:

1. Discipline can have a positive and significant effect on teacher performance at SMP Negeri 1 Konawe Selatan.
2. Training can have a positive and significant effect on teacher performance at SMP Negeri 1 Konawe Selatan.
3. Discipline and training together have a positive and significant effect on teacher performance at SMP Negeri 1 Konawe Selatan.

5.2 Suggestion

Some suggestions that may be put forward for consideration include:

1. SMP Negeri 1 Konawe Selatan must further improve work discipline by obeying all regulatory provisions and not misusing authority in order to increase and have an impact on performance.

2. Based on the results of research that work discipline and training have a positive effect on performance, therefore it is hoped that in the future the agency will pay more attention to work discipline and training provided to employees, through obeying the provisions of working hours and establishing relationships with superiors.

REFERENCES

- A.A. Anwar Prabu Mangkunegara. (2001), Manajemen sumber daya manusia perusahaan, Remaja Rosdakarya, Bandung.
- AA. Anwar Prabu Mangkunegara, 2009. Manajemen Sumber Daya Manusia Perusahaan, Rosda, Bandung.
- A.A. Anwar Prabu Mangkunegara, 2010. Evaluasi Kinerja SDM, PT. Refika Aditama, Bandung
- B. Siswanto Sastrohadiwiryono, 2003. Manajemen Tenaga Kerja Indonesia, PT. Bumi Aksara, Jakarta.
- Goetsch, David L., Stanley B. Davis, 2000, The Total Quality Approach to Quality Management, 3rd ed., New Jersey: Prentice Hall
- Hamalik, Oemar, 2007. Manajemen Pendidikan. Ketenaga kerjaan Pendekatan Terpadu, Bumi Aksara, Jakarta.
- Hamalik, Oemar, 2009. Kurikulum dan Pembelajaran, Bumi Aksara, Jakarta
- Handoko, T. Hani, 2001. Manajemen Personal dan Sumber Daya Manusia, BPFE Yogyakarta, Yogyakarta.
- Mulyasa. 2009. Menjadi Guru Profesional. PT. Remaja Rosdakarya. Bandung.
- Mulyasa, E, 2011. Standar Kompetensi dan Sertifikasi Guru, PT. Remaja Rosdakarya, Bandung
- Mulyasa, E. 2007. Menjadi Guru Profesional menciptakan Pembelajaran Kreatif dan Menyenangkan, Rosdakarya, Bandung
- Notoatmodjo, Soekidjo, 2003. Pendidikan dan Perilaku Kesehatan, Rineka Cipta, Jakarta
- Pedoman PPL Unnes Tahun 2011
- Peraturan Menteri Pendidikan Nasional Republik Indonesia nomor 13 tahun 2007 tentang standar kepala sekolah/madrasah. <ftp://ftp.unm.ac.id/permendiknas-2007/Nomor%2013%20Tahun%202007%20dan%20lampiran.pdf>
- Peraturan Menteri Pendidikan Nasional Republik Indonesia nomor 16 tahun 2007 tentang standar kompetensi guru. <http://luk.staff.ugm.ac.id/atur/Permen16-2007KompetensiGuru.pdf>
- Portofolio Tahun 2009
- Saondi. Oni dan Suherman, Aris, 2010. Etika Profesi Keguruan, Rafika Aditama, Bandung.
- Siagian, Sondang P. 2004, Manajemen Sumber Daya manusia, Bumi Aksara, Jakarta.
- Sinungan, Muchdarsyah, 2007. Produktivitas Apa dan Bagaimana, Penerbit Bumi Aksara, Jakarta.
- Soejono, 2007. Sistem dan Prosedur Kerja, Penerbit Bumi Aksara, Jakarta.
- Sofyandi, Herman, 2008. Manajemen Sumber Daya Manusia, Graha Ilmu, Yogyakarta.
- Sudjana, 2004. Manajemen Program Pendidikan, Falah Production, Bandung
- Terry, GR, 1993. Pengembangan Sumber Daya Manusia. (Hal, 218), Liberty, Yogyakarta.
- Undang-undang Republik Indonesia Nomor 14 Tahun 2005 tentang Guru dan Dosen
- Usman, Husaini, 2009. Manajemen Teori Praktik dan Riset Pendidikan, Bumi aksara, Jakarta .
- Yamin, Martinis dan Maisah, 2010. Standarisasi Kinerja Guru, Gaung Persada, Jakarta.