

THE FACTOR ANALYSIS OF ORGANIZATIONAL PERFORMANCE

Andri Hanico¹, Hazriyanto^{2*}, Amir Daus³, Yossi Hendriati⁴, Dadi Akhmad Perdana⁵STIE Galileo Batam, Indonesia¹²⁴⁵
IAI Ar Risalah³andrihanico21@gmail.com¹, hazriyanto@gmail.com^{2*}

Abstract

One place to raise the standard of human resources is the university. Professors, universities, communities, and other educational groups have all contributed to the growth of higher education in Indonesia, particularly in Batam. The achievement of a university's performance includes the achievement of the performance of lecturers and administrators at the University. Lecturers are an essential aspect of the education system in higher education. This research is related to lecturers' commitment, satisfaction, and performance. Data collection used a questionnaire instrument involving a sample of 179 lecturers in higher education institutions in Batam, Riau Islands Province, Indonesia. According to the study's findings, there is a strong and positive commitment, satisfaction, and performance. This calls for the University to take into account not only the effects of aspects not covered by the studies, such as management factors, leadership and others, but also the relationship between organizational commitment and work satisfaction on performance.

Keywords: *Commitment, Satisfaction, Performance, Lecturer, Gender.*

INTRODUCTION

The necessity to raise academic achievement among university teachers is a factor in the educational issues currently confronted frequently at the university level. Numerous initiatives have been taken to raise the standard of instruction at universities in order to promote the advancement of university success, such as creating a teaching curriculum that is customized and put into practice by lecturers who are directly involved in teaching and learning with students. In addition, increasing job satisfaction and commitment as well as raising the caliber of lecturers at universities is accomplished through training, pay, benefits, recognition, seminars, teaching activities, research, fieldwork, discipline, a variety of teaching and learning resources, and fostering collaboration between universities both inside and outside the nation. Studies conducted by Mc Causland *et al.* (2005) show that job satisfaction can encourage workers to achieve more, and achievement has a positive impression of job satisfaction. Further studies carried out by Anari (2012) found that there is a significant relationship between job satisfaction and organizational commitment. Study results by Yousaf *et al.* (2015) found that the achievement relationship was strengthened by practical organizational commitment. At the same time, the study carried out by Yiing and Ahmad (2009) found that organizational commitment is significantly related to job satisfaction rather than employee performance. Malhotra dan Mukherjee (2004), the study findings show that job satisfaction and organizational commitment have significantly impacted service quality. At this time, the development of human resources has become something that has value and is essential. Therefore, issues related to improving the quality of human resources have entered various fields of work. This is because human resources are an important asset in achieving the performance of an organization. Study results from Nugroho, *et., al* (2016) show that organizational commitment has a positive but insignificant effect on work performance. Likewise, in studies, Priyatama (2013) concluded that the organizational commitment variable was insignificant. The same thing from the study by Yenti (2013) shows that organizational commitment has no positive significant effect on organizational work performance. In a study Jabbari, *et., al* (2015) found no significant relationship between job satisfaction and job performance. Yiing and Ahmad (2009) This study found that organizational commitment is related to job satisfaction rather than employee performance. The problems found in most universities in

Indonesia also occur in other places, such as in universities in Batam City, Riau Archipelago Province. Additionally, more needs to be done in terms of research on dedication, work satisfaction, and performance among university professors, particularly in Batam, Indonesia's Riau Archipelago Province. In order to better understand this issue, researchers are conducting studies on dedication, job satisfaction, and work performance among university lecturers in Batam City, Riau Islands Province, Indonesia. The goal of this study is to identify the challenges faced by lecturers and universities in raising the caliber of universities in Batam City in particular and improving the performance of university lecturers in Batam City. This research explores how commitment and job satisfaction contribute to job performance and the relationship between one factor and another. The researchers in this study aimed to identify the relationship between commitment and job satisfaction on lecturer performance which can support the excellence of a university. The conceptual framework of this study presents commitment and job satisfaction that play a role in job performance. This study focuses attention on commitment, job satisfaction, and job performance.

