



The Effect of Commitment, Motivation, and Leadership on Heads and Teachers Performance in the Junior High School in Rimba Melintang

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Abstract

This research was conducted to know and analyze the influence of commitment, motivation, and leadership on the satisfaction and performance of teachers in the SMP Rimba Melintang Sub-district. This study was chosen because of the phenomenon and problems related to the satisfaction and performance of elementary school teachers in the Rimba Melintang sub-district. This is of course related to many factors, but the authors have a conjecture that factors of commitment, motivation, and good leadership will affect and improve teacher satisfaction and performance. The method used in data collection and this research is a questionnaire. The results of this study are: (1) There is a significant and positive influence between commitment to satisfaction. (2) There is a significant and positive influence between motivation to satisfaction. (3) There is no significant influence between leadership and satisfaction. (4) There is no significant influence between commitment to performance. (5) There is no significant influence between motivation on performance. (6) There is no significant influence between leadership on performance. (7) There is no significant influence between satisfaction with performance.

Keywords: Commitment, Motivation, Leadership, Satisfaction, Teacher Performance

1.0 INTRODUCTION

Improving the quality of human resources in Indonesia through the expansion and equitable access to education is a serious problem that needs to be achieved. Teachers as educational staff have a very large role and responsibility in improving the quality and quality of education services to achieve these goals empowerment and development of professionals teachers need to be carried out continuously. Various efforts to improve teacher performance (Bastian et al., 2017) have been carried out by the government, one of which is through teacher certification programs as referred to as stated in UURI No. 14/2005 concerning Teachers and Lecturers.

The most dominant factor influences the quality of learning is the teacher's performance. Have commitment (Putra & Renaldo, 2020), leadership (Heimann et al., 2020), and motivation (Toste et al., 2020) affect teacher performance. One of the factors that cause the low ability to understand subjects is the still low level of teacher qualification at each level of education. Based on the results of observations it is known that the performance of teachers who teach in junior high schools is still not maximal good In terms of work programs, time utilization in schools, discipline (Ngatno et al., 2022), classroom management and making learning preparation plans (RPP).

Another thing that is obtained by the activities of class visits conducted by the school principal is not optimal so that the principal has not been able to monitor teacher performance and the problems encountered in the classroom more deeply. Speed in completing work and division of labor carried out by the leadership is not in accordance with the specified fields/tasks outlined in the organization.

Motivation is one of the supporting factors of success in learning and automatically also supports the success of the teacher in managing the learning process. Teacher's work motivation is power encourage or movement that arouse and direct the teacher's behavior (Panjaitan et al., 2022) in an act or work.

As leaders, the principal has a legal responsibility to develop staff, curriculum, and implementation of education in his school. According to Heidjrahman and Suad Husnan (2009) Leadership includes (1) The Autocratic Leader or autocratic leader, a leader assuming that all obligations related to decision drawings, implementing

actions, directing, motivating and supervising their subordinates centered in their hands, (2) The Participative Leader or participatory leader is if a leader uses participatory in carrying out his leadership through consultation, (3) The Free Rein Leader is if the leader Submit responsibility for the implementation of the work to the subordinates where the leader wants subordinates to control themselves in completing the work.

Satisfaction in carrying out tasks is important for one's performance or productivity. A symptom that can damage the condition of the school organization is the low teacher satisfaction such as: capture, lazy to work, the number of teacher complaints, low work performance, low quality of teaching, disciplinary teachers (Elfita et al., 2022), and others (Falahy, 2005). Increasing teacher job satisfaction is important because one step in improving the quality of service to students. Teachers are required to provide optimal services to stakeholders (school users), namely students, parents and the community. This job satisfaction will produce good performance. The problem of problems in this study is as follows: (1) Is there an effect of commitment to teacher job satisfaction in junior high schools throughout Rimba Melintang District? (2) Is there an influence of motivations on teacher job satisfaction in junior high schools in Rimba Melintang District? (3) Is there an influence of leadership on teacher job satisfaction in junior high schools in Rimba Melintang District? (4) Is there an effect of commitment on teacher performance in junior high schools in Rimba Melintang District? (5) Is there an influence of motivation on teacher performance in junior high schools in Rimba Melintang District? (6) Is there an influence of leadership on teacher performance in junior high schools in Rimba Melintang District? (7) Is there an effect of job satisfaction on teacher performance in junior high schools in Rimba Melintang District?

