

The Influence of Work Commitment, Work Motivation, and Work Attitude on the Performance of Vocational High School ICT Teachers in Bima Regency

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Abstract

The objectives of the study are (1) to describe the performance of ICT teachers at State Vocational Schools in Bima Regency, (2) to examine the influence of work commitment on teacher performance, (3) to examine the influence of work motivation on teacher performance, (4) to examine the influence of work attitude on teacher performance, and (5) to examine the joint influence of work commitment, work motivation, and work attitude on teacher performance. This study used a quantitative correlational design involving 75 ICT teachers. The results show that work commitment accounts for 49.9% of the variance in teacher performance, work motivation accounts for 55.7%, and work attitude accounts for 50.7%. In the multiple regression model, work commitment, work motivation, and work attitude jointly account for 58.0% of the variance in teacher performance (Adjusted R Square = 0.562), and all three predictors make positive and significant contributions.

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1. INTRODUCTION

Teacher performance is a central determinant of educational quality, particularly in Vocational High Schools (SMK), where teachers are expected to combine pedagogical competence with practical and technological skills. For ICT teachers, effective performance includes planning and implementing learning, using digital and multimedia resources, assessing learning outcomes, and adapting teaching to developments in information and communication technology.

The context of vocational education makes teacher performance especially important because SMK graduates are prepared for further study and entry into the world of work. Therefore, teachers need adequate work commitment, motivation, and positive work attitudes to carry out their instructional responsibilities consistently and effectively.

Observations at several State Vocational Schools in Bima Regency indicate that ICT teacher performance is not yet optimal. Some teachers have not prepared lesson plans to the expected standard, while others have limited use of learning media such as concept maps, PowerPoint presentations, multimedia, computers, and LCD equipment provided by schools. Conventional teacher-centered teaching methods are also still used, which can reduce student engagement and limit learning creativity.

These conditions indicate the need to examine internal work-related factors that may contribute to teacher performance. Previous studies in vocational education have reported positive relationships between work motivation, work commitment, work attitude, and teacher performance. Amini et al. (2022), for example, examined work motivation and work discipline among State Vocational School teachers, while Jauharuddin et al. (2022) found positive and significant influences of work commitment, work attitude, and work motivation on productive teacher performance in State Vocational Schools in Makassar. Arina et al. (2024) likewise reported a direct influence of teacher commitment on teacher performance.

Although these studies provide relevant evidence, empirical evidence specifically concerning ICT teachers in State Vocational Schools in Bima Regency remains limited. This study therefore examines the influence of work commitment, work motivation, and work attitude on the performance of ICT teachers in State Vocational Schools in Bima Regency, both individually and simultaneously.

Definition of Performance

School productivity isn't solely about achieving maximum results; the quality of that work is also crucial. Individual productivity can be assessed by the work they do. In this case, productivity can be viewed from individual levels and benchmarks, as evidenced by the performance of educational staff. Performance or *Performance* can be interpreted as work performance, work implementation, work achievement, work results, or work performance (Mulyasa 2004: 136).

Performance is an activity carried out to carry out and complete responsibilities in accordance with established expectations and goals. Performance is the result of work achievements or *output*, both in terms of quality and quantity achieved by human resources (HR) in a given time period in carrying out their duties in accordance with the work and responsibilities given to them. (Mangkunegara 2012: 9).

Definition of Teacher

According to the Republic of Indonesia Law Number 14 of 2005 concerning Teachers and Lecturers, Article 1 (Paragraph 1) states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education, primary and secondary education, and Article 2 (Paragraph 1) teachers have a position as professional staff at the level of primary education, secondary education and early childhood education in the formal education pathway who are appointed in accordance with statutory regulations.

According to Syarifuddin (2015: 7), a teacher is someone who is imitated because they are trusted and believed in what they convey. As someone who is respected and imitated, a teacher plays a very dominant role for a student. Education experts worldwide agree that a teacher's role is to educate and teach. From this statement, it is clear that teachers must provide educational services that can change students' mindsets and make them better than before.

Teacher Performance

Teacher performance is the behavior displayed in daily activities, namely teaching. This is expressly stated in the National Education System Law No. 20 of 2003, Article 39, paragraph 2. The law states that educators/teachers are professional personnel tasked with planning and implementing the learning process, assessing learning outcomes, providing guidance and training, and conducting research and community service, particularly for educators in higher education. Mulyasa (2013: 103)

states that "teacher performance in learning is related to the teacher's ability to plan, implement, and assess learning, both in relation to the process and the results.