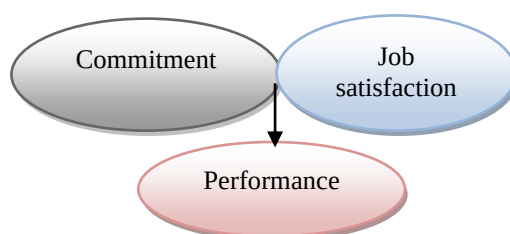


Figure 1. Conceptual Framework for Thought Policy Studies

The research conceptual framework shows the relationship between commitment and job satisfaction on performance. Employees who are satisfied with their jobs tend to perform better than before and vice versa. Work performance increases along with the amount of employee commitment in carrying out work in the organization concerned; committed employees will get work results in better work performance than before. Employees who commit will likely have job satisfaction to achieve maximum work performance. The relationship between commitment and job satisfaction on work performance is an operational variable that can be studied in this study, as research conducted by Elangovan (2001) indicates a robust causal relationship between satisfaction and commitment. In addition, research results by James Boles, *et., al.* (2007) show that various aspects of job satisfaction have a significant relationship with organizational affective commitment. In general, the description of the phenomena seen in tertiary lecturers, especially universities, based on observations, interview results, and appreciation of the University's annual work targets, shows that lecturers tend to be dissatisfied with the University where they work, so there is no commitment to stay at the University concerned. This is in line with the achievement of lecturer performance; the lack of achievement of lecturer performance is directly related to lecturer satisfaction with their work; lecturers who are committed and have satisfaction with their work show better performance achievement than before. Therefore, the conceptual framework of this research has the qualifications to be explored and studied in order to obtain information that is by the theory and facts in the place where the research is carried out. In line with current developments, each University has a vision and mission to meet market needs and face future challenges. The University's vision and mission provide an overview of the formation of the University and becoming a university that produces qualified, competent, creative, and independent human resources, upholds the Tri Dharma of higher education: education, research, and community service from human resources (HR) that are ethically and professionally creating competent human resources in their fields, implementing effective and efficient higher education management, organizing competent education that supports the demands of the world of work. The following is an operational definition and essential concepts used in the research. Lecturers are a critical aspect of an education system in higher education. Bernardin and Russel (1993) state that performance (work performance) is an evaluation of the results obtained from certain job functions or activities during a specific period. Performance is a condition that must be known and explained to certain parties to determine the level of achievement of an institution's results related to an organization's vision and to know the positive and negative impacts of an operational policy. Work

performance is a function of motivation, competence, and role perception (Stoner, 1989). Performance compares work results achieved by staff with predetermined standards (Masrukhin et al., 2004). Job satisfaction is the emotional state of employees in evaluating their work. Job satisfaction is an expression of individual feelings towards their work. This can be seen in the positive attitude of employees towards work and everything that is encountered in the work environment (Handoko, 2010), and Spector (2000) defines job satisfaction as more focused on the general feelings of an employee about the job or also as a group relationship attitudes about various aspects of work which include compensation, supervisor supervision, intrinsic job characteristics, co-workers, job security, and performance opportunities. In order to build a workforce that has a high commitment to the organization, it is necessary to know exactly what this commitment is and the factors that play a role in the formation of commitment to the organization. Commitment is the level of employee belief and acceptance of organizational goals and the desire to remain with the organization (Mathis et al., 2011).

RESEARCH METHOD

This study uses a survey instrument to measure commitment, satisfaction, and job performance among tertiary institutions. The population in this study were university lecturers. The target respondents were university lecturers. The data used in this study is the latest data obtained from the university. As many as 179 lecturers have filled out the distributed questionnaires. The mean, standard deviation, and frequency were utilized to examine all the data that were used in this study. Reliability and descriptive analysis are the types of analysis used in this study. The population in this study was 469 respondents. This research was conducted in 2017. Researchers distributed 469 sets of questionnaires. The data used in the study, which is a total of 38% of the responses from the respondents, are complete and can be used in the survey conducted. This research focuses on the commitment, job satisfaction, and work performance. This research is limited to the variables studied in the educational environment. This study uses a survey instrument to measure commitment, satisfaction, and job performance among tertiary institutions. The population in this study were university lecturers. The target respondents were university lecturers. The data used in this study is the latest data obtained from the university. As many as 179 lecturers have filled out the distributed questionnaires. The mean, standard deviation, and frequency were all employed for data analysis in this study. Reliability and descriptive analysis are the analysis methods employed in this study. Data analysis with descriptive statistics also uses a statistical tool.

