



# Influence Interpersonal Communication and Leadership on Work Discipline and Their Impact on Teacher Performance of SMK Negeri 8 Palembang

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**Abstract:** This study aims to determine the effect of Interpersonal Communication, Leadership and Discipline on the employment of teacher performance at SMK Negeri 8 Palembang. In this study, the population is 60 people as sample tests as samples. Sampling was conducted using the saturated sampling technique sampling is done on the whole of the population. The results of this study are Interpersonal Communication's positive significant effect on employment Discipline Master, Interpersonal Communications positive significant effect on Teacher Performance. Leadership has a positive and significant effect on employment Teacher Discipline, leadership and significant positive effect on teachers' performance. Teachers' work discipline has a positive and significant effect on the performance of teachers of SMK Negeri 8 Palembang, and work discipline is mediating variables Interpersonal Communication relation to the performance and discipline of work is mediating variables Leadership relation to performance. Discipline variable labor has a value r-square of 0.996, meaning that the variable Disciplinary work can be explained by the Interpersonal Communication and Leadership construct 99.6%. Variable Performance r-square value of 0.255 means that the variable performance can be explained by the construct of Interpersonal Communication, Leadership, and the Discipline of the work amounted to 25.5% Based on these conclusions, if the principal of SMK Negeri 8 Palembang intends to increase Interpersonal Communications to improve the performance of teachers, it is necessary to work through increased Discipline Discipline of work is mediating variables Leadership relationship to performance. So based on these conclusions, if the principal of SMK Negeri 8 Palembang. intends to enhance its leadership to increase performance, it is necessary to work through increased Discipline of the three variables used to see the effect on the performance, ie Interpersonal Communication, Leadership, and the Discipline of the work, all of which have a positive effect on performance. But of these three variables, can be prioritized improvement of Leadership. Because of 9 indicators of Leadership., One indicator has a value of loading factor is quite high, namely more than 0.9.

Keywords: Interpersonal Communication, Leadership Discipline of the work, performance

## INTRODUCTION

The development of science and technology accelerates modernization in all fields. Various developments in science and technology are getting stronger in line with the demands of reform and globalization. For this reason, human resources are needed who have competence, master science and technology and are able to compete to face challenges in the era of globalization. The development of an increasingly modern era also demands an increase in education that is appropriate and in line with the functions and goals of national education.

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The principal as the highest leader in an educational institution unit has the duties and responsibilities as managers and controllers of school organizational decisions. In addition to being a leader who is responsible for educational leadership, as a manager, as well as a *decision maker*, the principal is the first party to determine the educational dynamics of the school, both in terms of progress and setbacks. In that case, the principal is an educational staff who has a significant role and function on the quality of education, including in this case the quality of education *output*, managerial education, satisfaction with services to educational *stakeholders*. In the process of interaction between the principal and the teacher, supporting components are needed which are contained in the communication process, such as source/communicator, *encoding*, message, channel, receiver, *decoding*, response, interference, and communication context.

In addition to leadership, in terms of work discipline is a factor that greatly affects teacher performance. Work discipline is a mental attitude that is reflected in the actions

or behavior of a person, community group, in the form of obedience to the rules, norms that apply in society. There are several approaches to improve work discipline, namely preventive discipline, which is an action taken to encourage employees to comply with standards and regulations so that there are no violations, or are preventative without being forced which will ultimately create self-discipline.

Second, work discipline is an effort to regulate time in work that is carried out regularly by developing and following existing work rules. To create work discipline for teachers, supervision is needed, both supervision from direct superiors and supervision from oneself. Starting from the opinion above, if the teacher has high discipline, it means that he has good morals to carry out his work which also results in higher performance.

The process of teaching and learning activities (KBM) at SMK Negeri 8 Palembang which is in two places and at two times, namely in the new building located on Jalan Panca Usaha 5 Ulu Palembang for morning and afternoon and the other in the SMPN 7 Palembang building, Jalan A. Yani Lorong Manggis Palembang for afternoon classes which makes communication often difficult to run well. Likewise, the Principal as a leader is very difficult to control the KBM which is in two places at once, so that the discipline of the teachers will be weak without Supervision and Communication.

