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THE INFLUENCE OF PROFESSIONALISM AND ORGANIZATIONAL COMMITMENT ON TEACHER PERFORMANCE

(Case Study at SMP Negeri 3 Baleendah, Bandung Regency)

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Abstract: The purpose of this study was to determine and analyze: (1) Professionalism (2) Commitment; (3) Teacher Performance; and (4) The Effect of Professionalism and Commitment on Teacher Performance of State Junior High School 3 Baleendah, Bandung Regency, both simultaneously and partially.

The research method used in this research is descriptive survey and explanatory survey, the unit of analysis in this research is teachers in the environment of teachers of SMP Negeri 3 Baleendah Bandung Regency with a sample of 46 people. The type of investigation is causality, and the time horizon in this study is cross-sectional.

Based on the results of the study, it was found that the Professionalism of the Teachers of SMP Negeri 3 Baleendah Bandung Regency is good, the Commitment of the Teachers of SMP Negeri 3 Baleendah Bandung Regency can generally be said to be good, the Performance of the Teachers of SMP Negeri 3 Baleendah Bandung Regency is currently considered good. Professionalism and Commitment simultaneously affect the Performance of Teachers of State Junior High School 3 Baleendah Bandung Regency. However, partially Commitment dominantly affects Performance rather than Professionalism because Commitment is more dominant in influencing Performance, being the first priority in improving Performance, Teachers of SMP Negeri 3 Baleendah Bandung Regency are expected to consistently maintain their commitment so that they are able to work more professionally, so that they are able to work more professionally.

Keyword: Professionality, Commitment and Performance.

1. INTRODUCTION

Legally, UUD 1945 pasal 32 ayat (2) Constitution states that every citizen is obliged to attend education and the government is obliged to pay for it. This constitutional mandate is reinforced by the National Education System Law, which essentially states that every citizen aged 7 to 15 years is obliged to attend education whose availability of facilities and budget is guaranteed by the government and local governments. Presidential Instruction

No. 15/2006 on Accelerating the Completion of Nine-Year Basic Education and Eradicating Illiteracy has also mandated the government to implement education that is accessible to all levels of society.

Good news comes from UU Nomor 14 Tahun 2005. By going through the certification process, teachers can receive a 100% increase in their basic salary. It is expected that this will attract teachers to stay more in the school environment and be involved in various activities for the benefit of the school. However, the salary increase has not been accompanied by adequate efforts from the school to improve teacher performance, especially teachers at SMPN 3 Baleendah, Bandung Regency, as seen in several aspects that are measures of teacher performance as follows:

Table 1 Teacher performance at SMPN 3 Baleendah, Bandung Regency

Teacher Component as:	Average Acquisition Score	Assessment Standard
Leader	3,9	5
Entrepreneur	3,8	3
Work Climate Creator	2,2	3
Educator	2,5	3
Administrative Supervisor	3,1	3
Supervisor	3,8	4
Total Average	3,26	3,71

Source: SMPN 3 Baleendah Bandung Regency, 2022

Siagian (2018: 67) states that one of the elements that can improve teacher performance is professionalism to get the job done. Based on this statement, it is suspected that the low performance of teachers is also caused by the professionalism of teachers who are not yet suitable for SMPN 3 Baleendah, Bandung Regency.

The less than optimal performance of SMPN 3 Baleendah Bandung Regency teachers is thought to be caused by the low organizational commitment of the teacher. This can be seen from several findings when researchers made initial observations, including:

- 1.) Teachers lack mastery in making lesson plans.
- 2.) Some teachers do not evaluate their students, so they do not know the exact abilities of their students.
- 3.) The absentee rate is between 20% and 30% per month in 2021.

Professionalism

Professionalism is the ability to act professionally. Professionalism is defined as mastery of certain knowledge or management skills and implementation strategies.

In the journal *Educational Leadership* (2013), cited by Supriyadi (Supriyadi, 2018), it is explained that in America to become a professional a teacher is required to have five things: (1) Teachers have a commitment to students and the learning process, (2) Teachers master in depth the material or subjects they teach and how to teach them to students, (3) Teachers are responsible for monitoring student learning outcomes through various means of evaluation, (4) Teachers are able to think systematically about what they do and learn from

their experiences, (5) Teachers should be part of a learning community within their professional environment.

