

# Analysis of Academic Supervision and Work Motivation with Teacher Performance at SMA Negeri 1 in Maesaan District, South Minahasa Regency

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## ABSTRACT

Teacher performance plays a crucial role in achieving learning objectives. This study will examine issues related to: (1) low work motivation among some teachers, which impacts the teaching and learning process; (2) low teacher performance; and (3) academic supervision has not been implemented in accordance with applicable supervision regulations. The objective of this study is to determine the relationship between academic supervision and work motivation with teacher performance at STATE HIGH SCHOOL 1 in Maesaan District, South Minahasa Regency. The method used in this study is a descriptive survey with a quantitative approach. The population is all teachers at STATE HIGH SCHOOL 1 in Maesaan District, South Minahasa Regency. The sample size is 47. The design used in this study was a correlation product-moment and multiple. Research Results is the correlation value (R) of 0.905 was found based on the interpretation table, which is in the range of 0.80-1.000. Thus, the strength of the relationship between academic supervision and work motivation on teacher performance is in the very strong category. As seen, the sig value is  $0.000 < 0.01$ , thus accepting  $H_a$  and rejecting  $H_0$  based on the test results, thus the hypothesis is supported. This means that if academic supervision and work motivation simultaneously improve, teacher performance will also improve. This is because, based on the research conducted, academic supervision and work motivation have a very strong relationship with teacher performance.

**Keywords:** academic, supervision, work motivation

## INTRODUCTION

In their duties, the principal is responsible for implementing the teaching and learning process that results in student achievement. The principal must possess extensive knowledge and insight, as well as the ability to guide teachers and oversee the implementation of teaching activities, as well as ensure that teaching methods align with existing lesson plans. Furthermore, the principal, as the school manager, also performs teacher performance assessments. This assessment is crucial given its role as a motivational tool for both teachers and the school itself. Several factors contribute to improved teacher performance, but researchers have attempted to examine the implementation of academic supervision and teacher work motivation.

According to Oteng Sutisna in Arikunto (2004) and Lisbeth Jenny Pangemanan (2011), supervision is everything from appointed school officials to providing leadership for teachers and other educational staff in improving teaching. Considering the stimulation of professional growth and development of teachers, the selection will revise educational objectives. While the main structure of the implementation of these supervisory activities is to improve the skills of experts in the field of educational administration, agreeing that educational supervision is a discipline that focuses on assessing improvements in teaching and learning situations, as expressed by (Gregorio, 1966), (Glikman Carl D, 1990), (Sergiovani, 1993), (Gregg Miller, 2003). Supervision carried out by educational unit supervisors certainly has a different mission than supervision by school principals, namely, managing institutions effectively and efficiently and improving the quality of educational institutions.

In the context of educational quality supervision, supervision by educational unit supervisors includes, among other activities, intensive observation of the learning process in educational institutions, followed by providing feedback (Razik, 1995). This is also in line with the view of L. Drake (1980), who stated that supervision is a sophisticated term, because it has a broad meaning, namely identical to the process of management, administration, evaluation, and accountability, or various activities and creativity related to institutional management in the institutional environment at the school level. Rifa'i (1992), formulated the term supervision as professional supervision, because this is in addition to being more specific, it also conducts observations on academic activities based on scientific abilities, and the approach is no longer ordinary management supervision, but rather demands professional abilities that are democratic and humanistic by those who are the characteristics of school success that are assessed by the community are the achievements achieved by students every year. Schools are considered good and of high quality if students have high achievements. The quality of education and graduates is largely determined by the performance of teachers in managing the teaching components used in the teaching and learning process, which is the responsibility of the school.

## LITERATURE REVIEW

### *Performance Definition*

According to Anwar Prabu Mangkunegara (2000), performance is the quality and quantity of work achieved by an employee in carrying out their duties in accordance with the responsibilities assigned to them. Furthermore, according to Ambar Teguh Sulistiyani (2003), "A person's performance is a combination of abilities, efforts, and opportunities that can be assessed from their work results." Maluyu S.P. Hasibuan (2001) stated that "performance is the work results achieved by a person in carrying out the tasks assigned to them based on skills, experience, sincerity, and time." According to John Whitmore (1997), "Performance is the implementation of the functions required of a person; performance is an act, an achievement, a public display of skills." Furthermore, according to Barry Cushway (2002), "Performance is assessing how a person has worked compared to predetermined targets." According to Veizal Rivai (2004), performance is: "A tangible behavior displayed by each person as a work achievement produced by employees according to their role in the company." According to Robert L. Mathias and John H. Jackson (translated by Jimmy Sadeli and Bayu Prawira, 2001), "performance is essentially what employees do or don't do."