2.0 LITERATURE REVIEW

Commitment

Commitment is a force that binds individuals to an act of linkages in one or more targets (Mayer et. Al, 2007). Teacher's commitment is a force to run a school program that will facilitate the achievement of school goals. Organizational commitment (Renaldo et al., 2022) is an orientation of values to the organization that shows that individuals are very thinking and prioritizing their work and organization in Fuad Mas'ud (2004). Variables are measured through dimensions, namely emotionally bound, feeling, needs and desires, costs, trust and loyalty.

Organizational commitment (Gusriani et al., 2022) is most often defined as (1) a strong desire to remain as a member of a particular organization; (2) the desire to try hard according to the wishes of the organization; (3) Certain beliefs, and acceptance of organizational objectives (Luthan, 2006: 249). According to Sunarto (2005: 25), commitment is love and loyalty, consisting of unification with company goals and values, the desire to remain in the organization and willingness to work hard on behalf of the organization.

Motivation

Work motivation (Istiana et al., 2022) is a condition that influences, directing and maintaining behaviors related to the work environment (MC Cormick, 1985: 268 in Mangkunegara, 2005: 94). This work motivation variable is operationally measured using 3 (three) indicators, namely: Need for achievement, physical needs (psychological needs), and the need for safety (safety needs).

Uno (2007: 71) states that work motivation is one of the factors that helped determine a person's performance. The magnitude or small influence of motivation on a person's performance depends on how much the intensity of the motivation given. Differences in work motivation for an employee are usually reflected in various activities and even achievements. In line with this opinion, Fathoni (2006: 132) states that the achievement of work motivation goals is expected to produce effectiveness, productivity and work results, both for the individual concerned and for the organization.

Leadership style

Yulk (2005: 12) defines leadership style is a process to influence, understand and agree with what needs to be done and how the task is carried out by the leader effectively, as well as a process to facilitate individuals and collectives to achieve common goals. According to Blanchard (1996), leadership is the process of activities of someone who has the art or ability to influence, coordinate, move individuals without being forced from any party in order to continue to work together in an effort to achieve the shared goals that have been set or formulated.

Job satisfaction

According to Luthan (2005: 126), job satisfaction is the result of employee perception of how good their work gives things that are considered important. According to Luthans (2005; 126) states that job satisfaction is defined as a series of feelings of pleasure and displeasure and emotions of a worker regarding With how well their work gives something that is considered important to him. While Luthan (2005: 126) divides the dimensions of work that has a relationship with the work of work, namely the work itself, salary, promotional opportunities, supervision, work conditions and coworkers.

Teacher performance

Tika (2006: 121) argues that there are 4 (four) elements contained in performance are the results of work functions, factors that influence employee achievement, achievement of organizational goals, and a certain period

of time. Performance (work performance) is the result of work in the quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him (Mangkunegara, 2005: 9). Performance is a work outcome achieved by a person in carrying out the tasks assigned to him based on skills, experience and sincerity as well as time (Sutiadi, 2003) based on Perneg Pan & RB Number 16 of 2009 Teacher performance includes learning planning, implementation of learning, assessment learning.

Research Hypothesis

- H1: There is an influence of commitment on job satisfaction.
 H2: There is an influence of motivation on job satisfaction
 H3: There is an influence of leadership on teacher performance.
 H4: There is an influence between commitment to the performance of junior high school teachers throughout Rimba Melintang District.
 H5: There is an influence between motivation on the performance of junior high school teachers in Rimba Melintang District.
 H6: There is an influence between leadership on the performance of junior high school teachers in Rimba Melintang District.
 H7: There is an influence between job satisfaction on the performance of junior high school teachers in Rimba Melintang District.

