

Lecturers' Work Performance of Islamic Education

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Abstract

Many problems were found in the field related to lecturers. Lecturers who are supposed to be disciplined come to class to teach, but some come late to class and end class early before the time runs out. There are lecturers who come and fill out the attendance list at the picket and go straight to class to teach, but there are also those who are not in class to teach because they have other purposes. Some senior lecturers ask their juniors or teaching assistants to teach classes. Some lecturers conduct proposal seminars, comprehensive examinations or conduct counseling for students as academic advisers, or provide student thesis guidance. In the learning process, the approach taken to students sometimes does not have a positive effect on them, the learning methods used are also less varied. The purpose of this study was to obtain an overview and contribution given by the work situation and achievement motivation to lecturer performance. This research is descriptive quantitative. The main data were obtained from observations, questionnaires, interviews, and documentation. Sources of data in this study are lecturers of the Department of Islamic Religious Education and several students. Researchers performed qualitative data analysis by means of data reduction, categorization, and data verification, so that it can be concluded from the data obtained. Based on the results and discussion, it can be concluded that the work situation and individual achievement motivation affect the work performance of the lecturers of the Islamic Education Department, Tarbiyah and Teacher Training Department, UIN Imam Bonjol Padang. The learning approaches used are expository, inquiry, emotional, PAKEM approach and andragogy. The learning method applied is multi-method in the form of active learning. The media used are lecturers of Islamic Religious Education, both printed media in the form of discussion papers and electronic media

Keywords: *Work Situation, Achievement Motivation, Work Performance*

Abstrak

Banyak permasalahan ditemukan di lapangan terkait dengan dosen. Dosen yang seharusnya disiplin datang ke kelas untuk mengajar, namun ada yang datang terlambat ke kelas dan mengakhiri kelas lebih awal sebelum waktunya habis. Ada dosen yang datang dan mengisi daftar hadir di piket dan langsung masuk ke kelas untuk mengajar, namun ada pula yang tidak ada di kelas untuk mengajar karena memiliki tujuan lain. Beberapa dosen senior meminta yang junior atau asisten dosennya untuk mengajar di kelas. Beberapa dosen melakukan seminar proposal, ujian komprehensif atau melakukan konseling bagi mahasiswa sebagai pembimbing akademik, atau memberikan bimbingan skripsi mahasiswa. Dalam proses pembelajaran, pendekatan yang dilakukan kepada mahasiswa terkadang tidak memberikan efek positif bagi mereka, metode pembelajaran yang digunakan juga kurang variatif. Tujuan dari penelitian ini adalah untuk memperoleh gambaran dan kontribusi yang diberikan oleh situasi kerja dan motivasi berprestasi terhadap kinerja dosen. Penelitian ini adalah deskriptif kuantitatif. Data utama diperoleh dari observasi, angket, wawancara, dan dokumentasi. Sumber data dalam penelitian ini adalah dosen Jurusan Pendidikan Agama Islam dan beberapa mahasiswa. Peneliti melakukan analisis data secara kualitatif dengan cara reduksi data, kategorisasi, dan verifikasi data, sehingga dapat disimpulkan dari data yang diperoleh. Berdasarkan hasil dan pembahasan dapat disimpulkan bahwa situasi kerja dan motivasi berprestasi secara individu berpengaruh terhadap prestasi kerja dosen Jurusan Pendidikan Agama Islam Jurusan Tarbiyah dan Keguruan UIN Imam Bonjol Padang. Pendekatan pembelajaran yang digunakan adalah ekspositori, inkuiri, emosional, pendekatan PAKEM dan andragogi. Metode pembelajaran yang diterapkan adalah multi metode berupa metode aktif (active learning). Media yang digunakan adalah dosen Pendidikan Agama Islam, baik media cetak berupa makalah diskusi maupun media elektronik.