Performance is a condition that must be known and confirmed by certain parties to determine the level of achievement of an agency's results related to the vision of an organization or company and to understand the positive and negative impacts of operational policies. Mink (1993) argues that individuals with high performance possess several characteristics, including: (a) achievement orientation, (b) self-confidence, (c) self-control, and (d) competence.

Mohram, West, and Lawier in Mantur (2010) state that "Good performance will result from employees who are satisfied in the organization." This definition reveals that performance can be understood from many perspectives, such as behavior and tasks, results, or as a whole. Castle in Wahjosumidjo (1990) states that "performance is an achievement or contribution made, both quantitatively and qualitatively, to achieve goals."

Thus, the term "performance" refers to an action or activity displayed by a person in carrying out a specific activity. A person's performance is evident in daily work situations and conditions. The activities undertaken by a person in carrying out their work illustrate how they strive to achieve predetermined goals. According to A. Dale Timpe, in his book "Performance," as cited by Ch. Suprpto (1999), performance is the accumulation of three interrelated elements: skills, effort, and external circumstances. The basic skills a person brings to the workplace can include knowledge, abilities, interpersonal skills, and technical skills.

### *Teacher Performance*

Based on the description of teacher competencies and roles, the ideal performance of a teacher in carrying out their roles and duties can be identified. Performance is performance or work performance. It can also be interpreted as work achievement or work execution or work performance results. (LAN, 1992).

According to August W. Smith, performance is output derived from processes, human otherwise, meaning performance is the result of a process carried out by humans. From the above opinion, it can be concluded that performance is a manifestation of an individual's or organization's behavior with an achievement orientation. A person's performance is influenced by several factors such as ability, capacity, held, incentive, environment, and validity (Noto Atmojo, 1992).

According to T.R. Mitchell (1989), performance measures can be seen from five aspects:

1. Quality of work – the quality of work results
2. Promptness – the timeliness of work completion
3. Initiative – the initiative in completing work
4. Capability – the ability to complete work
5. Communication – the ability to foster cooperation with others

Performance standards need to be formulated to serve as a reference for conducting assessments, namely, comparing what has been achieved with what is expected. Performance standards can serve as a benchmark for holding accountability for what has been implemented.

According to Ivancevich (1996), these benchmarks include: (1) results, referring to the organization's primary output measures; (2) efficiency, referring to the organization's use of scarce resources; (3) satisfaction, referring to the organization's success in meeting the needs of its employees or members; and (4) adaptability, referring to the organization's response to change. Based on the description of teacher competencies and roles, the ideal performance of a teacher can be identified. Regarding teacher performance standards, Piet A. Sahertian, as cited in Kusmianto (1997), states that teacher performance standards relate to the quality of teachers in carrying out their duties, such as: (1) working with students individually, (2) preparing and planning lessons, (3) utilizing learning media, (4) involving students in various learning experiences, and (5) active teacher leadership. Teacher performance has certain specifications. Teacher performance can be observed and measured based on the competency specifications/criteria that each teacher must possess. In relation to teacher performance, the behavioral manifestations referred to are teacher activities in the learning process, namely how a teacher plans lessons, implements learning activities, and assesses learning outcomes.

### *Definition of Supervision*

The term "supervision" comes from two words: "super" and "vision." In Webster's New Dictionary, the term "super" means "higher in rank or position than, superior to (a superintendent), a greater or better than others" (1991), while "vision" means "the ability to interpret something not actually visible, as through mental acuteness or keen foresight" (1991).

A supervisor is a professional. In carrying out their duties, they act based on scientific principles to improve the quality of education. Supervision requires a keen eye for issues of improving educational quality, using sensitivity to understand them, and not just relying on mere sight. They foster improvements in academic quality by creating better learning situations, both physically and in the non-physical environment.

