

Evaluation of Internal Factors of Individuals and Organizations on Employee Performance: A Study in Kendari City

Irawan Andimas*

Department of Economics, Faculty of Economics, Universitas Islam Indonesia, Indonesia

irawan@uii.ac.id

*Corresponding author

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ABSTRACT

The purpose of this study is to determine and analyze the influence of self-efficacy, work motivation, and organizational culture on teacher performance in Kendari City. The influence of self-efficacy on teacher performance in Kendari City. The influence of work motivation on teacher performance in Kendari City. The influence of organizational culture on teacher performance in Kendari City. The population in this study was all teachers in Kendari City who were distributed as elementary, junior high, and high school teachers, totaling 4,111 teachers. The sample of this study was 98 respondents using the Slovin method. The data analysis method used in this study was descriptive analysis and inferential statistics, namely SPSS. The results of the study stated that self-efficacy, work motivation, and organizational culture had a positive and significant effect on teacher performance in Kendari City. Self-efficacy had a positive and significant effect on teacher performance in Kendari City. Work motivation had a positive and significant effect on teacher performance in Kendari City. Organizational culture had a positive and significant effect on teacher performance in Kendari City.

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Introduction

Human resource management (HRM) is one of the assets that determines organizational effectiveness and productivity. According to Husein Umar in Danang Sunyoto (2013), human resource management is the planning, organizing, directing, and supervising of the procurement, development, compensation, integration, maintenance, and termination of employment to achieve organizational goals in an integrated manner. The success of all types of organizations depends on the expertise and abilities of the teachers who form them. Resources owned by schools, such as capital, methods, and machines, cannot provide optimum results if not supported by HR who have optimal performance. Optimizing human resources is the main focus of the organization in improving performance. Performance is the success or work results achieved by someone in carrying out the tasks assigned to them. Teacher performance is correlated with goals. This means that the better the teacher's performance, the more likely the goal is to be achieved. Conversely, the worse the teacher's performance, the more difficult it is to achieve the goal.

A teacher's performance is an individual thing, because teachers have different performances in completing their tasks, and good teacher performance determines the achievement of school productivity. However, not all teachers have high performance, but there are still teachers who have low performance and do not meet the school's expectations. Human resource problems are a challenge for organizations because the success of the organization depends on the quality of its human resources. If individuals in an organization have good human resources, the organization will run effectively. In other words, the success of a school depends on teacher performance. The first factor that influences teacher performance is self-efficacy. According to Siagian (2004), self-efficacy is self-confidence that arises from within a person in facing work situations. Teachers without self-efficacy in carrying out their duties will have an impact on the performance of the teacher himself. If a teacher has high self-efficacy, he is able to set high targets for the desired targets. Teachers who have low self-efficacy in making decisions and acting, then in carrying out their duties they do not meet expectations.

In addition, teachers who have low self-efficacy often feel incapable of carrying out their duties, feel unenthusiastic about carrying out their duties, and feel hopeless because they experience difficulties in carrying out their duties. In addition to the self-efficacy factor, work motivation is also a factor that plays a role in influencing performance. Work activities contain elements of a social activity that produces something and ultimately aims to meet needs and to achieve a better standard of living. In achieving a better and successful standard of living in working cannot be separated from work motivation, and the strength or weakness of a person's work motivation affects the high or low performance. Ability will determine how a person can do a job, talent will play a role in helping to carry out the job if there is a match with the type of job, as well as perception, self-concept, values, interests, emotions, needs, and personality. All of that will affect a person's drive in carrying out their

work. Thus, a study of performance also requires a discussion of motivation because a person's behavior in carrying out work cannot be separated from the drive behind it.

