

STUDY OF TEACHER PERFORMANCE IN SOUTH SULAWESI THROUGH INTRINSIC MOTIVATION AS AN INTERVENING VARIABLE

JAM

17, 2

Received, March 2019

Revised, Mei 2019

Accepted, Mei 2019

Muh. Yahya

Hartini

Elpisah

STKIP Pembangunan Indonesia Makassar, Sulawesi Selatan, Indonesia

Abstract: This research aimed to analyze the effect of self efficacy on the intrinsic motivation, the effect of the self efficacy on the teacher performance, the effect of the intrinsic motivation on the teacher performance, and the effect of self efficacy on the teacher performance through intrinsic motivation. The method used in the research was the path analysis with the Structural Equation Modeling (SEM) AMOS. The research result indicated that self efficacy had a positive and significant effect on intrinsic motivation, the self efficacy had an insignificant effect on the teacher performance, the intrinsic motivation had a positive and significant effect on the teacher performance, and the self efficacy had a positive and significant effect on the teacher performance through the intrinsic motivation. This finding will provide input for the school to recognize the importance of self efficacy and intrinsic motivation in the development of teacher performance. Further research and practical implications are discussed.

Keywords: self efficacy, intrinsic motivation, teacher performance

Cite this article as: Muh. Yahya, Hartini, and Elpisah. 2019. *Study of Teacher Performance in South Sulawesi through Intrinsic Motivation as an Intervening Variable*. Jurnal Aplikasi Manajemen, Volume 17, Number 2, Pages 244–253. Malang: Universitas Brawijaya. <http://dx.doi.org/10.21776/ub.jam.2019.017.02.07>



Journal of Applied
Management (JAM)
Volume 17 Number 2,
June 2019
Indexed in Google Scholar

Corresponding Author:
Muh. Yahya, STKIP
Pembangunan Indonesia
Makassar, Sulawesi Selatan,
Indonesia, DOI: <http://dx.doi.org/10.21776/ub.jam.2019.017.02.07>

Human resources are very important in determining the success of education, maintaining the survival of an organization, especially in institutions in the form of educational institutions or schools in which there are components of principals, teachers, students, and administrative staff, each of whom has a specific task in launching a program for achieving goals. Schools, as a formal educa-

tion institution, have an important role in supporting educators (Rusdyanto, 2015). Teachers, as professional workers, have an important role in a series of institutional activities, working together, providing solutions to strategic problems faced in order to achieve the goals of educational institutions. Collaboration and involvement of all teachers, both from the highest and the lowest levels, in the face of increasingly severe conditions, the institution will be better prepared to develop a competitive advantage in the development of the dynamically developing world of education (Suwandaru, 2015). Based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007

concerning Academic Qualification Standards and Teacher Competence, it is fully developed into four main competencies that are pedagogic competence, personality competence, social competence, and professional competence. The four competencies are integrated into teacher performance (Darmadi, 2018).

Low individual performance can be caused by motivational problems within an organization (Zehir, et al., 2012). Employees are required to improve their performance in the organization (Hartini, et al., 2018). According to Robbins (2006), that performance is a product of a function of one's motivation and abilities. Motivation has an influence on effectiveness and productivity, or in other words, motivation increases teacher performance (Linawati, 2017). Providing the appropriate intrinsic motivation to employees can have a positive impact on improving one's performance. Providing motivation means moving the teacher to develop and direct activities in the teaching process in the classroom (Gultekin and Acar, 2014, Widyaputra and Dewi, 2018, and Astutik, 2017). Educational institutions face challenges in how to motivate teachers to improve better performance (Gultekin & Acar, 2014). Some studies that examine the effect of intrinsic motivation on performance (Gultekin and Acar, 2014, Munasih, 2015, Linawati, 2017, and Darmadi, 2018). The results of the study indicate that intrinsic motivation is significantly positive and directly influences teacher performance in schools.

Motivation is also related to self efficacy. The theory of self efficacy by Bandura (1977), is one example of intrinsic motivation (Kulwinder, 2011). Some studies show that people with high self efficacy in a domain also tend to have high motivation too, dare to try new things, be able to face challenges and obstacles, are able to take advantage of opportunities to increase their productivity. Conversely, someone who has low self efficacy, the motivation that is owned also tends to be low (Yulan and Bernarto, 2017). Bau (2016), Sugmawati and Afranty (2018), Yulan and Bernarto (2017), and Cetin and Askun (2018), show that self efficacy has a significant influence on motivation, and motivation is able to moderate the relationship between

self efficacy and one's performance (Sugmawati and Afranty, 2018 and Cetin and Askun, 2018).