Kata Kunci: Situasi Kerja, Motivasi Berprestasi, Prestasi Kerja

INTRODUCTION

Work performance is what one says or does. Work performance has an important role in improving the quality of an institution. According to Steers (2000), Kim (2004), Saeed (2013), factors that may affect work performance are the person's ability, motivation, attitude, interest, and

acceptance of the person to the work he/she is responsible for. Mitrani (2005), Shalley & Perry-Smith (2001) says there are also other factors that are expected to affect someone's work performance, which are responsibility, freedom, labor standards, supervision and motivation. Regardless of the attractiveness, the salary, the incentive, and the protection of a job, still, the success of an institution remain depends on work performance of one's own, whether they have the motivation to work and the desire to improve the quality of the institution.

In order to improve the quality of institutions, an earnest effort of the director of the institution is required, by giving high attention on its faculty. This can be done by providing coaching and guidance on teaching and learning activities that are charged to the lecturers.

In addition to the good nature and character of the director that should be displayed, it is also necessary to know about the character and skill of each individual because everyone has different motivation. It depends on their authority factor, their ambition, and their education. If the director does not have the ability to recognize the lecturers' character in the institution, then it can hinder the level of creativity and work performance of the lecturers.

In the field of management, a director must pay attention to the employment situation in its campus which can affect the level of attendance, morale, complaints and personal issues of the lecturers who teach in the campus. In an educational institution, providing work situation that is pleasant or unpleasant for lecturers will affect the lecturers' quality and performance which can be seen from the lecturers' motivation to excel in teaching and educating on campus.

Someone can be motivated in working, if the environment in which he works can support the activities he does. Many things can make someone motivated in the works, such as the existence of family relationships on campus, the occurrence of healthy communication between lecturers, the opportunity to pursue higher education, their tranquility in the work without any disturbing feeling, and many others.

Based on the explanation above, it appears that everyone will probably have a good work performance by showing high motivation and by getting what they

want in a conducive work situation. Therefore, they can actualize a good work performance in teaching in the campus.

The high and low of lecturers' work performance is greatly influenced by the leadership of the director. The ability of the director to influence the lecturers who teach can be shown through the work activities, including creating a conducive work situation, so as to foster the achievement motivation for the lecturers in the faculty. It depends on the maximum effort done by the director to present himself as an individual who should be respected and obeyed in doing a variety of work activities.

There are various conditions encountered in Islamic education department of Tarbiyah and Teacher Training Faculty in UIN Imam Bonjol Padang. For instance, some lecturers are always discipline coming to class to teach. However, there are also some who are less discipline by coming late and ending the class before the time is up. Then, there are also some lecturers who come and fill the attendance list at the picket and go straight into the classroom to teach, but some are not in the classroom to teach because they have some other purposes. Furthermore, some senior lecturers ask the junior lecturer or the assistant to teach in the class. Then, the lecturers are back to campus for proposal seminars, a comprehensive examination or counseling as students' academic advisor, or guidance of student thesis.

It is also found that there are some lecturers utilize the working hours in campus for personal needs. It means that the lecturers do personal work outside the teaching hours. It is actually not a problem, so long as it does not disturb their teaching hours and their counseling hours for the students. In addition, it is also found some works are done less careful in the process, late, and was not completed in the finish, for example in completing a task in the reporting of faculty performance. In the process of learning approaches made to students sometimes do not have a positive effect on them, then learning methods used and learning media utilized, sometimes are less varied. Therefore, to improve the quality of the institutions requires work performance of the lecturers at UIN Imam Bonjol Padang.

The word "work performance" in *Kamus Umum Bahasa Indonesia*, according to the Ministry of Education (2001) derived from the word performance of which

is also termed as work method, which has some definitions (1) something that is achieved, (2) the achievements that is obtained, and (3) work performance. According to Siagian (2005), DeNisi & Pritchard (2006), Carling & Reilly (2005) someone can improve his performance by: (a) pay attention to the quality of work; (b) have the creativity and innovation in the work; (c) have a greater responsibility; (d) be able to take decisions, in accordance with the tasks and duties of each; (e) obtain both financial rewards and other material and non-material; (f) disciplined and punctual in performing the task.