Next is the school organizational culture, identified as one of the things that contribute to teacher performance. The existence of a good organizational culture is considered to contribute to the creation of a positive work atmosphere in the school environment. According to Robbins (2015), organizational culture comes from invisible social forces but can encourage members of the organization to carry out their duties and responsibilities. Meanwhile, according to Robbins and Judge (2017), organizational culture can be said to be a system that can be passed on to the next generation. This system acts as an identity, adhesive, unifier, image, and behavioral reference with an orientation to organizational goals. Based on the phenomena seen in the research location, a study was conducted on the influence of self-efficacy and work motivation on teacher performance. Based on the background stated above, the variables used in this study are endogenous, namely teacher performance which is influenced directly so that it is expected to be used as a reference for performance development models, the phenomenon is the number of teachers who have less than satisfactory performance, not optimal in working, Complaints from several parents of children who complain about the way teachers work that makes children afraid to go to school, teachers are required to have high self-efficacy and work motivation so that they will be aware of their work and will try to achieve the best possible work results.

One of the phenomena that occurs in education in Kendari City is self-efficacy, this is characterized by self-efficacy which is measured through expectations of results, expectations of efficacy, value of results and the amount of effort developed in a situation that is still not optimal, based on the results of initial observations it was found that one aspect is a problem, namely; expectations of results from teachers, teachers have not fully done their tasks well, are not aware of their abilities so that they have not been able to do their tasks with their abilities. The next phenomenon is work motivation measured through achievement, recognition, work in self, responsibility, and advancement. From these five aspects, achievement is a problem that occurs in teachers; teachers in their work have not been able to develop knowledge and skills, and efforts to develop their careers. Furthermore, the phenomenon regarding organizational culture is in the aspect of results orientation, where schools only focus on results compared to the process undertaken in achieving these results. The second aspect is team orientation, which has not focused on teamwork compared to individual work. Human resource management is a series of organizational activities that are directed at attracting, developing, and retaining an effective workforce.

Managers have a major role in directing people in the organization to achieve the expected goals, including thinking about how to have human resource management (HRM) that is able to work effectively and efficiently. Indeed, it has

become a general goal of the HRM section to be able to provide maximum job satisfaction to the management of the organization, which is further able to influence the value of the organization both in the short and long term. Sutrisno (2016), human resource management is the activity of planning, procuring, developing, maintaining, and using human resources to achieve goals both individually and organizationally. According to Hasibuan (2016), human resource management is "the science and art of managing relationships and roles of the workforce to effectively and efficiently help achieve goals, employees, and society.

Self-efficacy is a person's belief or belief that he or she can master a situation and produce positive outcomes (Santrock, 2011). According to Dale (2015), self-efficacy influences students in choosing their activities. Students with low self-efficacy may avoid lessons with lots of assignments, especially for challenging assignments, while students with high self-efficacy have a great desire to do their assignments. According to Bandura (2011), in a Thesis entitled Goal Orientation, Self-Efficacy and Learning Achievement in Students Participating and Non-Participating in Intensive Teaching Programs in Schools by Retno Wulansari in 2001. Supardi and Anwar (2014) said that motivation is a state within a person that drives the individual's desire to carry out activities to achieve goals. The motivation that exists in a person will manifest in a behavior that is directed at the goal of achieving satisfaction targets. According to Handoko (2013), motivation is an activity that causes, channels, and maintains human behavior, a state within a person that drives the individual's desire to carry out certain activities to achieve goals. Meanwhile, according to Veithzal (2014), motivation is a series of attitudes and values that influence individuals to achieve specific things according to individual goals.

These attitudes and values are something invisible that provides the strength to encourage the individual to behave in achieving goals. If individuals are motivated, they will make positive choices to do something, because basically, motivation can spur employees to work hard so that they can satisfy their desires and increase their work productivity, and ultimately will affect the achievement of organizational goals. According to Mangkunegara (2013), motivation is a condition or energy that moves employees who are directed or aimed at achieving organizational goals. According to Robbins and Judge (2017), organizational culture refers to a system of various meanings carried out by members that distinguishes the organization from other organizations. Organizational culture is a system of shared meanings shared by members that distinguishes an organization from other organizations. With the mistakes that have been made by employees in completing work, of course, it has an impact on the continuity of operations that have been determined according to organizational standards.