3.0 METHODOLOGY

Types and sources of data in this study were obtained in the form of primary data and secondary data. In this study the sample obtained by representative was based on a census of 93 people. Then this study decided to take the entire data to be sampled. This research uses five variables consisting of commitment (X1), Motivation (X2), Leadership (X3), Satisfaction (Y1) and Teacher Performance (Y2). The next step is to carry out the process Data processing using SPSS 21 and AMOS 21. The results obtained can be done directly to test the hypothesis.

4.0 RESULTS AND DISCUSSION

Data validity test

Validity test is a test conducted to measure the accuracy of research instruments or questionnaires. The questionnaire is said to be valid if the question or statement from the questionnaire is able to express something that will be measured by the questionnaire. The size of the accuracy of the questionnaire can be measured using the correlation coefficient. The priced is said to be good and valid, if the correlation coefficient is significant or r count $>$ r table. Where $df = n - 2$ with a 2-side test (Ghozali 2016). The results of the validity test in this study can be explained that all variable indicators are valid.

Reliability test results

The reliability test process using the Measures of Sampling Adequacy (MSA) and Cronbach's Alpha tests, which are conducted in the research pre-research on a minimum of 30 respondents.

Table 1. Reliability Test

Variable	Cronbach's alpha	Information
Organizational commitment	0.6200	Reliable
Work motivation	0.8220	Reliable
Leadership style	0.8500	Reliable
Job satisfaction	0.8110	Reliable
Teacher performance	0.9110	Reliable

Source: SPSS processed data, 2022

From the results of SPSS processing, the Cronbach's Alpha value is obtained for each variable higher than 0.6 so it can be concluded that each reliable variable to measure reliability.

Data Normality Test

Based on the calculation results, all indicators of the Critical Ratio Skewness Value value are below ± 2.58 . Data from the indicator is normally distributed and feasible to use.

Goodness testing

Table 2. Testing Goodness of Fit

Goodness of Fit	Criteria	Result	Conclusion
Chi Square	Smaller better	299.501	Good Fit
RMSEA	$0,05 \leq RMSEA \leq 0,08$	0.059	Good Fit
TLI	$0,80 \leq TLI \leq 1$	0.928	Good Fit
CFI	$0,80 \leq CFI \leq 1$	0.945	Good Fit
NFI	$0,80 \leq NFI \leq 1$	0.890	Good Fit

Source: AMOS Processed Data, 2022

Based on the results of data processing and the criteria for receiving a goodness of fit test model based on the size of the absolute compatibility that determines the degree of the overall prediction of the model (structural measurement model) of the correlation and covarian matrix is good. This can be seen with the value of Chi Square 299,501 where the smaller the value of Chi Square, the more suitable the model. And the root of the root mean square error of approximation (RMSEA) 0.059 shows RMSEA Close fit because it is below 0.08 and above 0.05. Whereas based on the size of an incremental compatibility, comparing the proposed model with a basic model (baseline model) is also very good because the Normed Fit Index (NFI) is valued at 0.890 or commonly called Good Fit. Likewise, the Tucker-Lewis Index (TLI) value of 0.928 is included in the good fit criteria. So that the overall model of the path analysis equation used can be accepted and hypothesis testing can be continued.

Path analysis

Table 3. Standardized Regression Weights Model

No	Endogenous		Exogenous	Estimate	Information
1	Job satisfaction	<---	Commitment	0.658	Positive
2	Job satisfaction	<---	Motivation	0.720	Positive
3	Job satisfaction	<---	Leadership style	-0.155	Negative
4	Teacher performance	<---	Commitment	-0.055	Negative
5	Teacher performance	<---	Motivation	-0.137	Negative
6	Teacher performance	<---	Leadership style	0.287	Positive
7	Teacher performance	<---	Job satisfaction	0.408	Positive

Source: AMOS Processed Data, Year 2022

Based on the results of the Standardized Regression Weights test to see the relationship between exogenous variables and endogenous variables. With the results of processing the data to obtain the results of Standardized Regression Weights in the model, a relationship or model equation in this study can be made as follows:

Equation Structure I

$$Y_1 = \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3$$

$$\text{Job Satisfaction} = 0.658 * \text{Commitment} + 0.720 * \text{Motivation} - 0.155 * \text{Leadership style}$$

Equation Structure II

$$Y_2 = \beta_4 X_1 + \beta_5 X_2 + \beta_6 X_3 + \beta_7 Y_1$$

$$\text{Teacher performance} = -0.055 * \text{Commitment} - 0.137 * \text{Motivation} + 0.287 * \text{Leadership style}$$

Hypothesis Test Analysis

The relationship between constructs in the hypothesis is indicated by the value of the regression weights. To analyze more clearly can be seen in the following table.

Table 4. Hypothesis Testing

No	Endogenous		Exogenous	C.R.	P Values	Information
1	Job Satisfaction	<---	Commitment	4.443	***	Significant
2	Job Satisfaction	<---	Motivation	4.864	***	Significant
3	Job Satisfaction	<---	Leadership Style	-1.249	0.212	Not significant
4	Teacher Performance	<---	Commitment	-0.388	0.698	Not significant
5	Teacher Performance	<---	Motivation	-0.555	0.579	Not significant

No	Endogenous		Exogenous	C.R.	P Values	Information
6	Teacher Performance	<---	Leadership Style	1.790	0.073	Not significant
7	Teacher Performance	<---	Satisfaction	1.768	0.077	Not significant

Source: *Processed Data from Amos, 2022*

The Effect of Commitment on Job Satisfaction

Based on the results of testing the commitment variable on job satisfaction, it shows a significance value of 0.000 or less than alpha. Because the significance level is lower than the alpha value, commitment has a significant effect on job satisfaction. This means that the proposed hypothesis is accepted. So it can be concluded that good commitment can increase job satisfaction at State Junior High Schools in Rimba Melintang District, Rokan Hilir Regency.

The Effect of Motivation on Job Satisfaction

Based on the results of testing the motivation variable on job satisfaction, it shows a significance value of 0.000 or less than alpha. Because the significance level is lower than the alpha value, motivation has a significant effect on job satisfaction. This means that the proposed hypothesis is accepted. So it can be concluded that good motivation can increase job satisfaction in State Junior High Schools in Rimba Melintang District, Rokan Hilir Regency.

The Effect of Leadership Style on Job Satisfaction

Based on the results of testing the leadership style variable, job satisfaction shows a significance value of 0.212 or greater than alpha. Because the significance level is greater than alpha, the leadership style does not have a significant effect on job satisfaction. This means that the proposed hypothesis is rejected. So it can be concluded that the existing leadership style is good or not, so it has no impact on job satisfaction at the job satisfaction of Public Middle Schools in Rimba Melintang District, Rokan Hilir Regency.

The Effect of Commitment on Teacher Performance

Based on the results of testing the commitment variable on teacher performance, it shows a significance value of 0.698 or greater than alpha. Because the significance level is greater than the value of alpha, commitment does not have a significant effect on teacher performance. This means that the hypothesis proposed is rejected. So it can be concluded that the organizational culture (Fadhli et al., 2022) is good or not, so it does not have an impact on teacher performance at State Junior High Schools in the Rimba Melintang District, Rokan Hilir Regency.

The Effect of Motivation on Teacher Performance

Based on the results of testing the motivational variable on teacher performance, it shows a significance value of 0.579 or greater than the alpha value. Because the significance level is greater than alpha, motivation does not have a significant effect on teacher performance. This means that the proposed hypothesis is rejected. So it can be concluded that the existing motivation is good or not, so it has no impact on teacher performance on job satisfaction in State Junior High Schools in Rimba Melintang District, Rokan Hilir Regency.

The Effect of Leadership Style on Teacher Performance

Based on the results of testing the leadership style variable on teacher performance, it shows a significance value of 0.073 or greater than alpha. Because the significance level is greater than alpha, the leadership style does not have a significant effect on teacher performance. This means that the proposed hypothesis is rejected. So it can be concluded that the existing leadership style is good or not, so it has no impact on teacher performance on job satisfaction in State Junior High Schools in Rimba Melintang District, Rokan Hilir Regency.