Based on the above opinions, it can be concluded that the performance is the act of doing something that you want to achieve the expected goals. Work performance is an act which is done by a person in activities that are influenced by various factors, including internal and external factors. Arikunto (2000), Pheng & Chuan (2006), explain that internal factors include attitudes, interests, intelligence, motivation, and personality; while external factors are the nature of the leader, facilities, infrastructure, incentives, work situation and work environment.

According to Timpe (2003), Jones & James (1979), the work situation is a set of properties and work environment that can be measured based on the perception of the individuals working in that environment. Furthermore, according to Nitisemito (2002), Colbert, Mount, Harter, Witt, & Barrick (2004) work situation is everything that exists around someone and be able to influence him in the line of duty.

According to Danim (2004), the work situation is a work environment that can generate motivation, in addition to the leadership style and individual attitude itself. People can work well, if the supporting factors are met. Instead, one can become frustrated if desired supporting factors are not available. Furthermore it is said that the existing work situation affects and shapes human capacity. Humans also behave in accordance with the circumstances surrounding them.

Manullang (2004) offers the definition of motivation as "Power stimulants or impetus, which stimulates, pushes one to control himself so he can work with absolute loyal and different from one to another. Wijaya (2006), Agbonlahor (2006), state that "Motivation is the difference between being able to implement

and willing to implement. Motivation is the power, both from within and from outside that encourages a person to achieve certain predetermined goals or, in other words, motivation can be interpreted as a mental boost to individuals or people as members of a community.

Based on the definition of motivation mentioned above, it can be understood that the motivation can increase achievement motivation of lecturers so that they can improve their work performance. Here the leadership was instrumental, especially in the role of motivating lecturers as a basic effort to influence and direct the behavior of subordinates in order to achieve the objectives of the institution.

The definition of achievement motivation by Waseso (2006), Wigfield, Eccles, Schiefele, Roeser, & Davis-Kean (2007) is a passion or desire to do everything as well as possible, not for the sake of obtaining the social appreciation or prestige, but rather for the sake of achieving satisfaction in the mind of individuals.

Jasrial (1989), Heyman & Dweck (1992) suggest the indications of people who have achievement motivation include the efforts to achieve success, the desire and high morale in the work, the efforts for initiative, the joy to work, the effort to create better working conditions, the urge to be responsible, the persistence and patience in working, the effort to get better progress in work.

Along with the needs of each lecturer to have an achievement, the desire for power, and their desire to affiliate in completing any work completed on campus, then it can affect their work performance in working at the Islamic education department of tarbiyah and Teacher Training faculty in UIN Imam Bonjol Padang.

Work performance of a lecturer is defined as the quality of *the Tridharma* of a university namely: the ability to perform activities of teaching, the punctuality in completing the work, the achievement motivation in the work, and the responsibility in carrying out the work and the conducive work situation in environment of Tarbiyah and Teacher Training Faculty in UIN Imam Bonjol Padang.

RESEARCH METHOD

This research used descriptive quantitative method. This research described the actual phenomenon and analyzed the data obtained from the lecturers of Tarbiyah and Teacher Training Faculty in UIN Imam Bonjol Padang. The scope of this research was to observe the work performance which was affected by work situations and achievement motivation of lecturers of Islamic Education Department, as well as the achievement of learning effectiveness in terms of approaches, methods, and media used in learning. The total of lecturers in Islamic Education Department of Tarbiyah and Teacher Training Faculty in UIN Imam Bonjol Padang who acted as the object of this research was 25 people. The population of this research was the tenure lecturers who teach in the Islamic Education Department of Tarbiyah and Teacher Training Faculty in UIN Imam Bonjol Padang which was 25 people in total. In this research, the samples were taken using a purposive technique with random selection (purposive proportional random sampling) as a consideration for giving the same opportunities to every lecturer who are in Islamic Education Department selected as samples. Based on the research objectives, there were 10 lecturers in Islamic Education Department of Tarbiyah and Teacher Trainer Faculty in UIN Imam Bonjol Padang who were selected as samples. The type of data that would be the source of this research data was primary data derived from the distribution of questionnaires, observations, and interviews with the respondents (lecturers) in Islamic Education Department of Tarbiyah and Teacher Trainer Faculty in UIN Imam Bonjol Padang. In addition, it was also carried out by collecting secondary data obtained from the guide books, literature, and other written sources that can be used as a source of data related to the discussion on this research which is about the work performance of lecturers; in terms of approaches, methods, and media used by lecturers in learning.