Teacher performance is felt to be not optimal, this can be seen from the teacher's performance SMK Negeri 8 Palembang is seen as less than optimal teacher performance in completing assignments at school, there is still a lack of communication that occurs between principals and teachers, not optimal yet the leadership of the principal who is still lacking in involving teacher participation, not optimal work discipline in terms of attendance and punctuality of working hours often late or even absent., and the available resources are not sufficient so that it has an impact on improving the quality of performance in schools and decreasing teacher work productivity so that it has an impact on school performance

From the explanation above, to find out the influence of Interpersonal Communication and Leadership on work discipline and its impact on performance, it can be done through research with the title "The Influence of Interpersonal Communication and Leadership on Work Discipline and its Impact on Teacher Performance at SMK Negeri 8 Palembang".

**LITERATURE REVIEW**

**Teacher Performance**

Teacher performance is a teacher's ability to apply his abilities in accordance with the teaching profession he has, whether the results achieved are maximal or not.

**Interpersonal Communication**

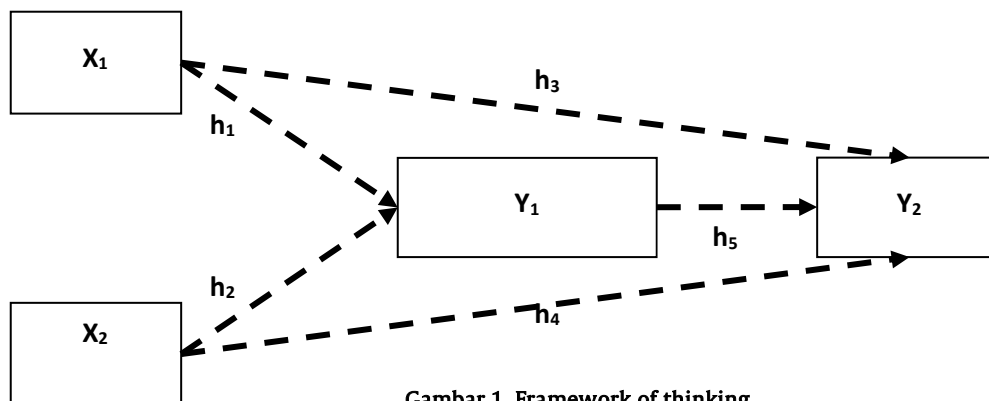
Interpersonal communication is an effort to convey information to send messages to others in determining opinions, expressing feelings, facts, thoughts to others either verbally/directly, in writing or using sophisticated communication tools to be able to influence others in receiving the information so that they can make good decisions to superiors, subordinates and colleagues in an agency or organization. Operationally, interpersonal communication is manifested in formal forms, namely vertical, horizontal and diagonal working relationships and informal forms, namely social interactions between teachers during teaching hours and outside teaching hours.

**Leadership**

Leadership is the ability, nature, character or activity possessed by every leader to move or influence the behavior of others by providing guidance or direction, providing supervision or examples to others so that they want to work well, be loyal and responsible for what is done so that goals can be achieved. Leadership in this study is measured by coaching, example, giving orders, communication so as to motivate subordinates in such a way through various activities carried out so that they want to work well and are willing to work together to achieve a goal that has been set by an organization.

**Work Discipline**

Discipline is the process or result of directing, controlling desires, impulses, interests for the sake of an ideal or achieving more effective action. Operationally, teacher work discipline is manifested in the form of obeying the rules, obeying the rules, obeying all work guidelines, meeting work standards and maintaining work standards consistently.



Gambar 1. Framework of thinking

**METHODS**

**Place and time of research**

This research was conducted at SMK Negeri 8 Palembang, this research is expected to contribute and benefit in improving Interpersonal Communication, Leadership and Work Discipline and Performance. This research was conducted for 4 (months) months from December 2016 to March 2017 .

**Population, Sample and Sampling Technique**

The population in this study were all teachers of SMK Negeri 8 Palembang while the sample was part of the population that would be the object of research. In this study the population is 60 people. Sampling in this study used the *Saturated Sample technique*, namely sampling was carried out as a whole from the total population. In this study by considering the number of samples of 60 people, the authors took the entire population, namely as many as 60 people as a sample of the research sample.

**Conceptual and Operational Definitions of Variables**

According to the problem and research objectives, this research variable consists of:

1. The dependent variable is Performance Y (endogenous variable)
2. Independent variable (exogenous variable) which includes Interpersonal Communication (X<sub>1</sub>), leadership (X<sub>2</sub>) and work discipline (X<sub>3</sub>).