The formulation or definition of "supervision" can be explained from various perspectives, including its origin (etymology), the form of the word, and the content contained within the word (semantics). Etymologically, supervision, according to S. Wajowasito and W.J.S. Poerwadarmita, as quoted by Ametembun (1993), stated that "Supervision" is translated from the English word "Supervision" which means supervision.

The etymological definition of supervision, according to Ametembun (1993), is that, judging from its word form, supervision consists of two words: super + vision: Super = above, above, and Vision = to see, inspect, supervise. The meaning of this definition is that a supervisor holds a higher position than the person being supervised; their task is to observe, monitor, or supervise those they supervise.

Experts in the field of educational administration agree that: "In the context of educational quality control, supervision by educational unit supervisors includes, among other activities, intensive observation of the learning process in educational institutions, followed by providing feedback." (Razik, 1995). This is also in line with the view of L. Drake (1980), who stated that supervision is a sophisticated term because it has a broad meaning, namely synonymous with the management process. Administration, evaluation, and accountability, or various activities and creativity related to institutional management within the school-level institutional environment. Rifa'i (1992) defines supervision as professional supervision. This is because, in addition to being more specific, it also involves observing academic activities based on scientific expertise. Its approach is no longer conventional management supervision, but rather demands democratic and humanistic professional skills from educational supervisors.

Supervision is essentially directed at two aspects: academic supervision and managerial supervision. Academic supervision emphasizes the supervisor's observation of academic activities, including learning both inside and outside the classroom. Managerial supervision focuses on observing aspects of school management and administration that support the implementation of learning.

Oliva (1984) explains that there are four roles of an educational supervisor: coordinator, consultant, group leader, and evaluator. Supervisors must be able to coordinate programs, groups, materials, and reports related to the school and teachers. Supervisors must also act as consultants in school management, curriculum development, learning technology, and staff development. They must serve the principal and teachers, both as a group and individually. Supervisors sometimes have to act as group leaders in meetings related to curriculum development, learning, or general school management.

Gregorio (1966) suggests that there are five main functions of supervision: inspection, research, training, guidance, and assessment. The inspection function includes studying the conditions and circumstances of the school and related institutions. Therefore, a supervisor's duties include conducting research on the overall condition of the school, including teachers, students, curriculum, learning objectives, and teaching methods.

The purpose of the inspection is to identify problems through observation, interviews, questionnaires, meetings, and checklists. The function of research is to find solutions to the problems

being faced. This research is conducted in accordance with scientific procedures, namely formulating the problem to be studied, collecting data, managing the data, and conducting analysis to draw conclusions based on the developments and developing strategies for resolving the aforementioned problems. The training function is an effort to improve the skills of teachers/principals in a particular field. Training introduces teachers to new, more appropriate methods for implementing the learning process. Types of training that can be used include teaching demonstrations, workshops, seminars, observations, individual and group conferences, and supervisory visits. The guidance function itself is defined as an effort to encourage teachers, both individually and in groups, to make various improvements in carrying out their duties. Guidance activities are carried out by arousing desire, providing encouragement, directing and stimulating experimentation, and assisting in the implementation of new teaching procedures.

The assessment function measures the desired level of progress and the extent to which it has been achieved. This assessment is conducted through various methods such as tests, standard-setting, student learning progress assessments, monitoring the progress of school assessment results, and other procedures oriented towards improving the quality of education. Another term for supervision comes from the Latin "supervideo," which means to oversee or assess the performance of subordinates. Regarding the term "supervision," Mulyasa (2003) explains that "in practice, it is often used interchangeably with the terms supervision, examination, and inspection." Supervision can be defined as "the process of ensuring that organizational and management goals are achieved (Handoko, 1992)." The supervisor's position in educational institutions is strategic, and he or she assesses and coaches the performance of teachers, principals, and administrative staff in managing education at the school. Assessments are conducted to determine the achievement of established goals, while coaching aims to improve and enhance the performance of teachers, principals, and administrative staff in achieving educational goals. One of the important duties of a supervisor is to conduct regular and ongoing supervision in the school under his or her responsibility.