Organizational commitment

Luthans (2016) states that “organizational commitment is 1) strong desire to be member of certain organization 2) desire to try hardly suitable with the organization will 3) certain belief, and accepting value and goals of organization”.

According to Sopiah (2018) that “concluded that organizational commitment is a psychological bond of employee to organization that is marked with (1) strong belief and acceptance for organizational goals and values (2) desire to reach organizational goals, and (3) strong will to defend their position as organization members”.

Teacher Performance

Greenberg quoted by Sinungan (2013: 18) defines employee performance as a comparison between the totality of expenses at a certain time divided by the totality of inputs during that period. To find out whether the individuals in the organization being led have met the criteria for effectiveness or not, a measurement is needed, measurement can be done if an adequate instrument is available.

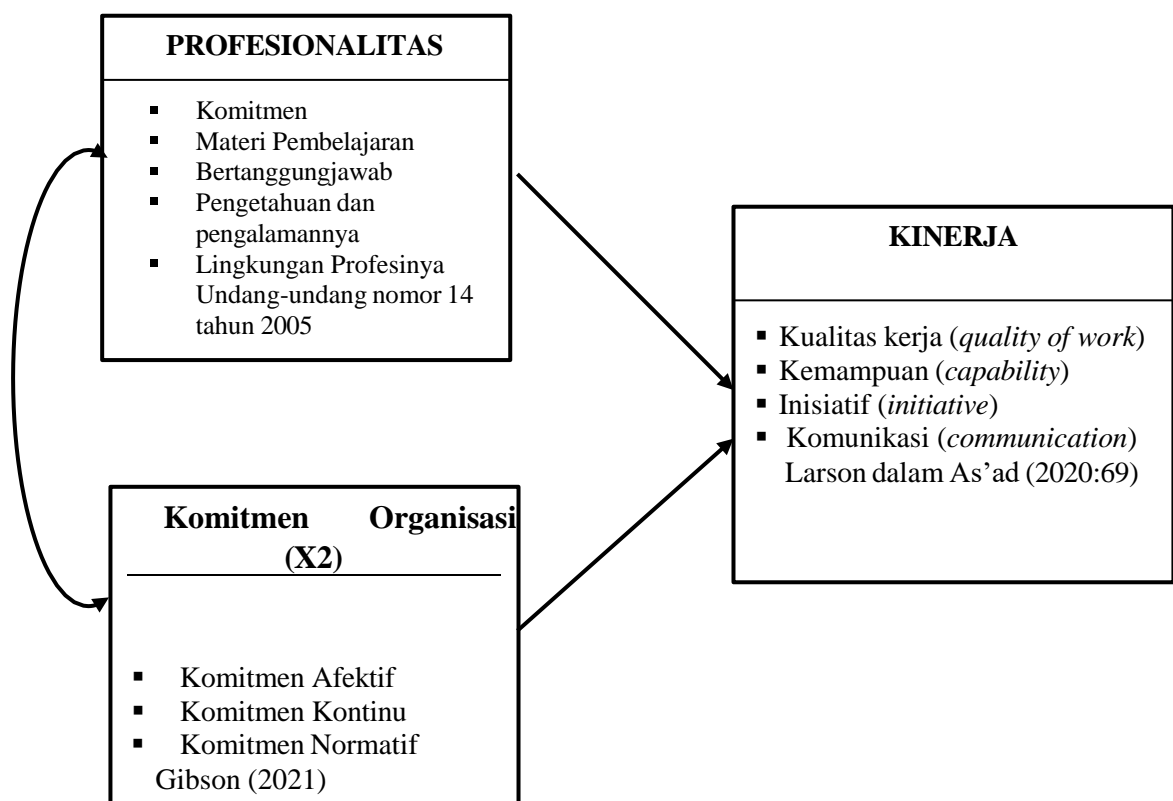


Figure 1 Framework of Thought

2. METHOD

This research is descriptive and analysis carried out through data collection in the field, so the research methods used are descriptive survey method and explanatory survey method. The type of investigation used is causality, which is a type of research that states

a causal relationship between independent variables, in this case Professionalism and Organizational Commitment to the dependent variable, namely performance. The unit of analysis of this research is an individual, namely teachers in SMPN 3 Baleendah, Bandung Regency. Judging from the time horizon, this research is cross-sectional, namely information from a portion of the population (sample respondents) is collected directly at the scene empirically, with the aim of knowing the opinion of a portion of the population on the object being studied.

