

The Contribution of Work Motivation and School Work Climate on School Counselor Performance

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Abstract: This study originated from research findings and interviews with several people teacher guidance and counseling in SMP South Coastal District which revealed that the performance of teacher guidance and counseling have not described a success made in carrying out their duties and responsibilities, one of them in implementing the guidance and counseling program in schools. The success of guidance and counseling teacher performance can be affected by factors. Some of these factors is the work motivation and school work climate. There fore, researcher wanted to describe: (1) the performance of guidance and counseling teachers, work motivation, and school work climate, (2) the contribution of work motivation on guidance and counseling teacher performance, (3) contribution of school work climate to the guidance and counseling teacher performance, and (4) the contribution of work motivation and school work climate on guidance and counseling teacher performance. This study was quantitative research with correlational method. The population research were all counseling teachers at SMP Payakumbuh City whose S.1 guidance and counseling educational background totaling 40 people, the sample were 40 people were selected by total sampling technique. The instrument that was used in this research was the Likert scale. Data were analyzed with simple regression and multiple regression. The findings showed that: (1) in average, the performance of teachers' guidance and counseling are in good enough category, the work motivation non high category, and school work climate are in good enough, (2) there is contribution of work motivation on teacher performance guidance and counseling 20.8% ($r = 0.457$, significance 0.003), (3) contribution of school work climate on guidance and counseling teacher performance amounted to 10.72% ($r = 0.327$, significance 0.039), and 4) there is a contribution of work motivation and school work climate together on teacher performance guidance and counseling were 27% ($R = 0.520$, significance 0.003). The study results representan input for guidance and counseling teacher, and teachers further enhance employe school work climate and performance in performing their duties and responsibilities as teacher guidance and counseling in school.

Keywords: Work Motivation, School Work Climate, Guidance and Counseling Teacher Performance

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Introduction

Guidance and counseling is a professional assistance service undertaken by experts in the field of counseling and guidance both at school and outside the school. Prayitno and Erman Amti (2004: 114) stated that: "The general purpose of guidance and counseling is to help individuals develop themselves optimally according to their own stages of development and predisposition (such as basic skills and talents), various backgrounds (such as family background, education, socioeconomic status) and in accordance with the positive demands of its environment, and the specific purpose of guidance and counseling is a description of the general purpose that is directly related to the problems experienced by the individual concerned, in accordance with the complexity of the problem.

Development that refers to positive change in the individual is the goal of all counseling and guidance efforts. Soon in this research the guidance and counseling is shortened to (BK). Implementation of the BK program is in need of maximal work motivation from BK teachers, it is explained by Uno (2012: 63) that "Implementation of duties and responsibilities of teachers BK is influenced by the motivation of work it has, with high motivation teachers work with passion, "Motivation and motivation according to Prayitno (2004: 155-156) motive is" Encouragement that drives a person to behave. While motivation is the motive that has developed in the individual is something latent in the individual that at any time can be activated to encourage the realization of a behavior ". With regard to the relationship between motives and behavioral objects, there is a motive that is intrinsic and extrinsic. Intrinsic motives can be encountered if the content or theme of the subject of behavior corresponds to or resides in the content or subject matter of the behavioral object. While extrinsic motives can be found if the content or theme of the principal behavior is not compatible or is outside the content or theme of the subject matter.

In addition to work motivation is also required a conducive working climate in the school environment so that counseling teachers can achieve maximum performance, as described Gibson, Ivancevich, and Donnely (1992: 702), argued that the working climate is a series of working environment situations that are felt directly or indirectly by the worker, which is one of the forces that affect workers' behavior.

As Lewin pointed out that one's behavior is the result of the interaction between the individual (his personality) and the environment. Similarly, the results of Murray's study (in Fisher, 1990) found that a person's behavior is influenced by both personality and the external environment. Based on these opinions can be understood that the climate of work in schools can cause changes in the behavior of teachers who ultimately can affect the performance of teachers. Because it is very important to create a working climate in school is good and conducive. Job performance is influenced by, "(a) knowledge, abilities, attitudes and (b) the work climate, personality, interests, fundamentals, attitudes, beliefs, and leadership styles. Therefore, the working climate is a fundamental characteristic of each individual associated with the referenced criteria of superior or effective performance in a job or situation (Wibowo, 2011: 325).