Oliva (2001) defines "supervision as a service provided to teachers to improve the quality of education and learning, encompassing three aspects: learning development, curriculum development, and staff development." Similarly, Willes (in Arikunto) states that "supervision is assistance in developing teaching and learning situations to achieve better conditions." So supervision is not a matter of command but provides assistance, services, and support to teachers that emphasizes friendship and cooperation among staff (teachers). In line with that, the 1994 Ministry of National Education (DEPDIKNAS) (in Muslim, 2009) formulated "Supervision as guidance given to all school staff so that they can improve their abilities to develop better teaching and learning situations."

### *Purpose of Supervision*

- 1) Academic supervision is conducted to help teachers develop their professional abilities in understanding academic matters and classroom life, developing their teaching skills, and utilizing these abilities through specific techniques.

- 2) Academic supervision is conducted to monitor teaching and learning activities at school. This monitoring can be carried out through visits by the principal to classrooms while teachers are teaching, or through personal conversations with teachers, colleagues, and students.
- 3) Academic supervision is conducted to encourage teachers to apply their abilities in carrying out their teaching duties, to encourage teachers to develop their own abilities, and to encourage teachers to show genuine commitment to their duties and responsibilities.

### *Academic Supervision Activities*

According to Arikunto (2004), supervisory activities, according to their conceptual definition, can be divided into two categories: administrative supervision and academic supervision. Administrative supervision focuses on observing administrative aspects that support the implementation of education. Academic supervision, on the other hand, focuses on academic issues, particularly education and learning.

The object or area of academic supervision for teachers is the educational and learning process. According to Oliva (2001), there are three dominant targets of academic supervision: "learning improvement, curriculum development, and staff development." This concept was later expanded by Sahertian (2002) into four areas: "1) curriculum development and development; 2) improvement of the educational and learning process; 3) staff development; and 4) maintenance and care of morale/work spirit."

Academic supervision is conducted using various approaches, including: "direct, indirect, and collaborative approaches" (Sahertian, 2004). Meanwhile, the objectives of academic supervision as stated by Salim (2006) are: "1) Planning learning/guidance activities; 2) Implementing learning/guidance activities; 3) Assessing the learning/guidance process and outcomes; 4) Utilizing research findings to improve learning/guidance services; 5) Providing accurate and regular feedback to students; 6) Serving students experiencing learning difficulties; 7) Providing enjoyable tutoring; 8) Creating a learning environment for students; 9) Developing the use of learning/guidance aids and media; 10) Utilizing learning resources; 11) Developing appropriate and effective learning/guidance interactions (methods/strategies, techniques, approaches, models, etc.); 12) Conducting proactive research into the rate of improvement in learning/guidance; 13) Developing learning or guidance innovations."

Therefore, academic supervision is an integral part of efforts to improve learning achievement and school quality. Sahertian (2000) emphasized that "Academic supervision is nothing other than an effort to provide services to educational stakeholders, especially to teachers, both individually and in groups, in an effort to improve the quality of the learning process and outcomes." According to Oliva (2001), academic supervision activities are intended to:

1. Assist teachers in planning learning
2. Assist teachers in presenting learning materials
3. Assist teachers in evaluating learning

4. Assist teachers in managing classes
5. Assist teachers in developing the curriculum
6. Assist teachers in evaluating the curriculum
7. Assist teachers in evaluating themselves
8. Assist teachers in collaborating with groups
9. Assist teachers through in-service programs

The supervisory activities above adhere to the following principles of supervision: "1) Supervision must be constructive; 2) Supervision must help teachers continuously grow independently of the principal; 3) Supervision must be realistic; 4) Supervision should not be ambitious and be based on the actual reality of the teachers; 5) Supervision must be democratic; 6) The essence of school quality development is a collaborative effort based on deliberation; 7) Supervision must be objective; 8) Activities should not be colored by the principal's prejudices; concrete data about the actual situation is needed, and the principal must also recognize his or her limitations."

### *Work Motivation*

Work motivation is crucial because it determines a person's performance in a job. Uno (2016) states that teacher work motivation is a process carried out to motivate teachers so that their behavior is directed towards concrete efforts to achieve predetermined goals. Meanwhile, Anoraga (2009) explains that work motivation is something that creates enthusiasm or drive for work, both internal and external. Motivation is a model for motivating and directing teachers to carry out their duties to achieve established goals. Siagian (2012) states that motivation is the driving force that causes members of an organization to be willing or willing to mobilize all their abilities in the form of expertise and skills, energy, and time to carry out various activities that are their responsibility.