**Research Instruments**

To obtain data related to Interpersonal Communication, Leadership and Work Discipline on Performance, an instrument in the form of a questionnaire is used with measurements using a *Likert scale* which has five levels which is an ordinal type scale with an estimated value of the answer to each question posed to the respondent. By using 4 instruments, namely Leadership, Motivation and Career Development instruments and Performance instruments which are then developed into several questions or parameters to be measured. (Strongly Agree (SS) = 5, Agree (S) = 4, Disagree (KS) = 3, Disagree (TS) = 2 and Strongly Disagree (STS) = 1. Furthermore, the questionnaires will be tested validation and reliability:

**Validity test**

Validity is a measure that shows the levels of validity or validity of an instrument. Suharsimi, 1998 argues that an instrument is said to be valid if it can reveal data from the variables studied appropriately. The high and low validity of the instrument indicates the extent to which the data collected does not deviate from the description of the variable in question. This study uses *Confirmatory Factor Analysis (CFA)*, with a *Partial Least Square (PLS)* approach. The validity scale is processed in two stages: convergent validation analysis and discriminant validation analysis. Convergent validation was tested using the three criteria suggested by Fornel and Larck (1981), namely:

1. All item loading factors must be significant and have a value > 0.70
2. combined reliability (c) > 0.80 .
3. *average variance extracted (AVE)* > 0.50 or *square root of AVE* must be > 0.71

**Reliability Test**

The reliability test in this study is intended to determine the extent to which the measurement results remain consistent, if the measurement is carried out twice on the same symptoms. This study conducted a reliability test by calculating the *Cronbach Alpha* of each item in a variable. The instrument used in the variable is said to be reliable if it has a *Cronbach Alpha* > 0.60 (Nunnaly, 1978).

The reliability test was only carried out on all questions that passed the validity test. To determine the reliability of the instrument, *Cronbach's Alpha technique* was used. This technique was chosen because it is a fairly perfect reliability consistency testing technique. *Cronbach's Alpha* value closer to 1 indicates that the instrument has a higher reliability. *Cronbach's* value between 0.80 to 1.0 is said to be of good reliability, the value of 0.60 to 0.79 is categorized as acceptable reliability, and less than 0.60 categorized as not good (now, 1992).

**Data analysis technique**

Data analysis was carried out with the help of the *Partial Least Square (PLS)* version 3.0 program.

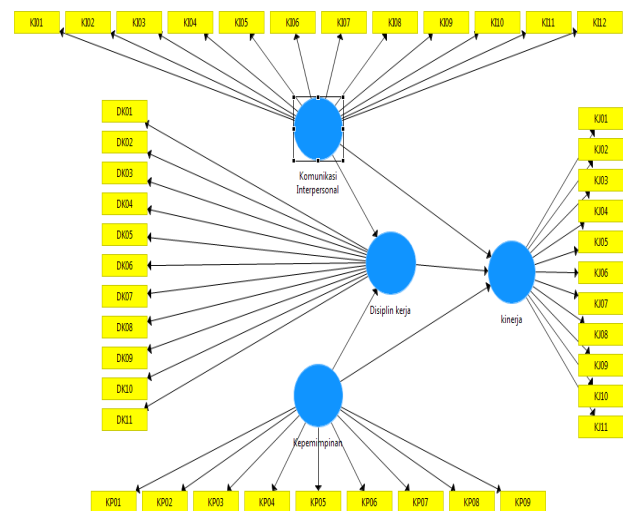
**RESULTS AND DISCUSSIONS**

**Data Analysis with Smart-PLS**

There are several stages that must be carried out in research with data processing techniques using the *Partial Least Square (PLS)* -based SEM method, namely:

**Measurement of Variable Model | Outer Model**

The measurement of the variable model is a step to see the validity and reliability of the indicators in the model. A model is declared valid if it has a *loading factor* above 0.5, or in other words a loading factor lower than 0.5 has low convergent validity, so a loading factor lower than 0.5 must be dropped from the model, while the test reliability is seen from *composite reliability*, if the value is more than 0.7 then it indicates a satisfactory value, and further strengthened by looking at *Cronbah's alpha* , it is recommended to have a value above 0.6. The following is an image of the model after the calculation via Smart-PLS:



**Figure 4.1 Full Model after calculating 1**

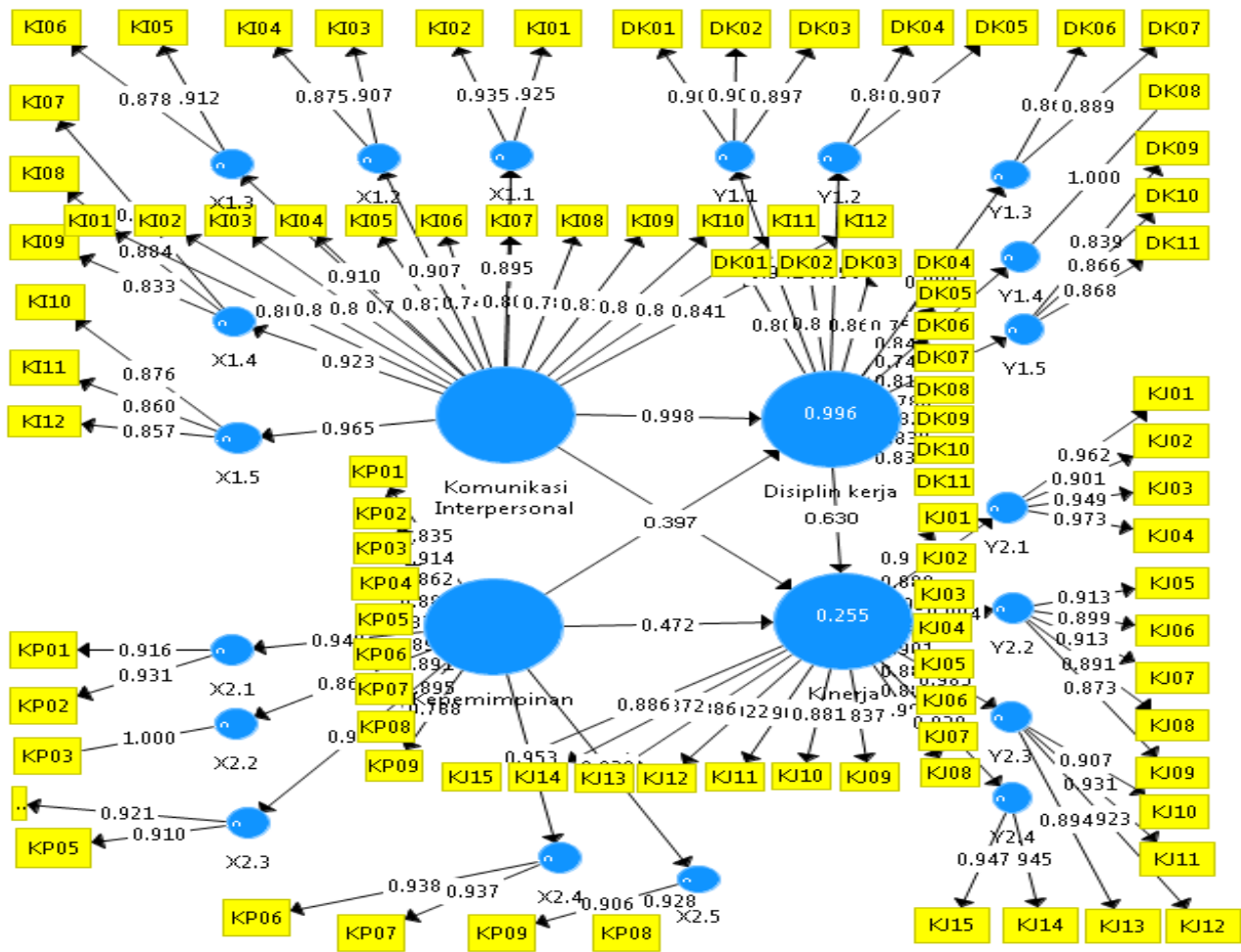


Figure 4.1 Full Model

The picture above shows that all *loading factors* have a value of more than 0.5, so it can be said that meet *convergent validity*. In detail the value of the *loading factor* can be seen in the table below:

Table 4.7 Loading Factor of Final Model

	Performance	Leadership	Interpersonal Communication	Work discipline
KJ0 1	0,926			
KJ0 2	0,888			
KJ03	0,933			
KJ04	0,946			
KJ05	0,901			
KJ06	0,883			
KJ07	0,886			
KJ08	0,908			
KJ09	0,837			
KJ 10	0,881			
KJ 11	0,909			
KJ 12	0,922			
KJ 13	0,886			
KJ 14	0,872			
KJ 15	0,886			
KI 0 1			0,801	
KI 0 2			0,862	
KI 03			0,861	
KI 04			0,749	
KI 05			0,873	
KI 06			0,749	
KI 07			0,801	