According to Robbins and Coulter (2015), organizational culture is a set of values, principles, traditions, and ways of working that are shared and influence the behavior and actions of members of the organization. Meanwhile, according to sociology in Herminingsih (2014), culture is defined as a collection of symbols,

myths, and rituals that are important in understanding a social reality. According to Hasibuan, (2007) performance is a manifestation of work carried out by employees which is usually used as a basis for assessing employees who are usually used as a basis for assessing employees or the organization concerned. Good performance is a step towards achieving organizational goals, so efforts need to be made to improve performance.

Performance is a result achieved by employees according to the applicable standards for the work concerned. Recent studies on the level of teacher task performance have been conducted by several scholars. King'oina, Kadenyi, and Ngaruiya (2015), for example, investigated the effects of teachers' teaching assignments on the standard academic performance of eight students in a public primary school in Marani Sub-County, Kenya. They found that teachers' task performance in the area of lesson plan planning was relatively high. Omomia (2014) also in their study found that teachers had high mean scores in their task record writing performance. The same is true for Ejidike and Oyelana (2015), who found that teachers' performance, especially in the areas of lesson notes and lesson plan preparation, was high. Others (Anho, 2015; Nwite, 2016; Omiko, 2016) who also dealt with teachers' classroom task assignments and their subsequent job performance reported that teachers' level of classroom job performance was low, especially in the areas of classroom management and related tasks that interfere with the teaching and learning process.

Method

The design of this study is based on a quantitative approach that aims to answer this research question by testing the proposed hypothesis. The quantitative approach is used to statistically confirm the conceptual model designed in this study. Furthermore, this study is also verifiable, which aims to determine the relationship between variables through hypothesis testing based on theory, research results, and data collected in the field (Ferdinand, 2015). Therefore, this study is classified as applied research and uses a causal method that is intended to obtain answers to the problems and hypotheses proposed. Furthermore, testing and explaining the influence of variables based on the theoretical framework and hypothesis. Therefore, this type of research is explanatory research intended to explain the causal influence between variables and then choose alternatives (Cooper & Schindler, 2014).

This research was conducted in Kendari City with the objective of researching the influence of self-efficacy, work motivation, and organizational culture on teacher performance in Kendari City. The inferential statistical analysis used in this study is multivariate regression analysis. Multivariate regression analysis is an analysis method to test the influence or relationship between variables, where one dependent

metric variable is suspected to influence two or more independent metric variables (Hair et al., 2010). The purpose of multivariate regression analysis is to predict changes in dependent variables by explaining changes in independent variables. In this study, multiple linear regression analysis was conducted to determine the effect of self-efficacy, work motivation, and organizational culture on teacher performance, both simultaneously and partially, on improving teacher performance with an equation model (Hair et al., 2010).

$$Y = \beta_0 + \beta_1X_1 + \beta_2 + \beta_2X_2 + \dots\dots\dots \beta_n X_n + e$$

Where:

Y = Dependent variable

X1, X2 = Independent variables

β_1, β_2 = Regression coefficient

e = Measurement error

Results and Discussion

Multiple Linear Regression Data Analysis

To test the effect of independent variables (X) on dependent variables (Y), the t-test is used. The basis for decision making is if $t_{sig} < \alpha 0.05$, then the independent variable has a significant effect on the dependent variable. Likewise, if $t_{sig} > \alpha 0.05$, then the independent variable has no significant effect on the dependent variable. The results of the multiple linear regression analysis that tested the effect of self-efficacy variables (X1), work motivation (X2), and organizational culture variables (X3) on teacher performance variables (Y) in Kendari City can be seen in the table below.