The source of data in this study is secondary data sources from documentation or reports available at schools such as: Teaching and learning process activity reports. While primary data in the form of professionalism, organizational commitment and teacher performance from empirical research on teachers in SMPN 3 Baleendah Bandung Regency as respondents. Data collection techniques in this study used three techniques, namely Interview, Questionnaire, and Observation

Based on the method used in data collection, the variables that have ordinal size are then transformed into interval form using the Method of Successive Intervals. Before distributing the instrument, first test the validity and reliability of the instrument Testing the validity of the instrument is done using the Corelation Product Moment formula (Sugiyono, 2006: 182).

$$r = \frac{n \sum X^2 Y^2 - \sum X^2 \sum Y^2}{\sqrt{\left\{ n \sum X^2 - (\sum X)^2 \right\} \left\{ n \sum Y^2 - (\sum Y)^2 \right\}}}$$

The instrument is declared valid if the correlation coefficient is > 0.3 (Sugiyono, 2006: 329). While testing the reliability of the instrument is done using the Cronbach's Alfa formula using SPSS Ver 12.0 (Sekaran, 2000: 329).

The path analysis technique requires data that has a measurement level of at least interval. Therefore, through the method of successive intervals, data transformation is carried out with the following work steps as follows:

1. Note each question item
2. For each item, calculate the frequency of answers (f), how many respondents scored 1,2,3,4, or 5.
3. Determine the proportion (p) by dividing the frequency by the number of respondents.
4. Calculate the cumulative proportion (p).
5. Calculate the Z value for each cumulative proportion obtained using the normal table.

Determine the scale value for each Z value with the formula:

$$\text{Scale Value} = \frac{(\text{Density at lower limit}) - (\text{Density at upper limit})}{(\text{Area below upper limit}) - (\text{Area below lower limit})}$$

Structurally, the overall research paradigm can be described as follows:

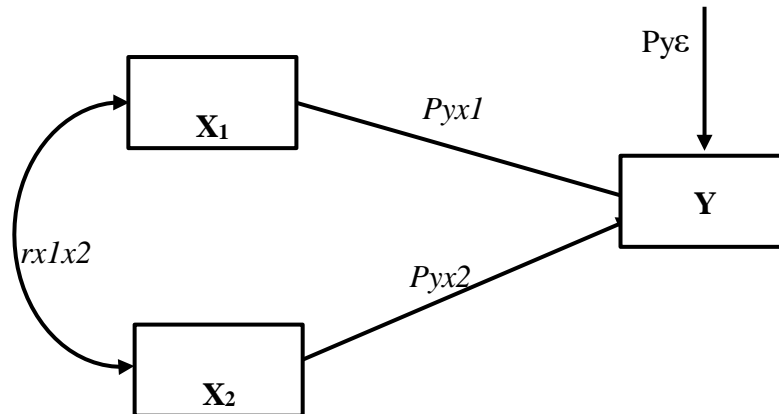


Figure 2 Diagram of the Relationship between professionalism and organizational commitment with Teacher Performance.

The test statistics used are:

$$F = \frac{(n-k-1) \sum_{i=1}^k p_{YX_i} r_{YX_i}}{\left(\frac{k}{k} \right) \left| 1 - \sum_{i=1}^k p_{YX_i} r_{YX_i} \right|}$$

Partial Path Analysis is as follows:

1. Calculating the multiple correlation coefficient R_{x1x2y} using the formula

$$R_{x1x2y} = \sqrt{\frac{R_{yx1}^2 + R_{yx2}^2 - 2R_{yx1} R_{yx2} R_{x1x2}}{1 - R^2}}$$

Decision criteria:

Decline H_0 if $t_{hitung} \geq t_{tabel (0,05) (n-k-1)}$

Accept H_0 if $t_{hitung} < t_{tabel (0,05) (n-k-1)}$

where $t = \frac{P_{YX}}{\sqrt{\frac{(1 - R^2_{Y(X_1 X_2)}) C_{ii}}{n-2}}}$

Decline H_0 , if $t_{oi} \geq t_{(\alpha; n-k-1)}$

3. RESULTS AND DISCUSSION

Table 2 Summary of teacher professionalism variables at SMP Negeri 3 Baleendah, Bandung Regency, 2023 (n=46)