Self efficacy also influences a person's performance. The theory of self efficacy states that people who obtain information to assess the efficacy of the results are resolved based on their own experience (Bandura, 1986). Self efficacy is related to the level of teacher performance in the School. A teacher who has positive self efficacy will have high performance because it will produce a product in the form of teaching to students, and vice versa if a teacher has negative self efficacy, the performance will be lower than avoidance of the given teaching assignments (Rusdyanto, 2015). Kreitner and Kinicki (2010), provide a definition that self efficacy is the belief in one's own ability to deal with and solve problems in a job correctly.

Several studies have found that self efficacy has a positive and significant effect on performance (Rusdyanto, 2015, Fusda, 2016, and Suherman & Savitri, 2018). Rusdyanto (2015) and Berliana and Arsanti (2018), stated that self efficacy has a positive and significant effect on teacher performance. In line with the findings of Fusda (2016), also found that self efficacy and a positive and significant effect on teacher performance. Suherman and Savitri (2018), Salman, et al. (2016), and Cetin and Askun (2018), examined the impact of self efficacy on employee performance and stated that self efficacy had a positive and significant effect on performance. However, the results of the study are different from Noviwati (2016), who found that self efficacy did not significantly influence employee performance that the higher a person's self efficacy is, someone who has high self efficacy may not necessarily improve one's performance at work.

Based on several research gaps in previous research, the researcher wants to reconfirm and examine further the effect of self efficacy on teacher performance by including intrinsic motivation as an intervening variable. This research was conducted for various reasons. The first study of teacher performance in South Sulawesi is interesting to examine because teacher performance is related to improving the quality of education, teacher performance is directly related to human resources,

if human resources are high, then the quality of education will also increase. Some studies state that the competencies of teachers in South Sulawesi are still very low and far from expectations where the low professional competence of teachers will af-

fect the performance of a teacher in carrying out their duties and responsibilities. Second, there are seven regions as research objects because they have represented several schools in South Sulawesi.

CONCEPTUAL FRAMEWORK

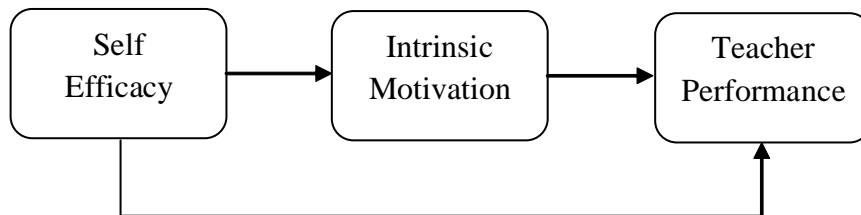


Figure 1 Conceptual Framework

METHOD

This research is a quantitative method with an explanatory research type which describes the position of the variables used and connects one variable to another. This research is an empirical study with survey design. In this study explained the effect of the variable self efficacy on intrinsic motivation and teacher performance in South Sulawesi with the survey method. The sampling technique used is a simple random sampling technique in which data through the survey results obtained is a set of data from research at one time point (cross section). Data varies based on respondents’ characteristics in answering each question related to the variables used that is self efficacy, intrinsic motivation, and teacher performance in South Sulawesi.

The area that was used as the research location was South Sulawesi with the object of research being teachers who served high school schools spread across various regions in South Sulawesi. This research was carried out at the beginning of 2019 in South Sulawesi on the grounds that the area of the research object, this study determined seven regions as objects namely Luwu Regency, Jeneponto Regency, Soppeng Regency, Pangkep Regency, Takalar Regency, Selayar Regency, and Makassar City. The criteria used in this study were the first

serving teachers at both public and private high school level in South Sulawesi, the second was teachers who had been certified or had obtained an educator certificate, and the last were teachers who served in accredited schools. Data collection techniques were carried out through questionnaires given to each teacher at a high school accredited school. The questionnaire aims to obtain data from respondents as the subject under study related and measured through the variables used, namely self efficacy, intrinsic motivation, and teacher performance. Questionnaires contain questions by giving a score (score) of each answer based on a Likert scale, with the highest score of 5 and the lowest score of 1 Likert scale. The score of the respondent’s answer is given with five alternative choices namely, strongly agree (SS) with a score of 5, agree (S) with a score of 4, disagree (KS) with a score of 3, disagree (TS) with a score of 2 and very disagree (STS) with a score of 1.