The data were collected by using questionnaires that were used to collect quantitative data regarding the performance of lecturers. In collecting the data, researchers met respondents (lecturer) directly by giving questionnaires to be filled. This was done to ensure the correctness of the data. Furthermore, the collected raw data were tabulated, processed, and analyzed. Based on the

collected data, the researchers then made two (2) analyses in order to answer the research questions, as descriptive quantitative. The analysis was done by testing the requirements analysis in the form of homogeneity test. Next, the data were analyzed regressively to determine how much the influence of the work situation and achievement motivation on lecturers' work performance in Tarbiyah and Teacher Trainer Faculty in UIN Imam Bonjol Padang.

RESEARCH FINDINGS AND DISCUSSION

The variable of work situation consisted of 15 questions-statement, while for the achievement motivation, the variable consisted of 17 questions, and for the work achievement, the variable consisted of 16 pieces of question by using Likert scale (5 alternative answers). Description of the distribution of respondents' answers can be described as follows:

The average score (mean) of the work situation was at 62.40 with the deviation standard of 6.51. From these two figures, the coefficient of variation obtained was 42.489. The magnitude of this coefficient reflected the variability of each work situation variable data. The distribution of these numbers can be plotted in the histogram frequency distribution of the following work situation scores:

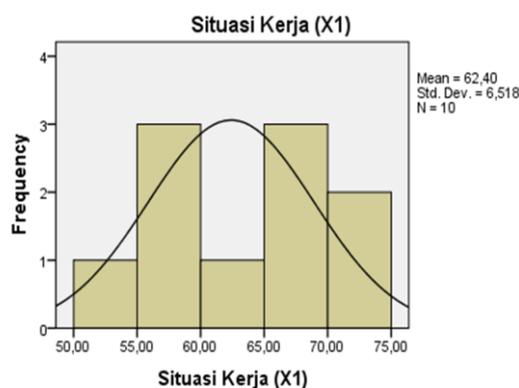


Figure 1: Histogram Frequency Distribution of Work Situation Score

Furthermore, the average score (mean) obtained from achievement motivation was 66.00 with a standard deviation 5.79. From these two figures, the coefficient of variation obtained was 33.55. The magnitude of this

coefficient reflects the diversity of individual achievement motivation variable data. The distribution of this figure can be plotted in the form of a frequency distribution histogram achievement motivation score following:

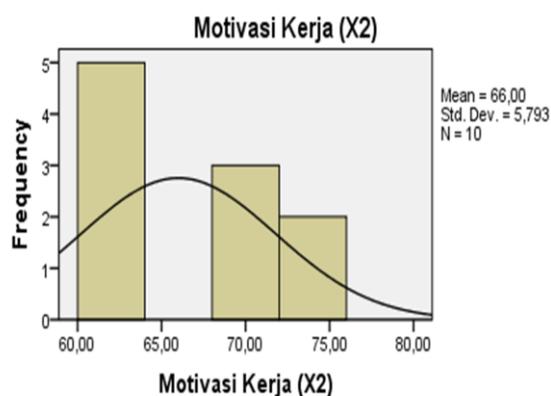


Figure 2: Histogram Frequency Distribution of Achievement Motivation Score

The average score (mean) of work performance was 64.80 with a standard deviation of 5.61. From these two figures, the coefficient of variation obtained was 31.51. The magnitude of this coefficient reflects the variability of each variable of work performance data. The distribution of these numbers can be plotted in the histogram frequency distribution of the following performance scores:

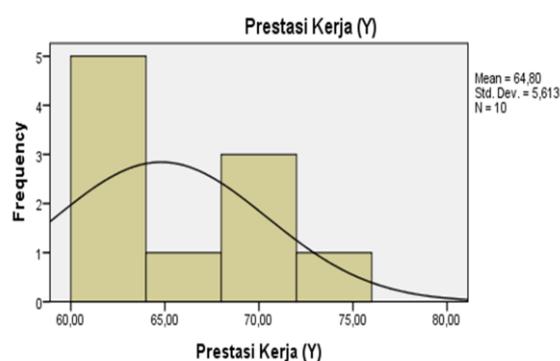


Figure 3: Histogram Frequency Distribution of Work Achievement Score

The test requirements analysis performed was homogeneity test. Homogeneity test was conducted to see whether the research data came

from the same variance (homogeneous). To see if the data came from the same variance, then the hypothesis testing was done:

1. Accepted Ho: if significance probability > alpha level 0.05
2. Denied Ho: if significance probability < alpha level 0.05

Furthermore, the results of homogeneity test analysis can be seen in the following table:

Table 1: Summary of Research Data Homogeneity Test
Test of Homogeneity of Variances

	Levene Statistic	Df1	Df2	Sig.
Work Situation (X1)	,014	1	5	,911
Achievement Motivation (X2)	1.054	1	5	,352

From the data above, it can be stated that the significance probability value of both variable-value was > alpha 0.05, which was 0.911 and 0.352. Thus, it can be concluded that the data came from the same variance (homogeneous).

To see the estimate between independent variables with the dependent variable, it can be seen from the regression equation shown in the following $Y = 14.775 + 0,412X_1 + 0,368X_2$ with X_1 is Work Situation, X_2 is the Achievement Motivation, and Y is the Work Performance. The magnitude of 14.775 can be interpreted that if the work situation increased by one unit then work performance variables tend to increase also by 0.412 unit. The quantities of 14.775 can be interpreted if the achievement motivation is increased by one unit then work performance variables tend to increase also by 0.368 units.

In the working situation variable, the contribution given was 0.487 or 48.7%. So, lecturers who have and feel a good working situation, have an impact on their work performance, and so their work performance is good.

Furthermore, the achievement motivation contributed 0.430 or 43.0%. Thus, lecturers with a good achievement motivation gave impact on the quality of their work performance.

From these results, it can be concluded that the work situation and achievement motivation individually have significant effect on work performance. Thus, the hypothesis which states that "there is a significant influence between the work situation and achievement motivation individually on the work performance of lecturers in Islamic Education Department" can be accepted, or it means that H_a is acceptable. Based on these data, it can be seen that in the Islamic Education Department of Tarbiyah and Teacher Training Faculty in UIN Imam Bonjol Padang there are significant work situation and achievement motivation effects on work performance.

The results using statistical formulas showed that the contribution was 0.583 or 58.3% at α 0.05. Thus, the hypothesis which states that "there is a significant difference between the employment situation and achievement motivation together on work performance can be accepted" or H_a was accepted and H_o was rejected. In regard of the understanding that the work situation and achievement motivation of lecturers in Islamic Education Department would have an effect on their work performance regardless the situations they have. If the work situation and the achievement motivation are good, then the work performance will appear good as well, and vice versa.

Approaches done to improve work performance by making effective learning undertaken by lecturers Islamic Education have included criteria of learning approaches that are effective, i.e. lecturers do not only use the monotonous approach but also use varied approaches; prior to the learning process carried out in the classroom, lecturers first create an atmosphere of conducive classes so that the learning process runs effectively and efficiently.