Counseling teachers are the main implementers who coordinate all activities related to guidance and counseling services in schools. The series of guidance and counseling service implementation processes in schools is a manifestation of performance / performance of guidance and counseling teachers. At the same time Prayitno (2004: 341) states "Performance is an activity performed by a guidance and counseling teacher in the context of the implementation of the task or professional development of guidance and counseling".

The results of interviews and temporary observations on 8 to 11 August 2016 with 12 guidance and counseling teachers from public and Private SMP in Payakumbuh obtained information that some guidance and counseling teachers conceptually have adequate knowledge and skills to perform tasks and responsibilities effectively and efficiently. But the reality in the field, the performance of some guidance and counseling teachers showed symptoms that are less encouraging. This indication can be seen through various facts such as: (1) in general in the preparation of BK program, the BK teacher does not do need assessment first, (2) then in the implementation of BK program, generally has been scheduled but often not fully run in accordance with already programmed. Such as group counseling and group counseling activities can not be implemented because many students follow the activities outside the school such as

tutoring, (3) next on the implementation of evaluation program BK, in general has not run optimally. BK teachers in general still have limited ability in evaluating BK program, (4) analyzing result of BK program evaluation also not yet running optimally. The BK Teachers generally still have limited ability to analyze the results of the BK program, and (5) on follow-up of BK program analysis such as reporting / accountability of the BK program evaluation, and improving and developing the future BK program, also not yet running optimally

Factors that allegedly affect the performance of teachers BK is the motivation of teachers BK work. Work motivation for teachers BK is closely related to the performance of BK teachers in performing their duties and responsibilities. This, as stated by Sastrohadiwiryo (2002: 268) states that "Work motivation can provide energy that drives all the potential that exists, creates a high desire and noble, and create togetherness".

Another factor that is suspected to have an effect on the performance of teacher BK is the working climate of BK teachers in schools. The indication can be seen through various facts such as: 1) the interaction of social relationship between teacher and student, teacher with teacher, student with pupil, and teacher with headmaster, not conducive, 2) program made not based on need assessment but based on program BK in the friend sent, BK program taken from BK LKS material, and from (Deliberation Teacher Guidance and Counseling) or MGBK. The program is never again for evaluation / follow-up. If there are activities that did not happen on the program last year or in the last semester, then it is not noticed anymore or abandoned.

Based on the observations of researchers and interviews with 12 BK teachers in public and private school in Payakumbuh in the initial survey, obtained information that the performance of teachers in public and private school still not good. This is evident from the presence of BK teachers who have not performed well. Some BK teachers are still there who complain of lack of work motivation and working atmosphere created in schools that have not been conducive so that their performance is not fully optimal.

Some of the above relevant research evidence indicates that the performance of BK teachers has not yet been able to describe the overall performance of the BK Teachers not yet showing the standards that should be done in schools. This fact is also an indicator that the performance of education during this time is not yet optimal. Improved performance of BK Teachers has been done as much as possible, but has not shown encouraging results. So encourage researchers to discuss the problem through a study on: "Contribution of Work Motivation and School Work Climate to the Performance of BK Teachers in Junior High School Payakumbuh".

Method

This research uses quantitative approach with correlational descriptive type. The study population is all guidance and counseling teachers in public and private Junior High School in Payakumbuh which amounted to 40 people, with a sample of 40 people. Sampling with Total Sampling technique. The instrument used is Likert scale model. Data analysis with simple regression and multiple regression. Data analysis was assisted by using SPSS program version 20.00.

Results and Discussion

Data in this study include peer support variables (X1), parental support (X2), and achievement motivation (Y). Here is presented description of research data.