RESULTS and DISCUSSION

The results of the descriptive analysis, which includes the average score and frequency for the variables organizational commitment, job satisfaction, and work performance, are shown in Table 1 below:

Table 1. Descriptive Statistics of Organizational Commitment

No	Items	Mean	Standard Deviation
10	My job is challenging	3.93	0.85
8	I am delighted with the relationship I have with the employer	3.92	0.73
1	I have great faith in the university	3.84	0.8
2	The goals of the university are aligned with my soul	3.84	0.83
14	I serve in the right place	3.84	0.9
12	I am delighted with the university environment	3.69	0.89
9	I am comfortable with the morals and ethics found in the university	3.68	0.83
6	I am delighted with this work	3.65	0.88
3	I am proud to be at this university	3.61	0.93
11	I am delighted with the appreciation given by the university for a job well done	3.59	0.87
7	I am in charge of the university and will continue my service at this university	3.55	0.86
5	I am delighted with the salary I received	3.54	0.9
4	I have faith in the cultural values contained in the university	3.54	0.91
Total Score Mean		3.71	0.86

A descriptive analysis of organizational commitment variable indicators consisting of 13 items. The results of this study found that overall the organizational commitment erratic hands were at

the level of 3.54 to 3.93 with an overall average score of 3.71 at a reasonable level with a standard deviation of 0.73 to 0.93 with an overall average score of 0.86. Based on the descriptive statistical analysis results in this study, the variable indicator of organizational commitment is reasonable.

Table 2. Descriptive Statistics of Job Satisfaction

NO	Items	Mean	Standard Deviation
13	I am delighted with the support provided by my colleagues	3.91	0.78
24	I am delighted with my colleagues and the university environment	3.84	0.86
30	I get support from my boss/employer to improve my performance at work	3.78	0.87
31	Fair division of labor helps me to increase my career achievement	3.77	0.79
23	The results of my work are by the targets that I set	3.76	0.83
19	I got support from the university to improve my personality	3.72	0.86
32	I get recognition and satisfaction at work	3.65	0.84
29	The various facilities provided by the university have helped me in completing my work	3.65	0.87
20	In college, there are still individuals who get jobs outside their area of expertise	3.56	0.87
21	The prize money I receive is enough for my daily needs	3.46	1.05
22	The university where I work does not meet the criteria I want	3.38	0.95
Total Score Mean		3.68	0.87

The results of the descriptive analysis of the job satisfaction variable indicators consisting of 11 items. It can be seen that all job satisfaction variable indicators are at levels between 3.38 to 3.91 in the excellent category, and the overall average score is 3.68, also in the good sort, with a standard deviation between 0.78. and 1.05, with a broad standard deviation mean score of 0.87. Thus, based on the descriptive statistical analysis, the variable indicators of job satisfaction are reasonable.

Table 3. Descriptive Statistics of Work Performance

No	Items	Mean	Standard Deviation
41	I commit to my work	4.18	0.7
38	My work performance is in line with the university's learning standards and curriculum	4.09	0.67
42	Saya memiliki keterampilan untuk melayani	4.09	0.7
39	The quality of my work performance is to the university's service policy	4.08	0.7
45	I venture into careers that match my skills	4.07	0.78
37	I can complete the work by the university's service policy	4.05	0.76
44	I can adapt to various changes that occur at the university	4.00	0.71
46	I can complete various tasks given well	3.99	0.79
40	My conduct complies with the university's service policies	3.98	0.81
28	I can serve in the fields of teaching, research, and service very well	3.93	0.73
36	I work according to the service policy of the university	3.89	0.95
43	I get support to serve from the administration	3.72	0.91
Total Score Mean		4.01	0.77

Based on the results of the descriptive analysis of the work performance variable indicators of the 12 items. It can be seen that all work performance variable indicators are at numbers 3.72 to 4.18 in the excellent category. The overall average score is 4.01, also included in the good class with a standard deviation of 0.67 to 0.95 with an average standard deviation score of 0.77. Thus, based on the statistical descriptive analysis, the indicators of work performance variables are at a reasonable level.