Karwati and Priansa (2013: 40) stated that teacher performance is related to the teaching and learning process, namely the ability or skill of teachers in creating an educational communication atmosphere between teachers and students, which includes cognitive, affective, and psychomotor atmosphere as an effort to learn something based on planning up to the evaluation and follow-up stages to achieve learning objectives.

Teachers must have the ability to plan lessons, write learning objectives, present lessons, ask questions to students, teach concepts, communicate with students, observe the class, and evaluate learning outcomes. Teacher performance can be demonstrated by the extent to which the required competencies are met. These competencies include pedagogical competency, personality competency, social competency, and professional competency (Law No. 14 of 2005 concerning Teachers and Lecturers, Chapter IV, Article 10).

Factors that Influence Teacher Performance

Performance does not stand alone, but is influenced by various factors. This is stated by Suhardiman (2012: 34) that many factors influence (determine) individual performance; these factors include physical and non-physical factors. The indicators of physical factors are the work environment, wages, employee leadership, and so on.

According to Yamin (2010: 129), the factors that influence teacher performance include the following:

- a) Personal or individual factors include elements of knowledge, commitment, ability, self-confidence, motivation, and skills possessed by each individual and each teacher.
- b) Leadership factors have aspects of manager and team quality of *leader* in providing encouragement, enthusiasm, direction, and work support to teachers.
- c) Team factors include the support and encouragement provided by teammates, trust among team members, cohesiveness, and closeness of team members.
- d) System factors include the work system, work facilities provided by the principal, organizational processes (school), and work culture within the school.
- e) Contextual (situational) factors include external (teacher certification) and internal (teacher motivation) environmental pressures and changes.

Work Commitment

1) Understanding commitment

Teacher work commitment is a conscious connection between the teacher and their assigned duties, which can foster a sense of responsibility that can guide and direct learning activities. A strong sense of teacher work commitment is essential in a school organization, as it fosters a professional work environment. Discussing teacher work commitment is inextricably linked to the term "loyalty," which often follows the word "commitment."

2) Work commitment indicators

A teacher who has commitment is a teacher who has the awareness and readiness to work seriously and sincerely, as well as a strong desire to be in the school organization in the sense of supporting the achievement of organizational goals.

3) Influential factors that shape work commitment

Owens (1995: 151) stated that the factors that form organizational commitment will differ between new teachers and teachers who have worked for a long time and consider the school or organization to be a part of their lives.

Work motivation

1. Understanding work motivation

Motivation comes from the word motive, which can be interpreted as a driving force that influences the readiness to start carrying out a series of activities in a behavior. Sardiman (2011) defines the word motive as an effort that drives someone to do something. Meanwhile, Djamarah (2002) said that many experts have put forward the definition of motivation with their own various perspectives, but the essence is the same, namely a drive that changes energy within a person into a form of real activity to achieve certain goals. Meanwhile, according to Hamzah B. Uno (2017: 9), motivation is an urge that arises from the presence of stimuli from within or from outside so that someone wants to make changes in behavior / certain activities better than the previous state.

2. The truth about work motivation

A person's work behavior is essentially determined by their desire to achieve a specific goal. Desire is another term for motivation. According to Hasibuan (2003: 95), motivation comes from the root word "motif," which refers to the desire and driving force behind a person's willingness to work. Robbins (2007: 166) defines motivation as the willingness to exert a certain level of effort to meet certain individual needs.

3. The purpose of providing motivation

4. A teacher's work motivation is a state that gives them the ability or desire to achieve certain goals through carrying out their teaching duties. Teacher work motivation provides the strength to carry out work activities, thereby enabling a teacher to recognize the relevance of organizational goals to their personal goals. Factors influencing motivation

According to Hamzah B. Uno (2015:66), there are two forms of motivation, namely:

1) Intrinsic Motivation.

Intrinsic motivation is motivation that arises without requiring external stimulation because it already exists within the individual; that is, it is in accordance with or in line with needs. The factors of intrinsic motivation include teacher responsibility in carrying out tasks, carrying out tasks with clear targets, having clear and challenging goals, having feedback on the results of their work, having a feeling of joy in working, always trying to excel others, and prioritizing achievements in what they do.

2) Extrinsic Motivation.

Extrinsic motivation is motivation that arises from external stimuli. External motivational factors include striving to meet one's living and work needs, enjoying praise for one's work, working in the hope of receiving incentives, and working in the hope of gaining attention from friends and superiors.

Work Attitude

1. Understanding work attitudes

According to Hamzah B. Uno (2014: 98), attitude is a combination of all inclinations and feelings, prejudices, ideas, and behaviors regarding a topic. Attitude, as a result of the socialization process, greatly influences a person's response to objects, people, situations, or

groups of people around them. Another opinion states that attitude is a readiness or tendency to act or react to certain stimuli in a certain way.