1. Performance of BK Teachers

Table 1. Frequency Distribution and Percentage of Teacher Performance BK (Y)

Interval Skor	Kategori	Frekuensi (F)	Persentase (%)
81-95	Sangat Bagus	2	5
66-80	Bagus	16	40
51-65	Cukup Bagus	19	47,5
36-50	Tidak Bagus	3	7,5
≤ 35	Sangat Tidak Bagus	0	0
Total		40	100

Table 1 shows that of the total sample of 40 BK Teachers, there are 2 BK Teachers whose performance is in very good category or can be 5% incidents, there are 16 people BK Teachers whose performance is in good category or 40% can be suppressed, there are 19 BK teachers whose performance is in good enough category or can be censored 47.5%, and there are 3 orduru BK for the category is not good 7.5%.

The findings indicate that the performance of BK teachers in SMP Payakumbuh is on average quite good category with the percentage of 47.5%, from the evidence that the results found disagree with research findings Purwanto (2014) & Setiawan (2013) and also the results of initial interview which researchers do with some of the teachers BK in SMP Payakumbuh. Although the researchers concluded from the initial interview that the performance of teachers BK in SMP Payakumbuh has not run optimally, it's because the interviews that researchers do only to some teachers BK. After doing research by using scientific method, where the measurement using valid instrument turns out the results show empirical truth.

The fact that the performance of teachers BK in SMP Payakumbuh is categorized good enough, this is because the teacher in doing the job BK has professionalism, as Janawi (2011) explains, a teacher called a professional teacher who refer him to be a person in the field, so the functional position of teachers become a profession in working in the field that has been occupied. In addition to their professionalism, BK teachers are also influenced by work motivation and work climate, because work motivation can provide encouragement and mobilize BK teachers and work climate can affect the performance of teachers BK. Teacher BK will work earnestly with all my heart. As Rivai (2003: 14) explains that, "performance is the implementation and perfection of a job in accordance with the responsibility so that it can achieve results as expected". Furthermore, the opinion Supardi (2013) that the results of performance is an activity undertaken to implement, complete tasks and responsibilities in accordance with expectations and goals that have been set. In line with the above opinion Simamora (2000) also explained, performance is the level of achievement of work standards.

Based on the above explanation that the teacher BK in SMP Payakumbuhpunya responsibility in completing the work therefore performance results achieved are in pretty good category, among them quite good in doing the preparation of the program, the implementation of the BK program, the implementation of BK program evaluation and implementation of follow-up analysis results.

2. Work Motivation

Table 2. Frequency Distribution and Percentage of Work Motivation (X1)

Interval Skor	Kategori	Frekuensi (F)	Persentase (%)
64 – 75	Sangat Tinggi	3	7,5
52 – 63	Tinggi	22	55
40 – 51	Cukup Tinggi	15	37,5
28 – 39	Rendah	0	0
≤ 27	Sangat Rendah	0	0
Total		40	100

Table 2 shows that of the total sample of 40 BK Teachers, there are 3 BK teachers assessing the work motivation is in very high category with the percentage of 7.5%, there are 22 people BK teachers assess the work motivation is in the high category with the percentage of 55% , then there are 15 people BK teacher work motivation is in the category high enough with a percentage of 37.5%.

The findings indicate that the work motivation of teachers in SMP Kota Payakumbuh on average is categorized high with the percentage of 55%, as explained by Gellerman (1984), people who have high motivation have the following characteristics: (a) tend to sue themselves (c) be content to do things

difficult, (d) try hard, (e) think about how to handle hurdles quickly, (b) (f) a practical and courageous person, (g) not allowing his pleasure or displeasure to influence the effort to achieve the goal, (h) engaging in many tasks, and (i) more persistent, realistic and acting.

It can be concluded that the high work motivation owned by teachers BK in SMP Payakumbuh is the motivation of one energy work menggerakkan teachers BK to work especially in the implementation of BK programs that have been planned or arranged, with the motivation of work then all the work has planned in the form of the program will be implemented and accounted for by BK teacher.

