

## THE INFLUENCE OF COMPETENCE, AND MOTIVATION OF TEACHER SATISFACTION AT JUNIOR HIGH SCHOOL STATE IN SINJAI DISTRICT-SOUTH SULAWESI

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### Abstract

*The purpose of this study is describing the influence of competence, and motivation of teacher satisfaction at Junior High School State in Sinjai District South Sulawesi Province. The subject of the study are 73 Islamic religious teachers of Junior High School State in Sinjai District. Data obtained through observation, interview and questionnaire techniques. Data were analyzed with structural Equation Model (SEM) using PLS and SPSS 26.*

*The results of the study found that competencies of the teachers have a positive and significant effect on job satisfaction, both directly and indirectly. Teacher motivation gives a positive but not significant influence on teacher performance. Moreover, job satisfaction has a positive and significant influence on teacher performance. Teacher's job has been fulfilled well and in line with other variables or optimally provide an increase in teacher performance. This means that optimizing teacher motivation through teacher satisfaction has a positive and effective impact on teacher performance.*

**Keywords:** *Competence, Motivation, Job Satisfaction and Teacher Performance*

### Introduction

Government policy, through Law No. 14 of 2005 concerning teachers and lecturers, article 7 mandates that the empowerment of the teaching profession is carried out through self-development which is carried out in a democratic, fair, non-discriminatory and sustainable manner with high human rights, religious values, cultural values, national diversity, and ethics profession. In addition, according to article 20, in carrying out professional duties, teachers are obliged to improve and develop academic qualifications and competencies on an ongoing basis in line with the development of science, technology and art. Constitution no. In 2003 concerning the National Education System (Sisdiknas), Article 40 stated that "education and education personnel have the right to obtain: career coaching in accordance with the demands of quality development: the opportunity to use facilities, infrastructure, and educational facilities to support the smooth implementation of tasks." competence through learning from various training programs from school and from

outside the school and from infrastructure (library, laboratory, internet) schools, as well as other educational programs and facilities in schools. Thus, it is expected that teachers can be professional in the process of education and teaching in the classroom. Therefore, schools must provide training and learning resources for the formation of competent teachers, schools are required to have management of teacher competency development. We can interpret that competence as the main character of a teacher.

Teachers are expected to carry out their duties professionally by possessing and mastering all four competencies. The competencies that educators must possess are truly ideal as reflected in government regulations. Therefore, teachers must always study diligently on the sidelines of carrying out their duties. Being a professional teacher is not an easy job especially in the midst of very poor teacher quality conditions. The teacher is an important element in education, because of the importance of the roles and responsibilities of the teacher in learning, the teacher must be a facilitator, motivator, motivator, learning engineer, and learning

inspiration for students. The logical consequence is that the 2017 education budget allocates 20% of the total APBN. Its value reached Rp 419 trillion. Although somewhat ironic, because most of the education budget is used for teacher salaries and benefits. So naturally, the average teacher income level has tripled. While the allocation for school construction and renovation is still very small.

UNESCO data in the 2016 Global Education Monitoring (GEM) Report shows that education in Indonesia is only ranked 10th out of 14 developing countries. While an important component in education is that teachers rank 14th out of 14 developing countries in the world. The quality of education in Indonesia is far from adequate. The size of the education budget does not necessarily make the quality of education increase. Because the quality of teachers is still problematic in the results of the 2015 Teacher Competency Test (UKG), the national average is only 44.5 - far below the standard value of 75. Even pedagogic competence, which is the main competency of the teacher has not been encouraging. There are still many teachers who teach poorly how to teach in boring classrooms. This is the right moment to criticize the question of teacher competence. The problem of the low quality of education in Indonesia certainly cannot be answered by changing the curriculum. Or, even replace the minister or director general. The quality of education can only be answered by the quality of teachers. Professional teachers, qualified teachers are the guarantee. Without improving the quality of teachers, the quality of education will remain inadequate. Currently there are around 3.9 million teachers who still have 25% of teachers who do not meet the requirements for academic qualifications, and 52% of teachers do not have a professional certificate. On the other hand, a teacher in carrying out his duties must have competency standards that include pedagogic, personality, social, and professional competencies.