The Effect of Job Satisfaction on Teacher Performance

Based on the results of testing the variable job satisfaction on teacher performance, it shows a significance value of 0.077 or greater than the alpha value. Because the level of significance is greater than alpha, job satisfaction does not have a significant effect on teacher performance. This means that the hypothesis proposed is rejected. So it can be concluded that the existing organizational commitment (Habibi et al., 2022) is good or not, so it has no impact on teacher performance on job satisfaction in Public Middle Schools in Rimba Melintang District, Rokan Hilir Regency.

Discussion of Research Results

The Effect of Commitment on Job Satisfaction at State Junior High Schools in Rimba Melintang District, Rokan Hilir Regency

Based on the results of the descriptive analysis shows that on average it has a good response to the commitment variable. It can be concluded that there is a commitment in public junior high schools in the Rimba Melintang District, Rokan Hilir Regency. Respondents stated well with the perceptions of each of these respondents.

Based on the results of the regression coefficient test, the commitment variable has a positive relationship to job satisfaction (Wardana et al., 2022). The better the commitment (Saleem et al., 2020), the higher the job satisfaction in the organization at State Junior High Schools in Rimba Melintang District, Rokan Hilir Regency.

Based on the results of hypothesis testing, it shows that commitment has a significant effect on job satisfaction. This means that the proposed hypothesis is accepted. It can be concluded that good commitment can increase job satisfaction at State Junior High Schools in the Rimba Melintang District, Rokan Hilir Regency.

The Influence of Motivation on Job Satisfaction at State Junior High Schools in Rimba Melintang District, Rokan Hilir Regency

Based on the results of the descriptive analysis, it shows that on average it has a good response to the motivational variable. It can be concluded that the motivation is in State Junior High Schools in Rimba Melintang District, Rokan Hilir Regency. Respondents stated well with the perceptions of each of these respondents.

Based on the results of the regression coefficient test the motivation variable has a positive relationship to job satisfaction. The better the commitment, the higher the job satisfaction in the organization at State Junior High Schools in Rimba Melintang District, Rokan Hilir Regency.

Based on the results of hypothesis testing, it shows that motivation has a significant effect on job satisfaction. This means that the proposed hypothesis is accepted. It can be concluded that good motivation can increase job satisfaction at State Junior High Schools in Rimba Melintang District, Rokan Hilir Regency.

The Influence of Leadership Style on Job Satisfaction at State Junior High Schools in Rimba Melintang District, Rokan Hilir Regency

Based on the results of the regression coefficient test, it shows that the leadership style variable has a negative relationship to teacher performance. The better the leadership style (Sirait et al., 2022), the lower the teacher's performance at State Middle Schools in Rimba Melintang District, Rokan Hilir Regency.

Based on the results of hypothesis testing, it shows that leadership style does not have a significant effect on teacher performance (Sari et al., 2022). This means that the proposed hypothesis is rejected. It can be concluded that the existing leadership style is good or not, so it has no impact on teacher performance on the performance of State Middle School teachers in Rimba Melintang District, Rokan Hilir Regency.

The Effect of Commitment on Teacher Performance at State Junior High Schools in Rimba Melintang District, Rokan Hilir Regency

Based on the results of the coefficient analysis test on average, it has a good response to the Commitment variable. It can be concluded that the existing commitments in State Junior High Schools in Rimba Melintang District, Rokan Hilir Regency. Respondents stated well with the perceptions of each of these respondents.

The results of the regression coefficient test show that the commitment variable has a negative relationship to teacher performance. The better the commitment of a teacher, the better the performance (Gazali et al., 2022) of teachers at public junior high schools in Rimba Melintang District, Rokan Hilir Regency.

Based on the results of the hypothesis test, commitment does not have a significant effect on teacher performance. This means that the proposed hypothesis is rejected. It can be concluded that the existing commitment is good or not, so it has no impact on the performance of public junior high school teachers in Rimba Melintang District, Rokan Hilir Regency.