3. Working Climate

Table 3. Frequency Distribution and Percentage of Working Climate (X2)

Interval Skor	Kategori	Frekuensi (F)	Persentase (%)
35 – 40	Sangat Baik	1	2,5
29 – 34	Baik	16	40
23 – 28	Cukup Baik	23	57,5
17 – 22	Tidak Baik	0	0
≤ 16	Sangat Tidak Baik	0	0
Total		40	100

Table 3 shows that of the total sample of 40 teachers of BK, there are 1 BK teachers who feel the working climate in very good category with 2.5% percentage, there are 16 people of BK Teachers who have / feel the working climate is categorized as good or can be tersersentasekan 40%, then there are 23 people BK Teachers who have a fairly good working climate or can dipersentasekan 57.5%, while for the category of bad and not very good obtained zero frequency of all respondents.

The findings show that the perceived working climate in SMP Payakumbuh on average is in the category quite well, with the acquisition of 57.5% percentage, good enough. It can be interpreted that the working atmosphere in their place of work is characterized by a sense of security, calm, calm and comfortable, as well as good interaction between personnel, the openness, the creation of cheerful atmosphere, traditions, and the implementation of the work of the personnel based on order, sense of responsibility and job satisfaction.

However, based on the sub variable, the situation or the internal atmosphere and the dynamics of conflict resolution are still in good enough category, the working climate of the BK teachers still needs to be improved. Teacher working climate is one of the indicators in improving teacher quality. The working climate of the school where the teacher performs the tasks encompasses the physical, social, intellectual, and values environments. This environmental condition will affect the behavior of school residents in carrying out their duties and responsibilities, Sukmadinata (in Sumantra Yasa, 2004). With a conducive school climate that will affect every citizen of the school, especially teachers to more actualize ideas, creativity, innovation, cooperation and healthy competence in striving for the achievement of established school goals.

4. Work Motivation Contributes to the Performance of BK Teachers

The result of contribution analysis of work motivation on teacher performance of BK can be seen in Table 4.

Table 4. Results of Simple Regression Analysis and Significance Test of X1 to Y

Variabel	r	rSquare	Sig.
X ₁ ke Y	0.457	0.208	0.003

Table 4 shows that there is a contribution of learning motivation to the performance of BK teachers by 20.8%.

The first hypothesis proposed through this study is the work motivation contributing to the performance of BK teachers. This hypothesis has also been tested empirically and highly significant at the 95% confidence level. This means that working motivation using simple regression analysis can be used to predict the performance of BK teachers in SMP Payakumbuh. The simple regression analysis that the

researcher uses, that is work motivation contribute to the performance of BK teacher match with simple regression analysis used Agustin (2013); Holdiman (2013); Mursini (2013); Son (2014); and Ritta (2015), in his research that work motivation contribute significantly to teacher performance.

This finding is obtained based on a series of data analysis showing that the contribution of work motivation to the performance of teachers BK 20.8% and 79.8% more influenced by other variables. This shows that the higher the motivation of work owned by teachers BK it will affect the performance improvement teacher BK. This finding has supported the theory that has been proposed by Timpe (1991) which states that teachers with high work motivation always do more for the students and other teachers.

The result of the contribution of work motivation to the performance of the BK teacher is higher than the contribution of work climate to the performance of the BK teacher, the result is 25.2%, while the work motivation owned by the BK teacher is on average in the high category. However, work motivation still needs to be improved as it can still explain the teacher's performance. Improvement to the motivation of this work can be done by teachers BK by way of instilling in him the importance of the implementation of a job for the sustainability of his life. That is, if in a person embedded belief that a job is important for the sustainability of his life then he will try to do and finish the job with an optimum effort. This is in accordance with Maslow's theory (in Uno, 2012) which implies that people will work hard to meet their needs, starting with basic needs. Can be interpreted that the work is important for its survival, then the teacher will re-think to neglect his job. Thus the higher one's motivation the higher the performance and vice versa, the lower one's motivation the lower the performance (Uno, 2012).

5. Working Climate Contributes to the Performance of BK Teachers

The result of work climate contribution analysis to BK teacher performance can be seen in Table 5.