RESULT

The accuracy of indicators in measuring constructs can be traced through analysis of construct validity used in the study. Construct validity is a form of validity that can know what constructs are measured by a particular scale. Reliability testing is done

on indicators (items or observable variables or criteria) that measure (factor or variable or predictor). This is done because variables are not measured directly, but are measured through indicators from each construct. Based on the results of the

analysis, it was concluded that statistically, the data collection instruments used in this study were reliable. Complete results of the validity and reliability test recapitulation can be seen in Table 1.

Table 1 Recapitulation of Validity and Reliability Test Results

| No | Variable | Cronbach's Alpha | Info | Indicator | Cronbach's Alpha if Item Deleted | Info |
|----|----------------------|------------------|---------|-----------|----------------------------------|-------|
| 1 | <i>Self Efficacy</i> | 0.690 | Reliab. | X211 | 0.653 | Valid |
| | | | | X212 | 0.653 | Valid |
| | | | | X221 | 0.641 | Valid |
| | | | | X222 | 0.634 | Valid |
| | | | | X231 | 0.656 | Valid |
| | | | | X232 | 0.661 | Valid |
| 2 | Intrinsic motivation | 0.724 | Reliab. | Y111 | 0.696 | Valid |
| | | | | Y112 | 0.689 | Valid |
| | | | | Y121 | 0.713 | Valid |
| | | | | Y122 | 0.696 | Valid |
| | | | | Y131 | 0.745 | Valid |
| | | | | Y132 | 0.707 | Valid |
| | | | | Y141 | 0.683 | Valid |
| | | | | Y142 | 0.701 | Valid |
| | | | | Y151 | 0.707 | Valid |
| | | | | Y152 | 0.679 | Valid |
| 3 | Teacher performance | 0.684 | Reliab. | Y211 | 0.678 | Valid |
| | | | | Y212 | 0.662 | Valid |
| | | | | Y221 | 0.660 | Valid |
| | | | | Y222 | 0.641 | Valid |
| | | | | Y231 | 0.648 | Valid |
| | | | | Y232 | 0.654 | Valid |
| | | | | Y241 | 0.649 | Valid |
| | | | | Y242 | 0.648 | Valid |
| | | | | Y251 | 0.646 | Valid |

Source: Primary Data (2019)

Based on the results of the reliability test and validity test above, it can be seen the results of Corrected Item-Total Correlation with a value of more than 0.30. It is stated that all the statement items are valid. Likewise, the reality test is shown through Cronbach Alpha with a value of more than 0.60 in all the variables studied.

From the evaluation of the model proposed shows that the evaluation of the construct as a whole

produces a value above the critical which indicates that the model is in accordance with the data so that the model conformity test can be carried out later. To find out variables that can be used as indicators of self efficacy can be observed from the value of loading factors or lambda coefficients (λ) and their level of significance, which reflect each as a self efficacy indicator can be seen in table 2.

Table 2 Loading Factors (λ) Measurement of Self-efficacy Factors

| Indicator Variable | Loading Factor (λ) | Critical Ratio (C.R) | Prob. (p) | Sig. |
|--------------------|------------------------------|----------------------|-----------|-------------|
| X21 | 0.595 | Fix | 0.000 | Significant |
| X22 | 0.782 | 9.679 | 0.000 | Significant |
| X23 | 0.818 | 9.795 | 0.000 | Significant |

Source: Primary Data Processed, 2019

Loading factor (λ) measurement of self efficacy variables in the table above shows the test results of the measurement model of the self efficacy variable of each indicator that explains the construct, especially latent variables. Then all indicators can be included in the subsequent analysis.

The results of the CFA test intrinsic motivation towards the overall model (overall). From the evaluation of the model proposed shows that the evaluation of the construct as a whole produces a value

above the critical which indicates that the model is in accordance with the data so that the model conformity test can be carried out later. Furthermore, to find out which variables can be used as indicators of intrinsic motivation can be observed from the value of loading factors or lambda coefficients (λ) and the level of significance, which reflects each as an indicator of intrinsic motivation can be seen in table 3.