Table 4. Gender Descriptive Statistics

Descriptive Statistics (Gender)				
Variables	Man		Woman	
	Mean	Category	Mean	Category
Commitment Organization	3.61	Moderate	3.80	Good
Job Satisfaction	3.66	Good	3.71	Good
Work Performance	3.86	Good	3.96	Good

The results of the descriptive analysis of the variable indicators of organizational commitment, job satisfaction, and work performance based on gender are shown in Table 4. Based on

Table 4, organizational commitment in male respondents, with an overall average score of 3.61, means they are in the category of Good. Meanwhile, the organizational commitment of female respondents has an overall average score of 3.80, which means they are in a suitable type. Job satisfaction for male respondents, with an overall average score of 3.66, is reasonable. At the same time, job satisfaction for female respondents has an overall average score of 3.71 and is also at an appropriate level. While male respondents have an overall average score of 3.86 and the work performance of female respondents is 3.96, this shows that they are at a reasonable level. The validity test results show that all organizational commitment variable items can be accepted with a value of > 0.30 , which is between 0.387 and 0.710. Therefore, all things regarding organizational commitment, job satisfaction, and job performance are valid (Bakar, 1987). Thus, all items of organizational commitment, job satisfaction, and work performance can be attached to the following process. Then the reliability test of the items of organizational commitment, job satisfaction, and work performance will be presented. Reliability test results showed that The organizational commitment item's Cronbach's Alpha was (0.902), which is very high. Items measuring job satisfaction have a reliability score of (0.875), which falls into the strong group. Items measuring work performance have a dependability value of (0.886) and fall within the high category. According to Konting (2003), the values of organizational commitment, work satisfaction, and job performance questionnaire questions are reliable. The results of the correlation test of organizational commitment, job satisfaction, and work performance. Shows that job satisfaction contributes to an organizational commitment by 52% or better, 48%, influenced by other factors not included in the model. This means that organizational commitment is influenced by job satisfaction by 52% while 48% is influenced by other variables not examined in this study. While work achievement is influenced by organizational commitment and job satisfaction by 17%, the remaining 83% is influenced by other factors. This means that work performance is influenced by organizational commitment and job satisfaction by 17%, while 83% is influenced by other variables not examined in this study. The results of the t-statistical test from exogenous and endogenous variables to endogenous stated job satisfaction on organizational commitment are significant because the t-statistic value is above the t-table (t-table with a significance of 5% and $DF = 176$, which is 1.6535). Except for job satisfaction to work performance, job satisfaction to organizational commitment to work performance, and organizational commitment to work performance are not significant because the t-statistic values are below the t-table (t-table with 5% significance and $DF = 176$, is equal to 1.6535). The parameter coefficient of job satisfaction to organizational commitment is 0.7273, meaning job satisfaction has a positive effect on organizational commitment of 0.7273. The higher the job satisfaction, the higher the organizational commitment. The magnitude of the parameter coefficient of job satisfaction to work performance is -0.1440, meaning that Performance at work is negatively impacted by job satisfaction. Lower work performance is associated with increased job satisfaction. The magnitude of the parameter coefficient of job satisfaction to organizational commitment to work performance is 0.6050, meaning there is a positive influence between job satisfaction and organizational commitment to work performance of 0.6050. The higher the job satisfaction and organizational commitment, the higher the work performance. The magnitude of the parameter coefficient of organizational commitment to work performance is -0.2932, which means there is a negative influence between organizational commitment and work performance of 0.2932. The higher the organizational commitment, the lower the work performance. When viewed from a theoretical aspect, commitment is a management concept that places human resources as the main feature in a business organization which is determined by personal characteristics (such as age, tenure in the company, termination, or symbols of internal or external control); organizational elements (such as work structure and a supervisor's management style); independent of organizations (Nortcraft & Neale, 1996; Wiyono, 1999). All of this gives the impression of continuing commitment and sincerity to do something to the fullest. An exemplary commitment is a commitment that starts with the leader. Johns (2001), Judge, Parker, Colbert, Heller, & Ilies (2001) believe that job satisfaction is related to work relationships and general results such as work performance, commitment to the organization, freedom of work such as organizational behavior, and life satisfaction.