Table 5. Results of Simple Regression Analysis and Significance Test X2 to Y

Variabel	r	rSquare	Sig.
X ₂ ke Y	0.327	0.107	0.039

Table 5 shows that there is a contribution of learning climate to teacher performance of BK at 10.7%.

The second hypothesis proposed through this study is that the work climate contributes to the performance of BK teachers. This hypothesis has also been tested empirically and highly significant at the 95% confidence level. This means that working climate using simple regression analysis can be used to predict the performance of BK teachers in SMP Payakumbuh. The simple regression analysis that researchers use, ie work climate contribute to the performance of teachers BK.

These findings were obtained based on a series of data analyzes showing that the contribution of work climate to teacher performance of BK was 10.7% and 89.3% more influenced by other variables. This indicates that the better the working climate felt by BK teachers will have an effect on the improvement of the performance of BK teachers. The results of this study in accordance with what was proposed by Hubeis in Ardika (2010) that the organizational climate is the end product of interaction between groups in an organization to achieve a balance between organizational dimensions with individual dimensions. These products include standard social and social trust values. This conducive school climate will affect every school community, especially teachers, to better actualize ideas, creativity, innovation, cooperation and healthy competence in pursuing the achievement of a more established school goals.

6. Work Motivation and Working Climate Together Contributing to Teacher Performance BK

The result of contribution analysis of work motivation and work climate on teacher performance of BK can be seen in Table 6.

Table 6. Multiple Regeresi Analysis Results and Significance Test of X1 and X2 to Y

Variabel	R	RSquare	Sig.
X ₁ , X ₂ ke Y	0.520	0.270	0.003

Table 6 shows that there is a contribution of work motivation and learning climate to the performance of teachers of BK by 27%.

The third hypothesis proposed through this research is work motivation and work climate together contributes to the performance of BK teachers. This hypothesis has also been tested empirically and highly significant at the 95% confidence level. This means that multiple regression analysis can be used to predict the performance of BK teachers in SMP Payakumbuh. The contribution of both variables is 27%.

Based on the data analysis that the performance of BK teachers are in good enough category, work motivation is in high category, while work climate is in good enough category, therefore the main concern is improving work climate because it is still considered good enough. To improve the working climate of schools has been explained in the previous discussion that Hoy and Miskel (in Nurhizrah 2009: 45) define school climate as the perception of school personnel (teachers, learners, administrative staff) about the general condition of the formal school environment; formal and informal relationships, the personality of the people within the organization, and the leadership that influences them. Hoy and Miskel further stated that the school climate is a set of internal characteristics or school personalities that distinguish one school from another.

The above explanation can be concluded that the contribution of high work motivation and work climate is quite good. Both of these are believed to be able to improve the performance of BK teachers. Through the improvement of work motivation and work climate either multiple or partial tends to be able to improve the performance of teachers BK.

Conclusion

Based on the results obtained from data analysis and discussion, it can be concluded as follows:

1. The performance of BK teachers in SMP Payakumbuh is in the category pretty good. This shows that BK teachers in SMP Payakumbuh quite able to perform duties and responsibilities with good among them in implementing the BK program at school.
2. Work motivation in SMP Payakumbuh is in the high category. This shows that teachers BK SMP Payakumbuh already high motivation in work.
3. Climate work of teachers BK in SMP Payakumbuh is in pretty good. It can be assessed that the situation created in the environment of Junior High School Payakumbuh quite conducive.
4. Work motivation contribute to the performance of BK teachers in SMP Payakumbuh, meaning work motivation to give effect to the performance of teachers BK. That is, the higher the work motivation the more the performance of teachers BK.
5. Work climate contributes to the performance of BK teachers in SMP Payakumbuh, this means, that the work climate gives effect to the performance of teachers BK, meaning that the better work climate BK teachers will increase the performance of teachers BK.
6. Work motivation and working climate of Teachers BK together contribute to the performance of teachers BK in SMP Payakumbuh, this explains that the work motivation and work climate affect the performance of teachers BK, meaning the higher the work motivation and the better work climate Teacher BK will increase the performance of teachers BK.

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