Table 3 Loading Factors (λ) Measurement of Intrinsic motivation factors

| Indicator Variable | LoadingFactor (λ) | Critical Ratio(C.R) | Prob. (p) | Sig. |
|--------------------|-----------------------------|---------------------|-----------|-------------|
| Y11 | 0.568 | Fix | 0.000 | Significant |
| Y12 | 0.626 | 8.256 | 0.000 | Significant |
| Y13 | 0.751 | 9.206 | 0.000 | Significant |
| Y14 | 0.787 | 9.415 | 0.000 | Significant |
| Y15 | 0.744 | 9.161 | 0.000 | Significant |

Source: Primary Data Processed, 2019

Loading factor (λ) measurement of intrinsic motivation variables in the table above shows the test results of the measurement model of intrinsic motivation from each indicator that explains the construct, especially latent variables. Then all indicators can be included in the subsequent analysis.

CFA test results from teacher variable performance on the overall model (overall). From the evaluation of the model proposed shows that the evaluation of the construct as a whole produces a

value above the critical which indicates that the model is in accordance with the data so that the model conformity test can be carried out later. Furthermore, to find out the variables that can be used as indicators of teacher performance can be observed from the value of loading factors or lambda coefficients (λ) and their level of significance, which reflect each as an indicator of intrinsic motivation.

Table 4 Loading Factors (λ) Measurement of Teacher performance factors

| Indicator Variable | Loading Factor (λ) | Critical Ratio (C.R) | Prob. (p) | Sig. |
|--------------------|------------------------------|----------------------|-----------|------------|
| Y11 | 0.416 | Fx | 0.000 | Signifikan |
| Y12 | 0.362 | 6.075 | 0.000 | Signifikan |
| Y13 | 0.663 | 6.185 | 0.000 | Signifikan |
| Y14 | 0.813 | 6.367 | 0.000 | Signifikan |
| Y15 | 0.666 | 6.195 | 0.000 | Signifikan |

Source: Primary Data Processed, 2019

Loading factor (λ) measurement of teacher performance variables in the table above shows the test results of the teacher performance measurement model of each indicator that explains the construct, especially latent variables. Then all indicators can be included in the subsequent analysis.

The results of the model test presented in the figure above are evaluated based on the goodness of fit indices in the following table by presenting the

criteria of the model and its critical values which have data compatibility. Based on the full model image above shows the results of evaluations carried out according to the criteria of goodness of fit and described through the following table with the criteria of the model and the critical value of the cut-off value that has a match between the model and data.

Table 5 Evaluation of the criteria for the Goodness of fit indices

| <i>The goodness of Fit Indices</i> | <i>Cut-off Value</i> | Results Model | Info |
|------------------------------------|----------------------|----------------------|-------------|
| X ² Chi Square | $\alpha = 5\%$ | 104.802 | Good |
| Probabilitas | ≥ 0.05 | 0.301 | Good |
| CMIN/DF | ≤ 2.00 | 1.069 | Good |
| RMSEA | ≤ 0.08 | 0.015 | Good |
| GFI | ≥ 0.90 | 0.965 | Good |
| AGFI | ≥ 0.90 | 0.938 | Good |

Source: Primary Data Processed, 2019

From the evaluation, model shows that the eight criteria of goodness of fit indices have met the criteria so that it can be concluded that the overall model can be said to be in accordance with the data. The high influence associated between exogenous and endogenous latent variables with GFI values (R²) of 0.965 or 96.5%. This means that the diversity of data can be explained by the structural model or in other words that the information contained in

the data of 96.5% can be explained by the model, while the remaining 3.5% is explained by latent variables outside the model.

The results of the evaluation model conducted to illustrate that the evaluation of the model for the overall construct has produced a critical value so that it can be stated that the model is acceptable. Of the eight criteria of goodness of fit indices, there are three criteria namely X² Chi Square, Probabil-

ity, and AGFI, then 5 (five) criteria have met the criteria so that it can be concluded that the overall model can be said to be in accordance with the data.