KI 08	0,785
KI 09	0,818
KI10	0,834
KI11	0,827
KI12	0,841
KP01	0,835
KP02	0,914
KP03	0,862
KP04	0,888
KP05	0,834
KP06	0,895
KP07	0,891
KP08	0,895
KP09	0,788
DK 01	0,801
DK 02	0,868
DK 03	0,867
DK 04	0,752
DK 05	0,846
DK 06	0,749
DK 07	0,810
DK 08	0,788
DK 09	0,820
DK 10	0,839
DK 11	0,838

Next, see the *Composite Reliability* and *Cronbach Alpha* values for each variable as shown in the table below:

**Table 4.8**  
**Composite Reliability and Cronbach Alpha**

	Composite Reliability	Cronbachs Alpha
Performance	0.984	0.983
Leadership	0.965	0.959
Interpersonal Communication	0.960	0.955
Work discipline	0.957	0.950

Table 4.8 shows that the *composite reliability value* of all variables is above 0.7 and *Cronbah's alpha value* of all variables is above 0.6, so that all research variables have

been shown to be *fit gauges*, this means that all question items that will be used for measuring variable is *reliable*.

Structural Measurement | *Inner Model*

Measurement of Structure | *Inner Model* is used to see the relationship between variables, through the *bootstrapping process*, *T-Statistic* test parameters are obtained to predict the relationship between variables, then the structural model is evaluated by looking at the percentage of variance explained by the dependent variable *R-square*. The *R-square value* for the dependent variable is as table 4.9.

**Table 4.9 Table of R-square Dependent Variables**

	Original Sample (O)	Sample Mean (M)	Standard Error (STERR)	T Statistics ( O/STERR )	P Values
performance	0.255	0.293	0.001	2,871	0.004
Work discipline	0.996	0.996	0.089	13.368	0.000

Table 4.9 shows that the work discipline variable has an *r-square value* of 0.996, meaning that the work discipline variable can be explained by the Interpersonal Communication construct and the Leadership construct of 99.6%. The performance variable has an *r-square value* of 0.255, meaning that the performance variable can be explained by the constructs of Interpersonal Communication, Leadership, and Work Discipline of 25.5%. The higher the *r-square value*, the greater the ability of the independent variable to explain the dependent variable so that the better the structural equation.

The results of hypothesis testing through the *inner model* can be seen in the *path coefficient* as table 4.10 and the results of each hypothesis can be explained as follows:

The first hypothesis: Interpersonal communication has a significant positive effect on teacher work discipline at SMK Negeri 8 Palembang, this is indicated by the t statistic of 86.579 1.96.

The second hypothesis: Leadership has a significant positive effect on teacher work discipline at SMK Negeri 8 Palembang, this is indicated by the t statistic of 3.304 1.96.

The third hypothesis: Interpersonal Communication of Teachers at SMK Negeri 8 Palembang has a positive and significant effect on teacher performance at SMK Negeri 8 Palembang, this is indicated by the t-statistic of 2.584 ≥ 1.96.

Fourth hypothesis: Leadership has a positive and significant effect on teacher performance at SMK Negeri 8 Palembang, this is indicated by the t statistic of 4.826 1.96.

Fifth hypothesis: Teacher work discipline at SMK Negeri 8 Palembang. positive and significant effect on teacher performance at SMK Negeri 8 Palembang, this is indicated by the t statistic of 5.063 1.96.

**Hypothesis testing**

Hypothesis testing in PLS is based on the value contained in the *structural model analysis*, the *path coefficient* significance level is obtained from the *t-statistic* value and the *standardized path coefficient value*. The limit of the value of hypothesis testing is the t-value of the factor loadings (factor loadings) which is greater than the critical value (1.96) .