Attitude (*attitude*) is defined by Robbins and Judge (2007) as an evaluative statement, either favorable or unfavorable, about an object, individual, or event. This reflects how a person feels about something. Meanwhile, Kritner and Kinicki (2005) define attitude as a tendency to respond to something consistently to support or not support with attention to a particular object.

2. Types of work attitudes

According to Hamzah B. Uno (2014: 99) there are 4 (four) general categories of behavior that may be caused by attitudes, namely positive approach, negative approach, positive avoidance, and negative avoidance. A positive approach occurs when someone likes the object of the attitude in question, while a negative approach occurs when someone dislikes the object and acts negatively towards it.

3. Factors that cause work attitudes

People's attitudes toward work vary. Taliziduhu Ndara, in his book "Introduction to Human Resource Development," outlines at least 12 basic attitudes toward work. These twelve attitudes are as follows: work is punishment, work is a burden, work is an obligation, work is income, work is pleasure, work is prestige, work is self-actualization, work is a calling, work is devotion to others, work is life, work is worship, and work is sacred.

2. METHOD

This study uses a quantitative research design with a correlational approach to examine the relationship and influence among the independent variables and teacher performance as the dependent variable. The independent variables are work commitment (X1), work motivation (X2), and work attitude (X3), while teacher performance is the dependent variable (Y). The population consisted of ICT teachers at State Vocational Schools in Bima Regency. A total of 75 teachers participated in the study, and all 75 responses were included in the analysis using a total sampling approach, in which all accessible members of the target population were included as respondents.

Data Collection Techniques

1) Questionnaire

Questionnaires are the primary tool used to collect data/information related to work commitment, work motivation, work attitudes, and teacher performance. The questionnaire used is a closed-ended questionnaire, where statements within the questionnaire have alternative answers that respondents can choose from. Respondents cannot provide answers or responses other than those provided as alternatives.

2) Documentation

Documentation is used to obtain data about a general overview of the number of employees, level of education, age, length of service, position, and rank or group.

Data Analysis Techniques

1) Descriptive statistical analysis

a. The influence of work motivation (X2) on teacher performance (Y)

The results of a simple regression analysis conducted to determine the influence of work motivation work on teacher performance; the data are displayed in the following table:

Table 4.12 The influence of work motivation (X2) on teacher performance (Y)

ANOVA ^a					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	2976.215	1	2976.215	91.810	.001 ^b
1 Residual	2366.451	73	32.417		
Total	5342.667	74			

a. Dependent Variable: Teacher Performance (Y)

b. Predictors: (Constant), Work Motivation (X2)

Based on Table 4.12 (ANOVA), the significance value is $0.001 < \alpha = 0.05$, indicating that work motivation significantly predicts teacher performance. The simple regression therefore provides evidence of a statistically significant relationship between work motivation and teacher performance.

Table 4.13 The influence of work motivation (X2) on teacher performance (Y)

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.746 ^a	.557	.551	5.69361

a. Predictors: (Constant), Work Motivation (X2)

b. Dependent Variable: Teacher Performance (Y)

Based on Table 4.13 (Model Summary), the R Square value of 0.557 indicates that work motivation accounts for 55.7% of the variance in teacher performance, while the remaining 44.3% is associated with other factors not examined in this model. The correlation coefficient (R) of 0.746 indicates a strong positive relationship between work motivation and teacher performance.

Table 4.14 The influence of work motivation (X2) on teacher performance (Y)

Coefficients ^a			
Model	Unstandardized Coefficients	Standardized Coefficients	Sig.

4.14: The influence of work motivation (X2) on teacher performance (Y)

	Coefficients ^a				
	Unstandardized Coefficients	Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta		
(Constant)	36.263	5.467		6.633	.000
1 Work Motivation (X ₂)	.608	.063	.746	9.582	.001

a. Dependent Variable: Teacher Performance (Y)

Based on Table 4.14 (Coefficients), the significance value is $0.001 < \alpha = 0.05$ and the calculated t value of 9.582 is greater than the t table value of 1.993. The unstandardized coefficient B = 0.608 indicates that a one-unit increase in work motivation is associated with a 0.608-unit increase in teacher performance in the simple regression model.

b. The influence of work attitude (X3) on teacher performance (Y)

The results of a simple regression analysis conducted to determine the influence of work attitudes on teacher performance are displayed in the following table:

Table 4.15 The influence of work attitude (X3) on teacher performance (Y)

ANOVA ^a					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	2706.462	1	2706.462	74.046 ^b	.000
1 Residual	2636.204	73	36.112		
Total	5342.667	74			

a. Dependent Variable: Teacher Performance (Y)

b. Predictors: (Constant), Work Attitude (X₂)

Based on Table 4.15 (ANOVA), the significance value is $0.004 < \alpha = 0.05$, indicating that work attitude significantly predicts teacher performance. Thus, the simple regression provides evidence of a statistically significant relationship between work attitude and teacher performance.