No.	Indicator	Score	Criteria
1.	Teacher's time to help students	221	Agree
2.	Teacher's enthusiasm in providing material to students	191	Agree
3.	Teacher's comprehensive understanding of the material	188	Undecided
4.	Mastery of subject matter as a student obligation	192	Agree
5.	Guiding students to succeed in learning	223	Agree
6.	Teachers' concern with students' graduation qualifications	225	Agree
7.	Teachers' efforts to improve knowledge and skills by learning	248	Agree
8.	Teacher satisfaction with their knowledge and skills	234	Agree
9.	Increasing the effectiveness of teacher performance by joining the organization	223	Agree
10.	Joining a teacher professional organization is very beneficial	234	Agree
	Total	2176	
	Average Score	217.6	

Source: Recap of SPSS Processing Results

Based on table 2, the total score of the cumulative value of the professionalism variable reached 2176. With the highest score being $5 \times 10 \times 46 = 2800$, and the lowest score being $1 \times 10 \times 46 = 560$. Based on observations that teachers are less fond of their students, the teachers are only limited to teaching professionally, but quite boring their students, because the teachers teach without having a feeling of connection with their students, but only limited to teaching the subjects given according to the curriculum and syllabi given.

Table 3 Summary of Organizational Commitment Variables of SMP Negeri 3 Baleendah, Bandung Regency, 2023 (n=46)

No.	Indicator	Score	Criteria
1.	I always feel ownership and want to take care of all elements in the school	142	Disagree
2.	I am always involved and contribute to everything related to the school	207	Agree
3.	I feel comfortable during my teaching time at school	214	Agree
4.	I always support the school in achieving its goals	226	Agree
5.	I feel satisfied being part of the school	192	Agree
6.	The school provides benefits and positive effects on my life	212	Agree
7.	I find it difficult to get a position as a teacher at school	200	Agree
8.	I have been part of the school for a long time	215	Agree

9.	Working as a teacher for me is a fulfillment of needs	187	Undecided
10.	I always carry out my obligations as an educator	188	Undecided
11.	I feel comfortable with my duties as an educator at school	235	Agree
12.	I strive to continue to be part of the school	142	Disagree
13.	I find it morally good to decide to remain part of the school.	207	Agree
14.	I am happy to live and obey the rules that apply at school	214	Agree
15.	There is a balance between my rights and obligations as an educator at school.	226	Agree
	Total	2218	
	Average Score	201.63	

Source: Recap of SPSS Processing Results

Based on table 3 above, the total score of the cumulative value of the organizational commitment variable reaches 2218. With the highest score being $5 \times 15 \times 46 = 3080$, and the lowest score being $1 \times 15 \times 46 = 616$. Based on the weighted score of the organizational commitment variable above, it turns out that the teachers of SMP Negeri 3 Baleendah Bandung Regency have a high perception of agreeing with organizational commitment, in the sense that the current working conditions meet their needs in terms of organizational commitment, but there are still teachers who have less perception of organizational commitment.

Table 4 Summary of teacher performance variables at SMP Negeri 3 Baleendah, Bandung Regency, 2023 (n=46)

No.	Indicator	Score	Criteria
1.	I focus on learning according to the characteristics of the learners without deviating from the learning objectives that I made in the lesson plan.	224	Agree
2.	I always try to present teaching materials that are logical, systematic, and up-to-date.	248	Strongly Agree
3.	I conduct an effective teaching and learning process so that students better understand what I teach.	234	Agree
4.	I always adapt learning resources/media to the material and learning strategy.	226	Agree
5.	I try harder to make the teaching and learning process effective	177	Undecided
6.	I master the material to be taught	233	Agree
7.	I determine the approach/strategy that is appropriate to the teaching material	168	Undecided
8.	I make efficient use of learning media	248	Agree
9.	I try to get learners to contribute further to the teaching and learning process	228	Agree
10.	I try to use appropriate language during the teaching and learning process	224	Agree
11.	I end the teaching and learning process in accordance with the set sequence of teaching materials	248	Strongly Agree

12.	I prepare evaluation tools to measure learners' learning success	234	Agree
13.	With the assessment strategies and methods I use, I am able to monitor the progress of students' learning outcomes in accordance with the lesson plan.	226	Agree
14.	I utilize the learning evaluation as a feed back for students in their future progress.	177	Undecided
	Total	1986	
	Average Score	220.67	

Source: Recap of SPSS Processing Results

Based on the total score of the performance variables above, it turns out that SMP Negeri 3 Baleendah, Bandung Regency, has a high performance, but there are things to note, namely the method to be taught is less absorbed by students and less optimal teachers in making teaching materials as an obligation for teachers, so that the teaching and learning process is not optimal and learning objectives are not achieved.