Based on the empirical model proposed in this study, testing of hypotheses can be done through testing path coefficients in structural equation mod-

els. Table 1 is a hypothesis testing by looking at p-value, if the p-value is smaller than 0.05, then the relationship between the variables is significant. The test results are presented in the following table:

Table 6 Hypothesis Testing

| H | Independent Variables | Dependent Variable | Direct Effect | | | |
|------------------------|-----------------------|----------------------|---------------------|-------------|---------|----------|
| | | | Standardize | C.R | p-value | Ket. |
| H1 | <i>Self Efficacy</i> | Intrinsic motivation | 0.677 | 6.757 | 0.000 | Sig. |
| H2 | <i>Self Efficacy</i> | Teacher performance | 0.169 | 1.044 | 0.296 | Not Sig. |
| H3 | Motivasi intrinsic | Teacher performance | 0.871 | 4.380 | 0.000 | Sig. |
| Indirect Effect | | | | | | |
| H | Independent Variables | Intervening variable | Dependent Variable | Standardize | Ket. | |
| H4 | <i>Self Efficacy</i> | Intrinsic motivation | Teacher performance | 0.590 | Sig. | |

Based on the results of hypothesis testing in the table above shows the regression coefficient value (regression weight estimate) and critical ratio (t-count). The hypothesis is accepted if the critical ratio (t-count) is greater than the value of t-table or p-value <0.05. The estimated value of the coefficient is 0.677 > 0. This indicates a positive causal relationship between self efficacy and intrinsic motivation. The value of the critical ratio (t-count) 6.757 is greater than 1.960 for the level of trustworthiness of 0.05 and p-value of 0.000 <0.05, which indicates a significant level of 5%. The coefficient illustrates that the applied self efficacy will create intrinsic motivation for the teacher. The estimated value of the coefficient is 0.169 > 0. This indicates a causal relationship between self efficacy towards teacher performance is positive. The value of the critical ratio (t-count) 1.044 is smaller than 1.960 for the level of trustworthiness of 0.05 and p-value of 0.296 > 0.05, which indicates an insignificant level. The coefficient illustrates that self-efficacy does not contribute to improving teacher performance. The estimated value of the coefficient is 0.871 > 0. This indicates a causal relationship between intrinsic

motivation towards teacher performance is positive. The value of the critical ratio (t-count) of 4.380 is greater than 1.960 for the level of trustworthiness of 0.05 and p-value of 0.000 <0.05, which indicates a significant level. The coefficient illustrates that intrinsic motivation contributes to improving teacher performance. The indirect effect of Self efficacy on teacher performance by considering intrinsic motivation shows a positive and significant effect of 0.590. It is illustrated that good self-efficacy will improve teacher performance and the creation of intrinsic motivation by 59.0%.

DISCUSSION

Self efficacy has a positive and significant effect on intrinsic motivation. This shows that the applied self efficacy will create intrinsic motivation for the teacher. This finding is in line with Kulwinder’s (2011), stated that self efficacy is one example of intrinsic motivation. The research results from Mustikawati (2016), found that self-efficacy positively influences intrinsic motivation. The findings from Bau (2016), Sugmawati and Afranty (2018), Yulan and Bernarto (2017), and Cetin & Askun

(2018), also show that self efficacy has a significant influence on motivation.

Self efficacy has no significant effect on teacher performance. The coefficient illustrates that self-efficacy does not contribute to improving teacher performance. Bandura (1997), which stated that self efficacy as a generative ability possessed by individuals which include cognitive, social, and emotional where the ability of a person must be trained and regulated effectively to achieve individual goals. The results of this study are in line with Noviawati (2016), who found that self efficacy had no significant effect on performance that the higher a person's self efficacy does not make one's performance increase, someone who has high self efficacy may not necessarily improve one's performance work. These findings refute previous findings from Rusdyanto (2015), Fusda (2016), and Berliana and Arsanti (2018), who found that self efficacy had a positive and significant effect on teacher performance.

Intrinsic motivation has a positive and significant effect on teacher performance. This shows that applied intrinsic motivation will improve performance for teachers. The results of this study are reinforced by the statement of Robbins (2006), that performance is a product of the function of one's motivation and abilities. Gultekin and Acar (2014), also stated that a teacher is said to be successful in carrying out his duties if he is able to increase the motivation of his students. The source of motivation can be extrinsic motivation and intrinsic motivation. Several studies support this finding (Gultekin and Acar, 2014, Munasih, 2015, Linawati, 2017, and Darmadi, 2018). The results of the study show that intrinsic motivation is significantly positive and directly influences teacher performance at school. However, this finding is refuted by the results of a study from Munasih (2015), stating that intrinsic motivation has no effect on teacher performance.