Table 1. Results of Multiple Linear Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
	(Constant)	.694	.295		2.352	.021
1	Self-efficacy	.306	.081	.345	3.770	.000
	Work motivation	.241	.065	.300	3.690	.000
	Organizational culture	.272	.088	.275	3.090	.003

Source: SPSS Data Processing Results, 2024

Table 1 shows that the value of the self-efficacy coefficient (β_1) is 0.306 with a positive value. This means that the higher the self-efficacy of teachers, the teachers' performance in Kendari City will be. The work motivation coefficient value (β_2) is 0.241 with a positive value. This means that the better the work motivation, the

teacher's performance in Kendari City will be. The organizational culture coefficient value (β_3) is 0.272 with a positive value. This means that the higher the organizational culture, the teacher's performance in Kendari City will be. Based on the results of testing the regression model, the regression model that states the influence of self-efficacy, work motivation, and organizational culture on teacher performance in Kendari City can be stated as follows.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$$

Based on the regression equation above, this study can be implemented as follows:

$$Y = 0.694 + 0.306X_1 + 0.241X_2 + 0.272X_3$$

Where: Y = Teacher performance

X1 = Self-efficacy

X2 = Work motivation

X3 = Organizational culture

b1 = Regression Coefficient X1

b2 = Regression Coefficient X2

b3 = Regression Coefficient X3

Table 2. Simultaneous test

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	44.863	3	14.954	53.573	.000 ^b
	Residual	26.239	94	.279		
	Total	71.102	97			

Source: Processed Results, SPSS

Based on Table 1 above, it can be seen that the F-count has a value of 153.573 and a significance value of 0.000 ($p < 0.05$). Thus, it can be said that self-efficacy, work motivation, and organizational culture have a positive and significant effect on teacher performance in Kendari City, so that the proposed hypothesis can be accepted.

Partial Test

The results of the second hypothesis test that self-efficacy has a positive and significant effect on teacher performance in Kendari City can be proven by the regression coefficient value with a positive sign of 0.306 and a significance of = 0.000, which means it is smaller than $\alpha = 0.05$ ($t_{sig} 0.000 < 0.05$). This indicates that the self-efficacy variable (X1) has a significant effect on teacher performance (Y), so that the proposed hypothesis can be accepted. On this basis, the self-efficacy variable (X1) can be included as one of the variables that significantly influences teacher performance (Y) in Kendari City. The results of the hypothesis test on the influence

of work motivation on teacher performance in Kendari City can be proven by the positive regression coefficient value of 0.241 and a significance value of = 0.000, which means it is smaller than $\alpha = 0.05$ (tsig 0.000 <0.05). This indicates that the work motivation variable (X2) has a significant effect on teacher performance (Y), so that the third hypothesis proposed can be accepted. On this basis, the work motivation variable (X2) can be included as one of the variables that have a significant effect on teacher performance (Y) in Kendari City. The results of the hypothesis test on the influence of organizational culture on teacher performance in Kendari City can be proven by the positive regression coefficient value of 0.272 and a significance value of = 0.003, which means it is smaller than $\alpha = 0.05$ (tsig 0.003 <0.05). This indicates that the organizational culture variable (X3) has a significant effect on teacher performance (Y), so that the fourth hypothesis proposed can be accepted. On this basis, the organizational culture variable (X3) can be included as one of the variables that significantly influences teacher performance (Y) in Kendari City.

Discussion

The influence of self-efficacy, work motivation, and organizational culture on teacher performance

Self-efficacy, work motivation, and organizational culture have a positive and significant effect on teacher performance. These results indicate that increasing self-efficacy, work motivation, and organizational culture will improve teacher performance. These results are consistent with the descriptive variables of the study, where the self-efficacy variable is included in the good category, work motivation is also included in the good category, organizational culture is included in the good category, as well as teacher performance. Rationally, self-efficacy can be influenced by the expectation of results, the expectation of efficacy, the value of results, and the amount of effort put into the situation. Work motivation is influenced by achievement, recognition, work in self, responsibility, and advancement. Organizational culture is influenced by innovation and courage, attention to detail, results orientation, people orientation, team orientation, aggressiveness, and stability.