Table 4.16 The influence of work attitude (X3) on teacher performance (Y)

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate

1	.712 ^a	.507	.500	6.00936
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a. Predictors: (Constant), Work Attitude (X2)

b. Dependent Variable: Teacher Performance (Y)

Based on Table 4.16 (Model Summary), the R Square value of 0.507 indicates that work attitude accounts for 50.7% of the variance in teacher performance, while the remaining 49.3% is associated with other factors not examined in this model. The correlation coefficient (R) of 0.712 indicates a strong positive relationship between work attitude and teacher performance.

Table 4.17 The influence of work attitude (X3) on teacher performance (Y)

Coefficients ^a				
Model	Unstandardized Coefficients	Standardized Coefficients	T	Sig.
	B		Std. Error	
(Constant)	37.696		5.883	.000
1 Work Attitude (X3)	.595	.712	.069	.004

a. Dependent Variable: Teacher Performance (Y)

Based on Table 4.17 (Coefficients), the significance value is $0.004 < \alpha = 0.05$ and the calculated t value of 8.657 is greater than the t table value of 1.993. The unstandardized coefficient B = 0.595 indicates that a one-unit increase in work attitude is associated with a 0.595-unit increase in teacher performance in the simple regression model.

- c. The joint influence of work commitment (X1), work motivation (X2), and work attitude (X3) on teacher performance (Y)

The results of the multiple regression analysis conducted to determine the joint influence of work commitment, work motivation, and work attitude on teacher performance the data is displayed in the following table:

Table 4.18 The joint influence of work commitment (X1), work motivation (X2), and work attitude (X3) on teacher performance (Y)

ANOVA ^a					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	3097.581	3	1032.527	32.653	.001 ^b
Residual	2245.086	71	31.621		
Total	5342.667	74			

a. Dependent Variable: Teacher Performance (Y)

a. Predictors: (Constant), Work Attitude (X2), Work Commitment (X1), Work Motivation (X1)

Based on Table 4.18 (ANOVA), the significance value is $0.001 < \alpha = 0.05$, with a calculated F value of $32.653 > F$ table value of 2.73. These results indicate that work commitment, work motivation, and work attitude jointly have a statistically significant relationship with teacher performance.

Table 4.19 The joint influence of work commitment (X1), work motivation (X2), and work attitude (X3) on teacher performance (Y)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.761 ^a	.580	.562	5.62325

a. Predictors: (Constant), Work Attitude (X2), Work Motivation (X1)

Based on Table 4.19 (Model Summary), the R Square value of 0.580 indicates that work commitment, work motivation, and work attitude jointly account for 58.0% of the variance in teacher performance, while 42.0% is associated with other factors not examined in this model. The correlation coefficient (R) of 0.761 indicates a strong positive relationship among the three predictors and teacher performance. The Adjusted R Square is 0.562.

Table 4.20 The contribution of work commitment (X1), work motivation (X2), and work attitude (X3) to teacher performance (Y)

Coefficients ^a					
Model	Unstandardized Coefficient B	Standardized Coefficient Beta	T	Sig.	
(Constant)	38.638	12.978		2.977	.004
Work Commitment (X1)	.154	.057	.242	2.701	.004
1 Work Motivation (X2)	.697	.207	.485	4.365	.001
Teacher's Work Attitude (X3)	.255	.079	.288	3.443	.002
a. Dependent Variable: Teacher Performance (Y)					

Table 4.20 (*Coefficients*) shows the results of the contribution of work commitment, work motivation, and work attitude to teacher performance as follows:

1. The contribution of work commitment to teacher performance, while accounting for work motivation and work attitude, is statistically significant ($p = 0.004$; $t = 2.701 > 1.994$). The standardized coefficient (Beta) is 0.242, indicating a positive contribution of work commitment to teacher performance when the other predictors are included in the model.
2. The contribution of work motivation to teacher performance, while accounting for work commitment and work attitude, is statistically significant ($p = 0.001$; $t = 4.365 > 1.994$). The standardized coefficient (Beta) is 0.485, indicating that work motivation is the strongest of the three predictors in the multiple regression model.
3. The contribution of work attitude to teacher performance, while accounting for work commitment and work motivation, is statistically significant ($p = 0.002$; $t = 3.443 > 1.994$). The standardized coefficient (Beta) is 0.288, indicating a positive contribution of work attitude to teacher performance in the multiple regression model.
4. The estimated multiple regression equation is $Y = 36.638 + 0.154X_1 + 0.697X_2 + 0.255X_3$. The positive coefficients indicate that higher work commitment, work motivation, and work attitude are associated with higher teacher performance, with work motivation showing the largest standardized contribution (Beta = 0.485).