The teacher's problem is not simple. Even if it is not stated too complex. Discussing teacher competencies, the basic principle is to map the factors that cause teacher competence to be low. In this context, there can be at least four causes of

teacher competency. First, the incompatibility of disciplines with the teaching field. There are still many teachers in schools who teach subjects that are not the subject of study. This happened because of the problem of lack of teachers in certain fields of study. Secondly, the qualifications of teachers who are not equivalent to an undergraduate degree. Consequently, the scientific standards that teachers have become inadequate to teach the field of study that is their task. Not even a few teachers are undergraduate, but not from an educational background so that it is "problematic" in pedagogic aspects. Third, a low teacher professional development (PKB) program. There are still many teachers who "do not want" to develop themselves to increase their knowledge and competence in teaching. Teachers do not want to write, do not make scientific publications, or are not innovative in learning activities. The teacher feels just enough to teach. Fourth, ineffective teacher recruitment. Because there are still many teacher candidates recruited not through professional mechanisms, they do not follow the required recruitment system. This condition makes the teacher's competence even lower.

According to Sadirman (2001: 174) the term competency is used in two contexts, namely as an indicator of skills or actions that can be interpreted, and as a concept that includes cognitive and affective aspects with the stages of implementation. Surachmad (2001: 9) means that competence is a way of teaching that uses a variety of techniques. Its use is accompanied by a deep understanding of the teacher, to increase students' learning intentions and therefore will enhance their learning outcomes. Whereas competency according to other terms, namely all the abilities possessed by someone to educate which includes pedagogic science (the science of educating, how to care for and raise a child), didactic (knowledge of interaction, teaching and learning in general, preparation of learning and value of results learning), and methodical (knowledge of how to teach a field of knowledge to students).

One important thing that can encourage and influence all actions carried out by humans, which is called motivation.

Motivation plays an important role in building the integrity and capability of one's profession, also related to the condition and role of teachers. The right motivation will make a teacher inspirational for his students. According to Abraham Maslow with Herzberg's theory of need, there are five things or five layers that are the basis of motivation for everyone. The motivational basis can also be the basis for the motivation of teachers that affect the integrity in the profession.

The role of the supervisor (school / madrasah supervisor) is very supportive, because without an expert supervisor (professional) it is not possible for a school / madrasah to run well and quality. One of the quality of education (school / madrasah) is very much determined by professional supervisors, professional principals / madrasahs, as well as professional (quality) teachers. This will create a good quality education. The reality in the field still needs to be addressed in terms of supervision of education carried out by supervisors. Quite a lot of our supervisors in carrying out their duties have not maximally provided services and guidance to teachers in schools, because the supervisors' skills and skills are still mediocre, this is what teachers' boards often complain about. Ideally, a supervisor must be smarter and more capable in terms of coaching, guidance, empowerment. But in reality there are still supervisors who are not yet very skilled, although there are also those who are already skilled. This is still inadequate.

According to Kumar (2007), teacher job satisfaction is a complex symptom that has various related factors, namely personal, social, cultural and economic. Teacher job satisfaction is also the result of various attitudes of a teacher to his work and to the factors related to his work. Teacher job satisfaction is the teacher's feeling of fun or not about work based on the teacher's expectations with the rewards provided by the school. Teacher job satisfaction is shown by his attitude in work or teaching. If the teacher is satisfied with the situation that affects him, then he will work or teach well (Suwar, 2008). According to Lester (in Hughes, 2006) teacher job satisfaction is the extent to which a teacher's acceptance and values of aspects

that exist in a job such as evaluation, peer relations, responsibilities, and recognition. Teacher's job satisfaction is the teacher's feelings about fun or not about his work and the extent to which a teacher's acceptance and values towards aspects that exist in a job such as evaluation, co-worker relations, responsibility, and recognition. Mangkunegara in Jasmani (2013: 155) also suggests that performance is the result of work in the quality and quantity achieved by an employee in carrying out their duties in accordance with the responsibilities given to him. Similarly, what was stated by Malayu Hasibuan (2007: 94) that performance or work potential is a result of work achieved by a person in carrying out the tasks given to him based on skills, experience, and sincerity.

Based on the description above, it can be seen that teacher performance is related to teacher competency, meaning that in order to have good performance a teacher must be supported by good competence. If a teacher does not have good competence, it will not be possible to have good performance. Ministry of National Education (2004: 11) states teacher performance is the ability of teachers to demonstrate various skills and competencies they have. The essence of the teacher's performance is nothing but the ability of the teacher to demonstrate the skills or competencies they have in the real world of work.

### Research Methods

This type of research approach is explanatory used to explain the influence of independent variables on the dependent variable, either directly or indirectly through intervening variables. Exogenous variables in this study consist of Teacher Competence (X1), Teacher Motivation (X2) and Supervisor's Role (X3). The intervening construct variable is Job Satisfaction (Y1) and the endogenous construct variable is Y2 (Teacher Performance) in State Junior High Schools in the District with a total sample of 73 PAI teachers.