## **METHOD**

The type of research used in this study was a descriptive survey method with a quantitative approach. The population in this study was all 47 teachers at SMA Negeri 1 Maesaan, South Minahasa Regency. The sampling technique used was the entire population. The data collection method used a questionnaire distributed to 47 teachers who were respondents. The data analysis technique used in this study was Correlation Product Moment and Multiple Analysis to test the research hypothesis.



## RESULTS AND DISCUSSION

### **The Relationship Between Academic Supervision and Teacher Performance**

The research results found a correlation value of 0.789, interpreted as being in the 0.60-0.799 range. Therefore, the relationship between academic supervision and teacher performance is categorized as strong. The sig. (2-tailed) value is  $0.000 < 0.01$ . Therefore,  $H_a$  is accepted and  $H_0$  is rejected. Based on the test results, the hypothesis "There is a Relationship Between Academic Supervision and Teacher Performance at SMA Negeri 1 in Maesaan District, South Minahasa Regency" is accepted. This means that better academic supervision will also improve teacher performance. This is because, based on research, academic supervision has a strong relationship with teacher performance.

### **The Relationship Between Teacher Work Motivation and Teacher Performance**

To prove the relationship between work motivation and teacher performance at SMA Negeri 1 in Maesaan District, South Minahasa Regency, this study was conducted. A correlation value of 0.841 was found based on the interpretation table in the interval of 0.80-1.000. Thus, the strength of the relationship between work motivation and teacher performance is in the very strong relationship category. A sig. (2-tailed) value of  $0.000 < 0.01$  was found. Thus,  $H_a$  is accepted and  $H_0$  is rejected based on the test results. Therefore, the hypothesis "There is a Relationship Between Work Motivation and Teacher Performance at SMA Negeri 1 in Maesaan District, South Minahasa Regency" is accepted. This means that if work motivation improves, teacher performance will improve. Based on the research conducted, work motivation is related to the very strong category of teacher performance. Factors that teachers must pay attention to regarding work motivation are internal motivation and external motivation, where internal motivation is related to work responsibilities, having an interest in work, having needs that must be met, and enthusiasm for working. External motivation includes receiving praise from others, getting attention from others, the desire to get appreciation, encouragement from superiors, and working conditions. Danial (2019) revealed through research that principals need to pay attention to improving teacher motivation by encouraging various means to strengthen their motivation and foster a strong desire to carry out their duties and achieve optimal performance.

### **The Relationship Between Academic Supervision and Teacher Work Motivation and Teacher Performance**

To demonstrate the relationship between supervision and work motivation and teacher performance, a study was conducted at SMA Negeri 1 in Maesaan District, South Minahasa Regency. A correlation (R) value of 0.905 was found, based on the interpretation table, within the range of 0.80-1.000. This indicates that the relationship between academic supervision and work motivation, and teacher performance is categorized as very strong. A significant value of  $0.000 < 0.01$  indicates that  $H_a$  is accepted and  $H_0$  is rejected based on the test results. Therefore, the hypothesis "There is a Relationship Between Academic Supervision and Work Motivation and Teacher Performance at SMA Negeri 1 in Maesaan District, South Minahasa Regency" is accepted. This means that if academic

supervision and teacher work motivation simultaneously improve, teacher performance will also improve. Because, based on research conducted, academic supervision and work motivation are very strongly related to teacher performance.

## CONCLUSION

This study concludes that: 1. There is a significant and strong relationship between academic supervision and teacher performance at SMA Negeri 1 in Maesaan District, South Minahasa Regency. 2. There is a significant and very strong relationship between work motivation and teacher performance at SMA Negeri 1 in Maesaan District, South Minahasa Regency. 3. There is a significant and very strong relationship between academic supervision and work motivation, both simultaneously, and with teacher performance at SMA Negeri 1 in Maesaan District, South Minahasa Regency.

### *Recommendations*

- 1) The principal of SMA Negeri 1 Maesaan, South Minahasa Regency, is expected to continuously motivate teachers by providing guidance and mentoring in their work assignments, thereby improving the quality of education and enhancing teacher performance.
- 2) As a comparison, the Maesaan District Education Office, South Minahasa Regency, supervisors, and principals can improve the quality of education and teacher performance through academic supervision and providing work motivation.

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