3. DISCUSSION

1. Positive influence of work commitment on teacher performance

The results show that work commitment has a positive and significant contribution to teacher performance. In the simple regression model, work commitment accounts for 49.9% of the variance in teacher performance. In the multiple regression model, its standardized coefficient is $\text{Beta} = 0.242$ ($p = 0.004$), showing that work commitment remains a significant predictor after work motivation and work attitude are considered simultaneously. This finding is consistent with Arina et al. (2024), who reported a direct influence of teacher commitment on teacher performance, and with Jauharuddin et al. (2022), who found a positive and significant influence of work commitment on productive teacher performance in State Vocational Schools in Makassar. The consistency across vocational-school contexts suggests that commitment to teaching responsibilities, organizational goals, and professional duties is an important foundation for sustained teacher performance.

2. Positive influence of work motivation on teacher performance

Work motivation also has a positive and significant influence on teacher performance. The simple regression model shows $R^2 = 0.557$, meaning that work motivation accounts for 55.7% of the variance in teacher performance. In the multiple regression model, work motivation has the largest standardized coefficient among the three predictors ($\text{Beta} = 0.485$; $p = 0.001$). This finding is in line with Amini et al. (2022), who examined State Vocational School teachers and reported a significant role of work motivation in teacher performance. It is also consistent with Nugroho et al. (2023), whose study of vocational school teachers found a positive and significant effect of work motivation on teacher performance. The relatively large contribution found in the present study indicates that strengthening teachers' internal and external motivation may be particularly important for improving the performance of ICT teachers in Bima Regency.

3. Positive influence of work attitude on teacher performance

Work attitude has a positive and significant influence on teacher performance. The simple regression model shows $R^2 = 0.507$, indicating that work attitude accounts for 50.7% of the variance in teacher performance. In the multiple regression model, work attitude remains significant ($\text{Beta} = 0.288$; $p = 0.002$). This result is consistent with Jauharuddin et al. (2022), who found a positive and significant influence of work attitude on the performance of productive teachers in State Vocational Schools in Makassar. It is also consistent with previous research on teachers that reports a positive and significant relationship between work attitude and teacher performance. The present finding therefore strengthens the argument that a positive orientation toward teaching responsibilities, students, and professional duties can support better teacher performance in vocational education.

4. Joint influence of work commitment, work motivation, and work attitude on teacher performance

The three predictors jointly have a positive and significant relationship with teacher performance. The multiple regression model produces $R^2 = 0.580$ and Adjusted $R^2 = 0.562$, meaning that work commitment, work motivation, and work attitude jointly account for 58.0% of the variance in teacher performance. The model is statistically significant ($F = 32.653$; $p = 0.001$). Jauharuddin et al. (2022) similarly reported that work commitment, work attitude, and work motivation, together with principal leadership, were positively and significantly associated

with productive teacher performance in State Vocational Schools. The present study extends this evidence to ICT teachers in Bima Regency and shows that, among the three predictors, work motivation has the strongest standardized contribution (Beta = 0.485), followed by work attitude (Beta = 0.288) and work commitment (Beta = 0.242).

4. CONCLUSION

Based on the results of the research data analysis, the following conclusions can be drawn:

1. The performance of ICT teachers at State Vocational Schools in Bima Regency is in the very high category.
2. Work commitment has a positive and significant contribution to teacher performance, accounting for 49.9% of the variance in the simple regression model. In the multiple regression model, work commitment remains significant (Beta = 0.242; $p = 0.004$).
3. Work motivation has a positive and significant contribution to teacher performance, accounting for 55.7% of the variance in the simple regression model. In the multiple regression model, work motivation has the strongest standardized contribution (Beta = 0.485; $p = 0.001$).
4. Work attitude has a positive and significant contribution to teacher performance, accounting for 50.7% of the variance in the simple regression model (Beta = 0.288; $p = 0.002$ in the multiple regression model). Work commitment, work motivation, and work attitude jointly account for 58.0% of the variance in teacher performance (Adjusted R Square = 0.562; $p = 0.001$).

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