### Measurement Model Measurement (Outer Models)

#### 1. Convergent Validity Testing

Evaluation of construct validity is done by calculating convergent validity and discriminant validity. Convergent validity is known through loading factor. An instrument is said to meet the testing of convergent validity if it has a loading factor above 0.7. The results of convergent validity testing can be seen that all items that measure teacher competency variables, teacher motivation, supervisory role, job satisfaction and performance are worth greater than 0.7. Thus the item is declared valid to measure the variable.

## 2. Testing of Discriminant Validity

Discriminant validity is calculated using cross loading with criteria that if the value of loading an item in a corresponding variable is greater than the value of loading an item on another variable then the item is declared valid in measuring the corresponding variable. The results of cross loading calculation note that all items that measure teacher competency variables, teacher motivation, supervisory roles, job satisfaction and teacher performance produce greater loading values than the loading values on other variables. Thus it can be stated that each item is able to measure the latent variables that correspond to the item.

## 3. Discriminant Reliability Testing

Calculations that can be used to test construct reliability are discriminant reliability (AVE), cronbach alpha and composite reliability. The test criteria state that if the discriminant reliability (AVE) is greater than 0.5, the cronbach alpha is greater than 0.6 and the reliability composite is greater than 0.7, the construct is declared reliable. The results of discriminant reliability (AVE), cronbach alpha and composite reliability can be seen that the discriminant reliability (AVE) in the teacher competence variable is 0.5605, the teacher motivation variable is 0.5848, the supervisor role variable is 0.5800, the job satisfaction variable is 0.5788, and Teacher performance variable is 0.5182. This result shows a value greater than 0.5. Thus, based on the calculation of discriminant reliability (AVE) all items are declared reliable in measuring the latent variables. Then the composite reliability value on teacher competency

variable 1 is 0.9271, teacher motivation variable is 0.8755, supervisor role variable is 0.8732, job satisfaction variable is 0.916, and teacher performance variable is 0.8655. This result shows a value greater than 0.7. Thus, based on the calculation of the composite reliability of all items is declared reliable in measuring the latent variables. Furthermore, the Cronbach's Alpha value on the teacher competence variable was 0.9128, the teacher motivation variable was 0.8229, the supervisory role variable was 0.8181, the job satisfaction variable was 0.8946, and the teacher performance variable was 0.8139. This result shows a value greater than 0.6. Thus, based on the calculation of Cronbach's Alpha all variable items are declared reliable in measuring the latent variables.

## 4. Testing Classical Linear Assumptions

Linearity testing is intended to determine whether the relationship between exogenous variables and endogenous variables is linear or not. The testing criteria state that if the probability value <level of significance (alpha ( $\alpha = 5\%$ )) is stated there is a linear relationship between the exogenous variables and the endogenous variables. Linearity test results revealed that there is a relationship between exogenous variables on endogenous variables resulting in a probability of <level of significance (alpha ( $\alpha = 5\%$ )), there is no significant motivation variable on teacher performance but on the other hand influences job satisfaction. the relationship between exogenous variables and endogenous variables is linear relationships.

## 5. Testing the Goodness of Fit Model

Goodness of fit model is used to determine the ability of endogenous variables to explain the diversity of exogenous variables, or in other words to determine the magnitude of the contribution of exogenous variables to endogenous variables. Goodness of fit Model in PLS analysis is done using Q-Square predictive relevance (Q<sup>2</sup>).

R-square variable job satisfaction is 0.7513 or 75.13%. This can indicate that the diversity of job satisfaction variables can be explained by teacher competency variables, teacher motivation and the role of supervisors at 75.13%, or in other words the

contribution of teacher competence variables, teacher motivation and the role of supervisors to the variable job satisfaction is 75.13% while the remaining 24.87% is the contribution of other variables not addressed in this study.

R-square teacher performance variable is 0.7675 or 76.75%. This can indicate that the variability of teacher performance variables can be explained by teacher competency variables, teacher motivation, supervisor role and job satisfaction by 76.75%, or in other words the contribution of variable teacher competence variables, teacher motivation, supervisory roles and job satisfaction to variables teacher performance is 76.75%, while the rest of 23.25% is the contribution of other variables that were not discussed in this study.

Q-Square predictive relevance (Q<sup>2</sup>) is worth 0.942 or 94.2%. This can indicate that the diversity of performance variables can be explained by variable teacher competence variables, teacher motivation, supervisory roles and overall job satisfaction by 94.2%, or in other words the contribution of variable teacher competence variables, teacher motivation, supervisory roles and overall job satisfaction the teacher performance variable is 94.2%, while the remaining 0.58% is the contribution of other variables not addressed in this study.