The lecturers might arouse students' curiosity by providing an illustration related to the lecture material and link the subject matter with the atmosphere of the student's daily life in an emotional approach. In other words, the lecturers strive for the lectures given to affect the life of students in their neighborhood so that the learning becomes meaningful for the students or it is called

constructivism learning, which means the learning given can be meaningful and affect the daily life of the students.

Further indications also showed that lecturers of Islamic Education Department seek the effectiveness of learning by combining various learning approaches such as the expository approach, the inquire approach, and the emotional approach. In addition to the approaches, the method used also needs to be noted.

Ideally a learning can be said to be effective if the lecturer can take advantage of all the learning components well including the use of the learning method in accordance with the situations of students as learners, in accordance with the material presented and in accordance with the lectures classroom situation, then the method used is also oriented toward the learning objectives to be achieved.

Based on interviews that the researchers did, the results are as the following:

- a. In carrying out the learning process in the lecture, the lecturer explains the topic orally to be learned on that day.
- b. Then the lecturer explains verbally about the purpose of studying the lecture material that will be taught that day.
- c. The lecturer divides the students in the class into several discussion groups.
- d. The lecturer follows the discussion of the subject matter on that day with all problems arising from the discussion groups in the class.
- e. The lecturer asks the students to practice in front of the class about the material learned on that day if the material is practical.
- f. The lecturer re-explains to the students about the material they have not understood.
- g. The lecturer assigns tasks to the students in groups and individuals.

Based on interviews and observations that the researchers have done to the lecturers of Islamic Education Department and some students, it can be concluded that the learning methods used by lecturers are counted as the effective learning methods, which are the lecturers, first, centralize the attention of students to the instructional materials by explaining orally about the topic and the learning objectives to be learned on that day. Then the lecturer asks the students to be active in the group discussion and the student tells the other

friends what he has understood in the group discussion and the other groups respond. Theoretically the method used by the lecturers in Islamic Education Department is equally the same as active learning methods (*active learning*) that combine several methods of learning in order to make students more active and the lecturers are as facilitators in the learning process. Thus it makes the learning more effective and efficient so that learning objectives can be well-achieved.

This is in accordance with the work situations and the achievement motivation created by the lecturers on campus; it gives big influence on improving the work performance of lecturers in creating effective learning in the Islamic Education Department.

Next, the media used is the print media in the form of papers discussion, and occasionally the LCD and *InFocus* are also used. Even so, the students are happier if the media used is multimedia because they look more enthusiastic in the lecture.

Based on the results of interviews with one of the lecturers in Islamic Education Department about learning media used to have an effective learning, the researchers obtained the following results:

- a. In the learning process, the lecturer of Islamic Education Department used the LCD to teach about the lecture material.
- b. The lecturer of Islamic Education Department asked the students to listen and give examples individually.
- c. The lecturer shared photocopies that support learning materials obtained from the internet.
- d. The lecturer still used the blackboard as a tool in delivering lecture materials to students in the form of a scheme.
- e. The lecturer used still objects such as dolls in demonstrating the material of the execution of corpse; *sajadah*, *mukenah*, *sarongs* in the material of worship practice.

The interview that the researchers did with one of the students on media learning used to have an effective learning showed the following results:

- a. In the learning process, the lecturer of Islamic Education Department used a laptop and *infocus* as well as the blackboard to explain the material in general in the form of *mindmap*.

- b. The lecturer of Islamic Education Department asked the students to bring their work papers to the front of the class and explain the material based on their understanding.
- c. Sometimes the lecturer invited the students to watch the surrounding environment in the campus related to the material being taught, for example the behavior of students around the campus.

Based on the interviews that the researchers did with one of the students about the learning media used by the lecturer to have an effective learning, the results are as follows:

- a. The lecturer asks the students to read the Arabic manuscript brought into the class.
- b. The lecturer asks other students to listen and correct the wrong reading.
- c. The lecturer asks the students to write the verse to the front of the class.
- d. The lecturer uses the blackboard as a tool in writing the arguments that must be memorized by students.