The Influence of Self-Efficacy on Teacher Performance

Based on the results of data analysis, it was found that self-efficacy has a positive and significant effect on teacher performance. Thus, it can be interpreted that the better the self-efficacy of the teacher, the higher the teacher's performance. The characteristics of respondents based on the age of the majority of teachers are aged 36-40 years which is categorized as productive age, which shows that at that age they are included in the age group that still has intellectual abilities in leading the organization, carrying out tasks, drawing conclusions that are useful for the progress of the organization and still have great opportunities for a career by developing potential according to the abilities they have in supporting

organizational operations, so that they are expected to be able to compete and be able to show high performance. This condition illustrates that the majority of teachers in Kendari City are adults. This illustrates that at that age, the emotional state is more stable for doing the job. This result is in accordance with the opinion of Robbins and Timothy (2015), who stated that there is a relationship between age and declining performance with the older a person is, or the older a worker is, the smaller the possibility of work productivity. On the other hand, these limitations can lead to a more positive perception that can improve performance.

The Influence of Work Motivation on Teacher Performance

Based on the results of data analysis, it was found that work motivation has a positive and significant effect on teacher performance. Thus, it can be interpreted that the better the work motivation, the higher the teacher's performance. This means that work motivation reflected through achievement, recognition, work in self, responsibility, and advancement contributes to improving teacher performance. Field facts prove that work motivation has a significant effect on teacher performance, indicated by respondents' answers showing that every statement related to work motivation is responded to with a good answer, in this case that teachers have a high desire to excel, are supported by leaders and colleagues to excel, feel a sense of satisfaction when able to complete difficult work, leaders acknowledge and appreciate work results, colleagues acknowledge and appreciate work results, are able to use their potential and work independently, job descriptions at the school where they teach are very clear, the challenges of the tasks given motivate them to complete them, are ready to work overtime if the work is not finished on time, there is clarity of responsibility for the tasks given by the school where they teach, there is autonomy in carrying out tasks at the school where they teach, are able to work with a full sense of responsibility, the school provides opportunities to develop themselves through the tasks given, the school where I teach provides policy support for self-development and likes to work at a school that provides career advancement for teachers who have the ability.

The Influence of Organizational Culture on Teacher Performance

Based on the results of the data analysis, it was found that organizational culture has a positive and significant effect on teacher performance. Thus, it can be interpreted that the better the organizational culture, the higher the teacher's performance. This is that organizational culture reflected through innovation and courage, attention to detail, result orientation, people orientation, team orientation, aggressiveness, and stability contributes to improving teacher performance. Field facts prove that organizational culture has a significant effect on teacher performance, as indicated by the results of the description of research variables, where organizational culture reflected through innovation and courage, attention to detail, result orientation, people orientation, team orientation, aggressiveness, and

stability can improve teacher performance. Field facts also prove that organizational culture improves teacher performance which is indicated by teachers working innovatively, teachers daring to take risks, teachers having a high sense of trust, teachers working with a high level of accuracy, teachers working by conducting analysis, teachers always working by prioritizing organizational norms and ethics, schools paying attention to the final results of work, schools paying attention to vision and mission, schools prioritizing obedience to procedures, schools paying attention to teachers who excel, providing social security to teachers, schools paying attention to teacher safety and health, schools emphasizing the importance of teamwork skills, schools emphasizing not highlighting individual greatness, teacher success is the achievement of the team, schools emphasizing teachers to be aggressive in teaching, schools providing guidance to teachers to improve performance, schools giving teachers the freedom to be creative in every job, schools being open to suggestions or criticism, schools always being consistent in implementing a plan and policy taken, schools always paying attention to teacher opinions.

Conclusion

Based on the research above, it can be concluded that self-efficacy, work motivation, and organizational culture have a positive and significant effect on teacher performance in Kendari City. This can be interpreted that the better the self-efficacy, work motivation, and organizational culture, the more teacher performance will increase. Self-efficacy has a positive and significant effect on teacher performance in Kendari City. This means that the higher the self-efficacy measured through outcome expectations, efficacy expectations, outcome values, and the amount of effort developed in a situation, the more teacher performance will increase. Work motivation has a positive and significant effect on teacher performance in Kendari City. This can be interpreted that the better the work motivation, the greater the performance will increase. Organizational culture has a positive and significant effect on teacher performance in Kendari City. This means that the better the organizational culture, the more teacher performance will increase. The limitations of this study are that it cannot test other variables that can improve performance, so this study recommends that further researchers test other variables, such as teacher competence, principal supervision, and education quality standards.

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