Self efficacy has a positive and significant effect on teacher performance through intrinsic motivation. Intrinsic motivation is a strong predictor that moderates self efficacy with teacher performance in South Sulawesi. It is illustrated that good self efficacy will improve teacher performance and the

creation of intrinsic motivation. The results of this study are reinforced by statements from Morris and Summers (1995), stating that self efficacy is closely related to individual motivation and is related to performance or performance. This finding is in line with findings from Sugmawati and Afranty (2018), Yulan and Bernarto (2017), and Cetin and Askun (2018), showed that self efficacy has a significant influence on motivation, and motivation is able to moderate the relationship between self efficacy and one's performance. The results of this study refute the findings of Munasih (2015), which states that intrinsic motivation does not affect teacher performance if through intervening variables.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This research was conducted in South Sulawesi with a sample of 310 highly certified high school teachers in South Sulawesi. Based on the results of the analysis and discussion it can be concluded that the effect of self efficacy influences intrinsic motivation, self efficacy does not directly influence teacher performance, but if through intervening variables the effect is significant in this study intrinsic motivation is a strong predictor capable of moderating the relationship between self efficacy and teacher performance in South Sulawesi. The results of this study can be used as a reference for the school to pay more attention to self efficacy and the factors that can motivate teachers to improve their performance further because these findings suggest that the variable self efficacy does not affect the performance improvement of teachers in schools.

Recomendations

This study only uses three variables for measuring teacher performance. Further research is suggested to identify other factors in self efficacy, and intrinsic motivation and teacher performance and the questionnaire used in this study tends to be perceptual bias, because the assessment is based on the construct analyzed based on the user's per-

sonal judgment; Third, the results of this particular study should not be considered universally comprehensively because this research is based on the facts of the behavior of the teachers.