The Effect of Motivation on Teacher Performance at State Junior High Schools in Rimba Melintang District, Rokan Hilir Regency

Based on the results of the coefficient analysis test on average, it has a good response to the motivational variable. It can be concluded that the motivation is in State Junior High Schools in the Rimba Melintang District, Rokan Hilir Regency. Respondents stated well with the perceptions of each of these respondents.

The results of the regression coefficient test show that the motivation variable has a negative relationship to teacher performance. The better a teacher's motivation, the better the teacher's performance at State Junior High Schools in Rimba Melintang District.

Based on the results of the hypothesis test, motivation does not have a significant effect on teacher performance. This means that the proposed hypothesis is rejected. It can be concluded that the existing motivation is good or not, so it does not have an impact on the performance of working teachers in public junior high schools in Rimba Melintang District, Rokan Hilir Regency.

The Effect of Leadership Style on Teacher Performance at State Junior High Schools in Rimba Melintang District, Rokan Hilir Regency

Based on the results of the regression coefficient test, it shows that the leadership style variable has a positive relationship to teacher performance. The better the leadership style, the lower the teacher's performance at State Junior High Schools in Rimba Melintang District, Rokan Hilir Regency.

Based on the results of hypothesis testing, it shows that leadership style does not have a significant effect on teacher performance. This means that the proposed hypothesis is rejected. It can be concluded that the existing leadership style is good or not, so it does not have an impact on teacher performance at the teacher performance of SMP Negerise-District Rimba Melintang, Rokan Hilir Regency.

The Effect of Job Satisfaction on Teacher Performance at Public Elementary Schools in the Rimba Melintang District, Rokan Hilir Regency

Based on the results of the descriptive analysis test, on average, they have a good response to the job satisfaction variable. It can be concluded that organizational commitment exists in State Junior High Schools in the Rimba Melintang District, Rokan Hilir Regency. Respondents stated well with the perceptions of each of these respondents.

The results of the regression coefficient test show that the job satisfaction variable has a positive relationship to teacher performance. The better the commitment of a teacher, the better the teacher's performance at State Junior High Schools in Rimba Melintang District, Rokan Hilir Regency.

Based on the results of the hypothesis test, job satisfaction does not have a significant effect on teacher performance. This means that the proposed hypothesis is rejected. It can be concluded that whether job satisfaction is good or not, it does not have an impact on the performance of junior high school teachers in Rimba Melintang District, Rokan Hilir Regency.

5.0 CONCLUSION

Conclusion

The conclusions from this study are as follows: (1) There is a significant and positive influence between commitment to satisfaction. (2) There is a significant and positive influence between motivation on satisfaction. (3) There is no significant influence between leadership on satisfaction. (4) There is no significant effect between commitment to performance. (5) There is no significant effect between motivation on performance. (6) There is no significant influence between leadership on performance. (7) There is no significant effect between satisfaction on performance.

Implication

The results of this study provide implications for theoretical and policy research as follows: (1) Theoretical implications. Job Satisfaction for Junior High School Teachers in Rimba Melintang District is a problem related to commitment and effort and communication built by the school principal in identifying and empowering all abilities, skills and expertise of teachers in carrying out their duties and responsibilities. (2) Policy Implications. New theoretical policies are meaningful when linked directly to policies. Theories put forward by experts about problems will be empty if they are not in contact with the policies that are made.

Recommendation

Based on the research findings, several suggestions can be put forward: (1) In order to increase teacher job satisfaction, school principals need to do a number of things. (2) By knowing the influence of teachers' perceptions of the principal's transformational leadership, interpersonal communication and work motivation on job satisfaction in this study, it is important for the teachers themselves to carry out a number of things. (3) Given the large number of other factors that influence work motivation and job satisfaction, in addition to teacher perceptions of school principals' transformational leadership and interpersonal communication, it is up to the next researcher to conduct further research by examining these factors so that they become an important contribution in improving quality education in junior high schools in Rimba Melintang District.

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