##### 5. Direct and Indirect Influence Testing

Direct influence testing also uses the Goodness of fit Model with PLS analysis to determine the effect of endogenous variables on exogenous variables, or in other words to determine the magnitude of the contribution of exogenous variables to endogenous variables.

This test is conducted to determine the strength of the influence of exogenous variables on endogenous variables, both directly and indirectly. Direct influence, it is known that there are three variables that directly affect job satisfaction and four variables that directly affect teacher performance. The test results show that the teacher's competence has a direct influence on job satisfaction, which is equal to 0.276 and the teacher's performance is 0.201 while the teacher's motivation variable has a direct influence on job satisfaction of 0.129 and the performance of 0.092 and the

supervisor's role on job satisfaction is 0.547 and on performance the teacher of 0.280 and the satisfaction variable directly affects the performance of 0.388. In addition, this study also measures the indirect effects between variables, namely, there are three variables that affect teacher performance indirectly. As for the results of the measurement of indirect effects it is known that the variables that indirectly have the most influence on the teacher's performance are the supervisor's role, which is equal to 0.212. Then teacher competency is 0.107 and teacher motivation is 0.051.

The test results show that the role of supervisors has a positive effect on teacher performance through job satisfaction with an indirect coefficient of influence effect of 0.212. This result is significant as indicated by the t-statistic value of indirect effect (4,683) greater than the value of t-table (1.96). This shows that indirectly the role of supervisor has a positive and significant influence on performance through job satisfaction. Thus the hypothesis 10 is fulfilled.

In addition, the influence of teacher competency, teacher motivation and the role of supervisors on their job satisfaction and the performance of PAI teachers in state junior high schools in Sinjai District, especially teacher competencies have a positive and significant effect on teacher job satisfaction. This shows that if a teacher wants to have satisfaction in work then competence is needed. Because basically the competence consists of skills, knowledge and abilities. Teachers who have good skills, knowledge and abilities will be able to work well, provide explanations to students well and can also master teaching materials well. However, the competence possessed by the teacher has no effect and is not significant on job satisfaction if job satisfaction does not contribute positively to the teacher in carrying out his duties and functions. In accordance with the concept of Islamic management shows the importance of the influence of competence on job satisfaction as explained in Surah Al-Jum'ah verse 10. This verse explains that every person is required to have the competence of both men and women to always do outstanding work and get rewarded reward in the sight of Allah SWT, this statement has relevance to

the hadith of the Prophet Muhammad SAW which states "if a person who is not an expert, wait for the destruction" (Bukhari Muslim) means that in the placement of a person must be in accordance with the competence of the work area of a teacher. Furthermore, work motivation has a positive and significant effect on job satisfaction, meaning that the better the motivation given to the teacher, the teacher's job satisfaction will increase. Motivation becomes a need and is needed by every teacher to develop potential according to his profession. In this study motivation is seen from five levels of need, namely physiological, sense of security, social, appreciation, and self-actualization. Social needs, sense of security and physiological needs are a measure of the teacher's high motivation, especially the family atmosphere at work, given attendance and performance benefits affecting job satisfaction. The concept of Islamic management teaches the importance of the influence of work motivation on job satisfaction as outlined in the Surah An Nahl verse 9. the above verse explains that work carried out with high motivation will produce great blessings and gifts because in fact God gives clear direction to get good luck.

Job satisfaction that is owned by the teacher is the role of supervisor so that it can be stated that the role of supervisors has a positive and significant influence on teacher job satisfaction. In this study job satisfaction can be increased through increasing the role of supervisors that is carried out consistently and scheduled so that with follow-up of the results of the supervisory supervisors will provide input to the teacher in order to improve the teaching and learning process. Teacher's job satisfaction on the direction of the supervisor will lead to a positive perception or image of the supervisor for the teacher and is very influential on achieving the supervisor's vision and mission, so that teacher job satisfaction has a pleasant effect and fosters positive trust in the supervisor's role. The link between job satisfaction in Islamic management is explained in Al-Qur'an Surah Ibrahim verse 8, explaining that every individual must have job satisfaction for his job so that he can work diligently which is part of the form of behavior towards obedience to the leader

and his actualization in gratitude for what which are given.