Based on the results of interviews and observations that have been done to the lecturers of Islamic Education Department and the students, the researchers concluded that the learning media used by lecturers of Islamic Education Department are considerably vary. This certainly can attract students' attention so that the learning process can run well. To create an active and effective learning process, it must be supported by all learning components and it will ultimately result in effective and efficient learning.

Regarding to the distribution of data from previous studies, it can be said that the work situation and achievement motivation concurrently affected the work performance of lecturers in Islamic Education Department of Tarbiyah and Teacher Training Faculty in UIN Imam Bonjol Padang, the result obtained was 0,583. Moreover, it also can be seen that the value of regression coefficient between variables collectively was 14.775 and the value of the significance probability of observations was 0.047. If the significance value of the coefficient probability is compared with the level $\alpha = 0.05$ which is taken as the fault tolerance limit, then the significance value of the observation probability is smaller than the level $\alpha = 0.05$.

Based on the mentioned information, it is known that the hypothesis H_{0s} was rejected with the statement that there is significant influence between the variables of the employment situation and achievement motivation concurrently on work performance of lecturers in Islamic Education Department of Tarbiyah and Teacher Training Faculty in UIN Imam Bonjol Padang. It indicates that the work situation and achievement motivation possessed by the lecturers in Islamic Education Department of Tarbiyah and Teacher Training Faculty in UIN Imam Bonjol Padang have significant influence on their work performance.

Work situation and achievement motivation possessed by the lecturers in Islamic Education Department can be seen from how they finish the job in accordance with the demands that they have for the purpose of learning to be well-achieved.

In addition, there is a significant influence between work situation variables on work performance variables. Thus, it can be said that the work situation that the Islamic Education Department lecturers have, affects their work performance.

There are some efforts that can be done by Islamic Education lecturers in improving their work performance; those are by creating a positive work situation and the joy in working. A good lecturer should always be able to create a conducive working situation so that it can give positive effects on the work performance in the future.

CONCLUSION

It can be concluded that the better the working situation created by the lecturers, the higher the work performance achieved. Without good working situation, it is difficult for campus to achieve optimal results. Thus, improving their work performance can be done by optimizing and creating a conducive working situation for them in teaching and in being in the campus environment.

In terms of achievement motivation, it was found that there was a significant influence between achievement motivation variable and work performance variable. Thus, it can be said that the achievement motivation possessed by the lecturer has an effect on the performance of their work.

In improving work performance, lecturers of Islamic Education Department should pay attention to the achievement motivation of their activities on campus. The better the achievement motivation they have, the more effect their work performance gives on campus. Work performance is a person's success in carrying out the work or it can be interpreted as an effort in order to achieve better performance. Thus, the increasing achievement motivation will affect their work performance.

The improvement of the work performance of the lecturers in Islamic Education Department of Tarbiyah and Teacher Training Faculty in UIN Imam Bonjol Padang can be proved by the lecturers through the approaches taken in learning, whether it is individual approach, or group approach. In addition, in learning process, the approaches used were inquire and expository approaches as well as educational approaches, such as andragogy approach that aims to build the potential of the students and it always motivate them to learn.

Furthermore, the work performance of a good lecturer can be seen from the method used in creating a conducive learning process. Both in the form of conventional methods, such as lectures, questions, assignments, and also methods that enable students in lectures, as well as methods of stories related to religious material. This is very interesting for students because they can know clearly about the history of Islam.

The lecturers' work performance is also created by using various creative media in learning, but in average it was found that the lecturers of Islamic Education Department used visual media, whiteboard, discussion paper, and printed book. Electronic media is also used, but it depends on the electrical conditions that often die, thus the learning process is certainly disturbed. As a result, the lecturers in Islamic Education Department tend to use only visual media such as discussion papers.

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