CONCLUSION

The discussion of the results of the study was carried out using a literature study to obtain an understanding of understanding related to organizational commitment, job satisfaction, and work performance among tertiary lecturers; then, conclusions were drawn from the results of the discussion. The correlation test results for the relationship between commitment and work performance show a weak correlation between organizational commitment and work performance, and the results of the correlation test based on demographic data mostly show a weak correlation between organizational commitment and work performance. And all correlations are significant. This study's findings align with Yiing dan Ahmad (2009), Lee., et., al (2010). This is also in line with research conducted by Yousaf., et al. (2015). Research results of Schoemmel and Jønsson (2014) also show that practical commitment to work is more strongly related to job performance than a practical commitment to departments and organizations. From the results of the descriptive analysis, the organizational commitment variable is at a reasonable level, and job satisfaction is also at a good story. The correlation test results in the study showed a relationship between commitment and job satisfaction in the research conducted. The correlation test results showed a moderate correlation between organizational commitment and job satisfaction and a positive and significant correlation between organizational commitment and job satisfaction. The findings of this study are also in line with research conducted by Malhotra dan Mukherjee (2004). This is also in line with Wibowo (2011). The research results show a significant and robust relationship between organizational commitment and satisfaction. The results of the correlation test show that there is a weak correlation between job satisfaction and work performance in this study. The correlation is positive and significant. While the correlation test results are based on existing geographic data, most of the others also show a weak correlation between job satisfaction and job performance; the correlation is also positive and significant. The findings of this study are in line with McCausland., et al. (2005), Goris (2007). Correlation test results show a weak correlation between organizational commitment and job satisfaction on work performance. The correlation is positive and significant. The findings of this study are in line with Yousef (1998), indicating that there is an important, although not very strong, positive relationship between Darwito (2008), Schoemmel and Jønsson (2014). Conclusions from discussions on organizational commitment, job satisfaction, and work performance among university lecturers. Dedication and Job Satisfaction, Commitment and Work Achievement, Job Satisfaction and Job Achievement, and Commitment and Job Satisfaction with Job Achievement have a positive and significant relationship. This means that respondents with high organizational commitment have high job satisfaction and work performance. If job satisfaction is high, then work performance is increased. If organizational commitment and job satisfaction are high, work performance is high. The meaning of the relationship between organizational commitment, job satisfaction, and job performance is positive and significant or reassuring. For this reason, it is appropriate for universities to pay attention to and pay attention to the organizational commitment and job satisfaction of lecturers in certain tertiary institutions, which contribute to the performance of tertiary lecturers. The correlation value of commitment and job satisfaction on work performance shows that the change in work performance by organizational commitment and job satisfaction is 40.0%. At the same time, the rest is a change in work performance by other factors outside the model in this study. This means that higher education institutions need to pay attention to the relationship between organizational commitment and job satisfaction on work performance, bearing in mind that organizational commitment and job satisfaction, awards, discipline, promotions, and others cause a 40 percent change in work performance. Job satisfaction contributes to organizational commitment by 52%, and the remaining 48% is influenced by other factors not included in the model. This means that organizational commitment is influenced by job satisfaction by 52% while 48% is influenced by other variables not examined in this study. While work performance is influenced by organizational commitment and job satisfaction by 17%, the remaining 83% is influenced by other factors. This means that work performance is influenced by organizational commitment and job satisfaction. The R-square value of all organizational commitment variables is moderate, while work performance is weak. Organizational commitment is positively impacted by work satisfaction. There is a negative correlation between job happiness and work performance, according to research data. Likewise, a corporate commitment to work performance has a negative influence on organizational commitment to work performance. This means that the higher the job satisfaction, the lower the work performance, and the higher the

organizational loyalty, the lower the work performance. For subsequent researchers it is also suggested to conduct a study with CFA analysis to confirm each item so that it is on the right factor.

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