REFERENCES

- Astutik, S. P. 2017. *Pengaruh Intrinsic motivation Terhadap Hubungan Antara Gaya Kepemimpinan Konsiderasi Dengan Kinerja Karyawan (Studi Kasus di PT. Wijaya Tour & Travel)*. Jurnal Manajemen Dirgantara, Volume 10, Nomor 1, Pages 16-27.
- Bandura, A. 1986. *Social Foundations of Thought and Action: A Social Cognitive Theory*. New Jersey: Prentice-Hall.
- Bandura, A. 1997. *Self efficacy – The Exercise of Control*. New York: W.H. Freeman & Company Cognitive Theory. New Jersey: Prentice-Hall.
- Bau, F. M. B. 2016. *Dampak Self Efficacy, Need for Achievement, Relasi Dengan Sesama, dan Locus of Control Terhadap Motivasi untuk Belajar dan Efeknya pada Prestasi Belajar Mahasiswa STIE YKPN Yogyakarta*. Jurnal Akuntansi & Manajemen, Volume 27, Nomor 1, Pages 27-35.
- Berliana, V. and T. A. Arsanti. 2018. *Analisis Pengaruh Self-efficacy, Kapabilitas, dan Perilaku Kerja Inovatif terhadap Kinerja*. Jurnal Maksipreneur, Volume 7, Nomor 2, Pages 149-161.
- C. Zehir, B. Muceldili, and S. Sehir. 2012. *The Moderating Effect of Ethical Climate on the Relationship between Job Satisfaction and Organizational Commitment: Evidence from Large Companies in Turkey*. Journal Social And Behavioral Science, Volume 5, Nomor 8, Pages 734-743.
- Cetin, F. And D. Askun. 2018. *The Effect of Occupational Self-Efficacy on Work Performance through Intrinsic Work Motivation*. Management Research Review. Volume 41, Nomor 2, Pages 186-201.
- Darmadi. 2018. *Pengaruh Intrinsic motivation dan Motivasi Ekstrinsik Terhadap Teacher performance*. Universitas Muhammadiyah Surakarta.
- Fusda, S. M. 2016. *Pengaruh Self-Efficacy, Internal Locus of Control Dan Kepuasan Kerja Terhadap Teacher performance Madrasah Di Kabupaten Kaur*. Universitas Terbuka.
- Gultekin, H. And E. Acar. 2014. *The Intrinsic and Extrinsic Factors for Teacher Motivation*. Revista de Cercetare si Interventie Sociala, Volume 47, Pages 291-306.
- Hartini, Elpisah, and Rahmawati. 2018. *The Influences of Organizational Justice on the Employees Performance: the Mediating Effect of Job Satisfaction*. International Journal of Business and Management Invention (IJBMI), Volume 7, Nomor 12, Pages 9-14.
- Karnati, N. and I. Sibawaihin. 2017. *Pengaruh Locus of Control dan Motivasi Instrinsik Terhadap Kepuasan Kerja Guru*. Jurnal Sosial Humaniora, Volume 8, Nomor 1.
- Kreitner and Kinicki. 2010. *Organizational Behavior*. New York: McGraw-Hill
- Kulwinder, S. 2011. *Study of Achievement Motivation in Relation to Academic Achievement of Students Research Scholar*. India: Singhania University Rajasthan.
- Linawati, A. 2017. *Pengaruh Intrinsic motivation dan Ekstrinsik Terhadap Teacher performance SMP Kosgoro Kota Bogor*. Program Sarjana Alih Jenis Manajemen Institut Pertanian Bogor.
- Morris, T. and Simmers, J. 1995. *Spot Psychology: Theory, Applications and Issues*. Brisbane: John Wiley & Sons.
- Munasih, S. 2015. *Pengaruh Intrinsic motivation Terhadap Teacher performance Dimoderasi Kepemimpinan Trasformasional dan Budaya Organisasional (Studi Pada Guru SD Negeri Kecamatan Doro Kabupaten Pekalongan)*. Jurnal Mahasiswa Pasca Sarjana Stikubank, Volume 2, Pages 4-12.
- Noviawati, D. R. 2016. *Pengaruh Self efficacy Terhadap Kinerja Karyawan Dengan Motivasi Sebagai Variabel Intervening (Studi pada Karyawan Divisi Finance dan Divisi Human Resource PT. Coca-cola Distribution Indonesia, Surabaya)*. Jurnal Ilmu Manajemen, Volume 4, Nomor 3, Pages 1-12.
- Robbins, S. P. 2006. *Perilaku Organisasi*. PT Indeks, Kelompok Gramedia, Jakarta.
- Rusdyanto, R. 2015. *Hubungan Antara Tingkat Self-Efficacy Dengan Tingkat Teacher performance DI Sekolah Dasar Irada Gresik*. Jurnal Psikosains, Volume 10, Nomor 1, Pages. 67-78.
- Salman, M., M. N. Khan, M. U. Draz1, M. J. Iqbal, and K. Aslam. 2016. *Impact of Self-Efficacy on Employee's job performance in Health Sector of Pakistan*. American Journal of Business and Society, Volume 1, Nomor 3, Pages 136-142.
- Sugmawati, D. and T. W. Afrianty. 2018. *Pengaruh Self efficacy Terhadap In-Role Performance Karyawan Dengan Motivasi Kerja Sebagai Variabel Moderasi*. Jurnal Administrasi Bisnis, Volume 61, Nomor 4, Pages 20-28.

- Suherman, E. And C. Savitri. 2018. *Analisis Peran Self efficacy dan Motivasi Kerja Terhadap Kinerja Marketing Dealer Wijaya Toyota Subang*. Buana Ilmu, Volume 3, Nomor 1, Pages 70-89.
- Suwandaru, A. 2015. *Pengaruh Locus of Control Terhadap Teacher performance Dengan Etika Kerja Islam Sebagai Variabel Intervening*. Jurnal Studi Kependidikan dan Keislaman, Volume 4, Nomor 2, Pages 74-88.
- Widjayaputra, I. K. A. and A. A. S. K. Dewi. 2018. *Pengaruh Intrinsic motivation Terhadap Kepuasan Kerja dan Kinerja Karyawan pada PT. Bussan Auto Finance*. E-Jurnal Manajemen Unud, Volume 7, Nomor 1, Pages 85-104.
- Yulan and I. Bernarto. 2017. *Pengaruh Self-Efficacy, Budaya Organisasi dan Motivasi Kerja Terhadap Komitmen Otganisasi*. DeReMa Jurnal Manajemen, Volume 12, Nomor 1, Pages 114-138.