Competence has a positive and significant effect on teacher performance. competence is basically the ability possessed by the teacher to actualize or practice related to the ability to run professionalism in carrying out learning activities. The form of the influence of competence in the form of quality learning process orientation. Teachers are required to be able to develop learning activities according to the demands of the education paradigm so that the teacher must be able to plan regular learning in order to realize good teacher performance. This view is in accordance with the concept of Islamic management which often encourages everyone to pray and try so that they can have the competence to improve their performance, as explained in the Al-Baqarah Surah Al-Qur'an verse 286, this verse instructs every human being to be happy ask Allah SWT the ability to do work, do good deeds and keep away from evil, asking to be alleviated from work, so that in doing work is based on the competencies that are owned so as to improve performance.

The influence of motivation on performance has a positive but insignificant effect, a teacher in teaching requires the existence of a safe work environment, the dynamics of work and the atmosphere of the workplace greatly affect the concentration or attention of the teacher to be motivated in teaching. The regular and scheduled teaching and learning process supported by the atmosphere of the teacher's place and the pleasant learning space motivate the teacher to improve and influence the teacher's performance. This view has relevance in accordance with the Islamic management concept contained in the Qur'an related to giving motivation to performance, namely in Surah Al Kahf verse 88, this verse explains that giving motivation is a manifestation of the work effort of each person. Motivation is needed as a passion for everyone both inside and outside themselves to work as much as possible in order to improve their performance.

The influence of the supervisor's role is determined by the strong commitment of the supervisor to provide continuous and continuous supervision so that a teacher can

have the ability or competence to improve performance. The role of supervisor will be effective if carrying out supervision, monitoring / monitoring, assessment, guidance / development, reporting to teachers by having attachments and feeling involved in supervisory activities, meaning that the teacher also carries out learning activities responsibly. In view of the concept of Islamic management found the importance of the supervisor's role on performance, which is contained in the Al-Qur'an Al-Imran verse 5, this verse shows that the role of supervisor is necessary as a consistent character in carrying out its main duties and functions so as to produce maximum performance.

Job satisfaction has a positive and significant effect on teacher performance, because all teachers feel satisfied and responsible for work, work progress, achievement of goals, self-recognition, and the work undertaken produces a very satisfying job, so that performance achievement has increased in carrying out basic tasks and function as teacher. The link between job satisfaction and performance in Islamic management is explained in the surah An-Nahl verse 97, this verse shows satisfaction by always doing good deeds both men and women in a state of faith, thus showing good work (performance) in the sight of Allah SWT given a reward that is better than what is done

The competence applied by the teacher is in accordance with the development of education that is oriented towards the implementation of the main tasks and functions as a teacher. The competencies possessed by the teacher that are in accordance with the job satisfaction obtained will provide an increase in teacher performance, meaning that the teacher's competency influences teacher performance through satisfaction.

Based on processed data, it is known that teacher motivation on teacher performance through job satisfaction has a positive and significant influence. This means that motivation can be maintained by applying it to teachers in order to improve teacher performance. Efforts to maintain teacher motivation are internalizing indicators that contribute greatly to performance through job satisfaction.

The results showed that the teacher's motivation applied tended to be appropriate, because the motivation given by the leadership tended to be oriented towards meeting the teacher's needs so that the teacher was motivated to improve performance through job satisfaction. The form of motivation given is generally in accordance with job satisfaction, meaning that with the fulfillment of physiological needs, a sense of security, social, appreciation and self-actualization optimally, it has implications for job satisfaction so that increased work can be realized.

The role of supervisor and job satisfaction has a positive and significant effect on teacher performance. This means the role of supervisors in the same direction or contribute to job satisfaction so as to produce optimal performance. The results showed that the role of supervisors gave encouragement to teachers in line with the fulfillment of job satisfaction so as to provide a positive and significant influence on performance. Job satisfaction obtained by the teacher is an implication of the role of supervisor is a value in realizing a better performance. The form of job satisfaction applied by supervisors, namely supervision, monitoring / monitoring, assessment, coaching / development, reporting contributes to the duties and functions of teachers so that teacher performance is better.

### Conclusion

1. Competencies of the teachers have a positive and significant effect on job satisfaction, both directly and indirectly. In addition, the motivation of teachers has a positive and significant influence on job satisfaction. High teacher motivation affects job satisfaction.
2. Teacher motivation gives a positive but not significant influence on teacher performance. Job satisfaction has a positive and significant influence on teacher performance. Teacher job satisfaction has been fulfilled well and in line with other variables or optimally provide an increase in teacher performance. Teacher motivation provides a positive and significant influence on teacher performance

through job satisfaction. This means that optimizing teacher motivation through teacher job satisfaction has a positive and effective impact on teacher performance.

3. Teacher competency has a positive and significant influence on teacher performance through job satisfaction. This means that the optimization of teacher competence through teacher job satisfaction has a positive and effective impact on teacher performance.

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