**Table 4.10 Path Coefficient**

	Original Sample (O)	Sample Mean (M)	Standard Error (STERR)	T Statistics ( O/STERR )	P Values
Interpersonal Communication -> Work discipline	0.998	0.998	0.002	86,579	0.000
Leadership -> Work discipline	0.397	0.393	0.120	3.304	0.001
Interpersonal Communication -> performance	0.178	0.284	0.134	2,584	0.035
Leadership -> performance	0.472	0.463	0.098	4,826	0.000
Work discipline -> performance	0.630	0.635	0.124	5.063	0.000

**DISCUSSION**

**first hypothesis** test indicate that Interpersonal Communication has a significant positive effect on teacher work discipline at SMK Negeri 8 Palembang. This is in

accordance with the research of Siswoyo Haryono (2012) examining the influence of Interpersonal Communication, Attitude and Work Motivation on Work Discipline and Its Implications on the Performance of DPRD Secretariat Employees in South Sumatra Province. In his research, it was

concluded that interpersonal communication partially had a positive and significant effect on the discipline of DPRD Secretariat employees in South Sumatra Province

**second hypothesis** test, leadership has a significant positive effect on teacher work discipline at SMK Negeri 8 Palembang, this is shown by the results of the t-statistical test explaining that in this study leadership has a positive influence on discipline. Thus the results of this study develop the opinion of Sigit Wahyu Baskoro (2012) The purpose of this study is to analyze and prove the effect of work motivation and leadership on work discipline and employee performance, as well as to analyze and prove the effect of work discipline on employee performance. This is the more effective the leadership style used by the leader in leading and providing direction, the more disciplined the employees of the Human Resources Division (HR) at PT. PLN (Persero) APD Semarang will also increase.

**third hypothesis** test show that: Teacher Interpersonal Communication has a positive and significant effect on teacher performance at SMK Negeri 8 Palembang. This is in accordance with the theory that refers to In an organization or the world of work, communication plays an important role. It is said so because the success of interacting in the organization is through communication. If communication can run effectively, then information in organizational dynamics will run smoothly so that it can accelerate the process of completing a job. On the other hand, if communication is hampered, the flow of information will stagnate, and the result will certainly make a job too late to be completed.

Interpersonal communication between all elements in a job will greatly affect the performance of all elements in the work environment. The relationship between leaders and other employees in the organization sometimes experiences problems and sometimes things are not harmonious at work. For this reason, an organization needs to learn and understand interpersonal communication in order to avoid communication problems

**fourth hypothesis** test indicate that leadership has a significant effect on teacher performance at SMK Negeri 8 Palembang, this means that apart from being a leader, on the other hand the principal is also a manager, namely carrying out tasks in planning, making decisions, controlling and assessing results. , convey and explain orders, resolve conflicts that arise, and foster a spirit of work and study.

Therefore, improving teacher performance is also a major task for school principals. In order for teacher performance to increase, it is necessary to have a program of activities held by school principals to support each teacher's performance competence. The principal has a very big role in the progress of teacher performance. Based on the data that has been obtained above, it can be seen that the leadership of the principal of SMK Negeri 8 Palembang has played a role in teacher performance. However, there are still some competencies that need to be improved and given more attention so that the principal's leadership role plays a very important role in teacher performance. Through this, the teacher's performance will automatically improve.

**fifth hypothesis** test indicate that the work discipline of teachers at SMK Negeri 8 Palembang has a positive and significant effect on teacher performance at SMK Negeri 8 Palembang. Teacher work discipline is needed by a teacher in carrying out his duties. Discipline is an operational function of human resource management. Discipline is the most important operative function because the better a teacher's discipline, the higher the work discipline that can be achieved. Work discipline can be interpreted as a form of obedience to a teacher's behavior in complying with certain rules and regulations related to work, without good

discipline it will be very difficult for a school, especially SMK Negeri 8 Palembang to achieve optimal results. Good discipline is a reflection of the magnitude of a teacher's sense of responsibility for the tasks he receives. With a disciplined attitude will encourage work passion, to realize the school's goals in educating the nation's sons and daughters.

If we look at and compare the effect of the direct variable on the mediating variable, it can be seen by comparing *the path coefficient* between the direct effect without mediation and the multiplication of *the path coefficient* on the mediating variable.

In this study there are 2 effects of mediation that will be seen, respectively:

#### **The Effect of Interpersonal Communication on Teacher Performance at SMK Negeri 8 Palembang, with work discipline as a mediating variable.**

- The relationship between Interpersonal Communication and performance has a *Path coefficient value* of SMK Negeri 8 Palembang (P1)
- The relationship between interpersonal communication and work discipline has a *path coefficient value* of 0.998 (P2)
- The relationship between work discipline and performance has a *path coefficient value* of 0.630 (P3)

Furthermore, compared to *the path coefficient* between the direct influence and the effect through the mediating variable, it is obtained as follows:

Direct effect: P1 = 0.179

Effect through mediation: P2 \* P3 = 0.998 \* 0.630 = 0.628

It turns out that both produce different numbers, so it can be concluded that the work discipline variable can mediate the relationship between Interpersonal Communication and Teacher Performance at SMK Negeri 8 Palembang.