Path Analysis

Table 5 Correlation matrix between variables

Correlations

		PERFOR MANCE	PROFESSIONAL ISM	ORGANIZATIO NAL COMMITMENT
Pearson Correlation	PROFESSIONALISM	1.000	.347	.367
	PERFORMANCE	.347	1.000	.386
	ORGANIZATIONAL	.367	.386	1.000
	COMMITMENT	.	.000	.000
Sig. (1-tailed)	PROFESSIONAL	.000	.	.000
	PERFORMANCE	.000	.	.000
	ORGANIZATIONAL	.000	.000	.
	COMMITMENT	.46	.46	.46
N	PERFORMANCE	46	46	46
	PROFESSIONALISM	46	46	46
	ORGANIZATI ONAL			
	COMMITMET			

Source: SPSS output results

1. The relationship between the Professionalism variable (X1) and the organizational commitment variable (X2), obtained a correlation coefficient value of 0.386. Thus, it can be said that professionalism and organizational commitment have a positive relationship with high criteria.
2. The variable relationship between professionalism (X1) and the performance variable (Y), obtained a correlation coefficient value of 0.347. Thus, it can be said that professionalism and teacher performance have a positive relationship with high criteria.
3. The variable relationship between organizational commitment (X2) and the performance variable (Y), obtained a correlation coefficient value of 0.367. Thus, it can be said that organizational commitment with teacher performance has a positive relationship with high criteria.

Simultaneous Hypothesis Testing

Table 6 Simultaneous Testing

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	89.123	2	77.896	13.667	.000 ^b
	Residual	123.121	43	2.987		
	Total	212.244	45			

a. Dependent Variable: PERFORMANCE

b. Predictors: (Constant), ORGANIZATIONAL COMMITMENT, PROFESSIONALISM

Source: calculation results through SPSS

Based on the results of these calculations, it turns out that the Fcount of 29.217 is greater than the ttable 3.23 ($F_o > F_\alpha : (k, n-k-1)$ ($29.217 > 3.23$), so the hypothesis is accepted or H_0 is rejected.

Hypothesis Testing Individually

Table 7 Hypothesis testing X1 and X2 on Y

Path Coefficient		t _{hitung}	t _{tabel}	Conclusion
PYX ₁	0.340	2.614	1.68	Ho reject There is an effect of professionalism on performance
PYX ₂	0.447	3.434	1.68	Ho reject There is an effect of organizational commitment on performance

Based on the results of the calculation of the path coefficient values of variables (X1) and (X2) on (Y), which are obtained using the SPSS program, thus in accordance with the decision rules, that the tcount prices fall in the H_0 rejected area, meaning that the path coefficient is significant, so that the path diagram does not change. Conceptually, it can be explained that all aspects of professionalism and aspects of organizational commitment affect performance.

Table 8 Testing Correlation between X variables

Correlation Coefficient	T _{hitung}	t _{tabel} $\alpha = 0,05$	Conclusion
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0.686	4.994	1.68	Ho reject There is a significant relationship between X1 and X2
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From testing the correlation between variable X, it turns out that $t_{count} > t_{table}$, then H_0 is rejected, meaning that there is a direct relationship between the variables Professionalism and Motivation in full the diagram of the causal relationship between variables X1 and X2 to Y is as follows:

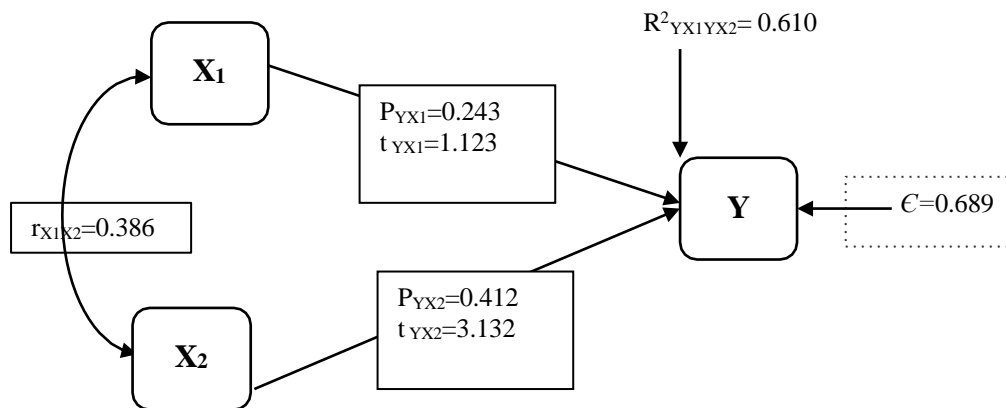


Figure 2 Causal Diagram between Professionalism (X1) and Organizational Commitment (X2) to Performance (Y)

From the structural picture of the relationship between variables with the parameter values of the structure above, the effect of the cause variable to the variable, the effect of Professionalism and organizational commitment on the performance of teachers at SMP Negeri 3 Baleendah, Bandung Regency, is:

Table 9 Influence of X1 and X2 Variables to Y and Influence Beyond X and Y Variables

Interpretation of Path Analysis		
Description	Influence	%
Effect of X1, X2 to Y	0.610	61.0
Influence Beyond X1, X2 and Y	0.390	39.0
Total		100

From the test results, it can be seen that professionalism and organizational commitment together affect performance, namely 61%, while the remaining 39% is influenced by other factors not examined.

Table 10 Direct and indirect effects of professionalism on performance

Interpretation of Path Analysis			
Ket		Influence	%
X ₁	Direct effect to Y	0.1156	11.56
	Indirect effect through X2 to Y	0.1043	10.43
Total		0.2199	21.99

From the table above, it can be seen that the contribution of professionalism to performance directly is 11.56% with a t_{count} coefficient of 1.123, while for the t_{table} value

at the significance level $\alpha (0.05) = 1.68$, because the $t_{count} > t_{table}$ value, and indirectly through the organizational commitment variable of 10.43%. While the contribution of professionalism to overall performance reaches 21.99%. It is concluded that competence has a significant direct effect on performance, this empirical evidence provides an indication that in an effort to improve performance, it is necessary to improve professionalism factors, because professionalism factors are closely related to performance improvement.

Table 11 Direct and Indirect Effects of Organizational Commitment on Performance

Interpretation of Path Analysis			
Ket		Influence	%
X ₂	Direct effect to Y	0.2558	25.58
	Indirect effect through X ₁ to Y	0.1043	10.43
Jumlah		0.3901	39.01

From the table above, it can be seen that the contribution of organizational commitment to performance directly is 25.58%, with a t_{count} coefficient of 3.132, while for the t_{table} value at the significance level $\alpha (0.05) = 1.68$, because the $t_{count} > t_{table}$ value, and indirectly through the professionalism variable of 10.43%. While the contribution of organizational commitment to overall performance reaches 39.01%. It is concluded that organizational commitment has a direct effect on performance. The path coefficient shows a positive and significant value, meaning that if organizational commitment increases, performance will increase.

The conclusion must be linked to the title and answer the research formulation or objectives. Do not make statements that are not adequately supported by your findings. Write down improvements made to industrial engineering or science in general. Don't create further discussion, repeat abstracts, or simply list research findings. Don't use bullet points, use paragraph sentences instead.

4. CONCLUSION

Based on the results of research that has been conducted to determine the effect of professionalism and organizational commitment on teacher performance (A study at SMP Negeri 3 Baleendah Bandung Regency), the following conclusions can be drawn: Professionalism and Organizational Commitment simultaneously affect the performance of teachers at SMP Negeri 3 Baleendah Bandung Regency. However, partially, organizational commitment is more dominant in influencing teacher performance than professionalism. Partially, the effect of professionalism and organizational commitment on teacher performance is as follows:

- Professionalism affects teacher performance, so that if the professionalism of teachers is high, then teacher performance will also increase.
- Organizational commitment affects teacher performance, so that the higher the teacher's organizational commitment, the higher the teacher's performance will be.

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