#### **The influence of leadership on teacher performance at SMK Negeri 8 Palembang, with work discipline as a mediating variable.**

- The relationship between leadership and performance has a *path coefficient value* of 0.472 (P4).
- The relationship between leadership and work discipline has a *path coefficient value* of 0.397 (P5)
- The relationship between work discipline and performance has a *path coefficient value* of 0.630 (P3)

Furthermore, compared to *the path coefficient* between direct influence and influence through mediation, it is obtained as follows:

Direct effect : P4 = 0.472

Effect through mediation: P5 \* P3 = 0.397 \* 0.630 = 0.250

It turns out that *the path coefficient* of a direct relationship is greater than *the path coefficient* with the mediating variable, so it can be concluded that the variables of Interpersonal Communication and Leadership can mediate the relationship between work discipline and teacher performance at SMK Negeri 8 Palembang.

## CONCLUSION AND RECOMMENDATION

This research produces several conclusions and suggestions which will be discussed in this chapter.

### Conclusion

Research conducted at SMK Negeri 8 Palembang, with the research subjects are all teachers at SMK Negeri 8 Palembang, aiming to see the effect of Interpersonal Communication, and Leadership on teacher performance with work discipline as a mediating variable. From these objectives, five hypotheses were formulated, then the hypotheses were tested using variant-based *SEM* using *smart-PLS*, and the results of the hypothesis testing of this study are as follows:

1. The results of the first hypothesis test indicate that Interpersonal Communication has a significant positive effect on teacher work discipline at SMK Negeri 8 Palembang. The higher the Interpersonal Communication Teachers at SMK Negeri 8 Palembang, the better the level of work discipline.
2. The results of the second hypothesis test indicate that the leadership of the principal of SMK Negeri 8 Palembang has a positive and significant effect on teacher work discipline at SMK Negeri 8 Palembang.
3. The results of the third hypothesis test indicate that Interpersonal Communication has a significant positive effect on teacher performance at SMK Negeri 8 Palembang. The better the Interpersonal Communication of Teachers at SMK Negeri 8 Palembang, the better the performance in their work.
4. The results of the fourth hypothesis test indicate that leadership has a significant significant effect on teacher performance at SMK Negeri 8 Palembang.
5. The results of the fifth hypothesis test indicate that the work discipline of teachers at SMK Negeri 8 Palembang has a positive and significant effect on teacher performance at SMK Negeri 8 Palembang.

Furthermore, the conclusions on the mediating effect of the respective discipline and leadership variables are as follows:

1. Work discipline is a variable mediating the relationship of Interpersonal Communication on performance. So based on this conclusion, if the principal of SMK Negeri 8 Palembang intends to improve interpersonal communication to improve teacher performance, it is necessary to improve work discipline .
2. Work discipline is a mediating variable of the relationship between leadership and performance. So based on this conclusion, if the principal of SMK Negeri 8 Palembang, intends to improve leadership so that performance increases, it is necessary to increase work discipline.

### Suggestion

Based on the conclusions generated in this study, the authors provide suggestions to several parties as follows:

Suggestions for the principal of SMK Negeri 8 Palembang.

From the model built in this study, and from the results of hypothesis testing using *Smart-PLS*, it can be suggested to the principal of SMK Negeri 8 Palembang, for a performance improvement program. Of the 3 variables used to see the effect on performance, namely Interpersonal Communication, Leadership, and Work Discipline, all of

them have a positive influence on performance. However, of the three variables, leadership improvement can be prioritized. Because of the 9 Leadership indicators, 1 indicator has a fairly high *loading factor* value, which is more than 0.9.

### Suggestions for further research

It is hoped that further researchers can examine other variables on teacher performance in addition to these three variables to find the character and behavior of teachers at SMK Negeri 8 Palembang which have a significant positive effect on performance, and the results in this study are also very likely to be different for other focuses (variables).

### Limitations

There are many limitations in this study because the number of samples was only 60 people, namely all teachers of SMK Negeri 8 Palembang. Therefore, in order to obtain results that are in accordance with the theory, a larger sample can be used, and can also develop the model by adding or combining it with other variables.

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