

THE EFFECT OF REWARD AND WORK SATISFACTION ON THE PERFORMANCE OF TEACHER IBNU HAJAR BOARDING SCHOOL MUNJUL CIPAYUNG EAST JAKARTA

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Abstract

The purpose of this study was to gain an understanding of the effect of reward on performance, the effect of job satisfaction on performance and the effect of reward on job satisfaction. This study uses a quantitative approach with survey methods and path analysis techniques. Population of 194 people, sample of 133 teachers. The sampling technique uses a simple random technique. Data collection techniques using a questionnaire. Findings, rewards have a positive effect on teacher performance. That is, the provision of better rewards will also increase the teacher's performance issued to the teacher. Job satisfaction has a positive effect on teacher performance. The better the job satisfaction received results in the increase in teacher performance. Reward has a positive direct effect on job satisfaction. providing better rewards will also increase the job satisfaction received by teachers at the educational institution Ibnu Hajar Boarding School.

Key words: *Satisfaction, Performance and Reward*

Good teacher performance will directly affect school performance, and to improve it is certainly a job that requires a process, in addition to improving supervision and coaching, also an assessment of the level of success of performance, which has been done by the teachers, this can be seen from how large teachers play an active role in accordance with the design of work that is in the school. The low performance of teachers is one of the factors that can influence the improvement of the quality of education in the implementation of educational institutions.

Successful improvement in teacher performance requires educational institutions to know what can be used as performance targets. If the performance target is grown from within the teacher it will form a self-strength and if the satisfaction of a teacher in carrying out his work is appropriate, then the achievement of performance will be easier. Teachers who have good job satisfaction will naturally give birth to a performance improvement. To carry out the duties and functions of implementing quality and professional educational institutions, the performance of the teacher must be improved. In other words, for the success of all, in addition to providing adequate facilities and infrastructure, the cost of education must also improve the performance of the teacher. Based on the results of observations, interviews and observations made by the author, on several teachers, and related office holders in it at Ibnu Hajar Boarding.

School, shows that teacher performance is still not optimal. This can be expected to be influenced by individual teacher factors that are still low. The state of the teacher at Ibnu Hajar Boarding School shows the following findings: (1) not yet maximized in making teaching preparation, (2) there are still many teachers who have not shown the nature of discipline, (3) teachers who are more in the office than in class, (4) teachers who have job jobs outside of teaching in schools, (5) teachers are still pessimistic

about the environmental conditions of the organization they work in, (6) There are still teachers who assess, rewards that have not been in line with expectations. Meanwhile, in terms of performance it is assumed that: (1) the teacher has not been able to complete the task quickly and precisely, (2) lacks creative and innovative work, (3) is still waiting for the supervisor's instructions, (4) providing services that have not been maximal to the participants student. As a result the influence on teacher performance is lower. If left unchecked, it will reduce and adversely affect the low quality of education services at Ibnu Hajar Boarding School. The purpose of this study is to gain an understanding of the effect of reward directly affect performance, the effect of job satisfaction has a direct effect on performance and the effect of reward has a direct effect on job satisfaction.

This study examines teacher performance which is influenced by reward and job satisfaction. A teacher's good performance can be demonstrated through cooperation, willingness to help, caring, and thorough. The teacher develops a strong awareness of what they can do, helps others and is not selfish, actively engages in organizational activities, and performs tasks that exceed normal rules. Good performance can be created if a teacher is satisfied with the performance and rewards he has received, which in the end the performance of the teachers at Ibnu Hajar Boarding School, Munjul, Cipayang, East Jakarta can be improved. Does the reward affect performance? Does job satisfaction affect performance? Does the reward affect job satisfaction?

A person's performance is often defined as the work achieved in carrying out the main tasks, functions, and responsibilities in managing the organization he leads. Colquit, LePine and Wesson (2013): Job performance is defined as the value of the employee behaviors that contribute, either positively or negatively to organizational goal accomplishment. This definition of job performance is within the control of employees, but it is bound to be behavioral (and are not) relevant to job performance. Performance is defined as the value of employee behavior that contributes positively and negatively to the achievement of organizational goals. The definition of performance includes behavior that is in the control of employees, but places a limit on behavior that is not relevant to work performance.

Jack Wood, Rachid Zeffane, Michale Fromholtz, Retna Wiesner, Rachel Morrison (2010) define, "performance is defined as the quantity and quality of individuals, group or organizational accomplishment." Performance is the quantity and quality of individuals, achievements of certain groups or organizations. Gibson, Ivancevich, Donnelly, and Konopaske (2012) define such performance, "job performance is the outcome of jobs that relate to the purposes of the organization such as quality, efficiency, and other criteria of effectiveness." Performance is the result of work related to organizational goals such as quality, efficiency, and effectiveness criteria. Steven M. Jex (2002) reinforces the definition of performance by saying that, "job performance is a deceptively simple term. At the most general level, it can be defined simply as "all the behaviors of employees engage in while at work." Performance is all the behavior of employees involved in the workplace. Performance is the behavior of employees involved in the workplace by directing behaviors that contribute to organizational goals.

According to Newstrom (2007) performance is defined as follows, "performance is satisfactory, feedback enhancing employee's self-image and feeling of competence." Performance is satisfaction that is used as feedback in improving employee image and competencies that lead to increased performance and attitude. Another opinion that strengthens the definition of performance comes from J. Campbell, which describes, "job performance. Employing employees engage in while at work." Performance is the behavior of employees involved while at work. Campbell also proposed a performance model on all jobs broken down into eight dimensions, namely: 1) Job-specific task proficiency, represents behaviors associated with core tasks that are unique to a particular job. 2) Non-job-specific task proficiency. This is

a must-have behavior for a particular organization, but it is not specific to a particular job. 3) Written and oral communication task proficiency. The dimensions of acknowledgment that you are in most jobs must communicate either in writing or verbally. 4) and 5) Demonstrating effort and maintaining personal discipline, respectively. Demonstration effort represents employee's level of motivation and commitment to his or her job tasks. 6) Facilitating peer and team performance. One aspect of this dimension is the degree to which the employee is helpful or coworkers when they need assistance. 7) and 8) Supervision / leadership and management / administration, respectively. Both of these dimensions are representational of job performance that obviously applies only to jobs that carry some supervisory responsibilities. So it can be synthesized that performance is someone's work behavior that is considered to contribute to the achievement of organizational goals indicated by indicators: results-oriented, committed, responsible, cooperation, and work discipline.

Reward is the amount of payment received and the degree of conformity between the payment and the work performed. William B. Wether, Keith Davis (2001) defines reward as follows, "reward is what the employee receives in exchange of their work. Based on the definition stated, it can be explained that reward is the wages received by workers in return for work that is given either periodic wages or periodic salaries designed and managed by the department. personnel.

Fred Luthans (2008) defines that, "a reward is simply something that the person who presents it deems to be desirable. Based on these definitions, it can be explained that an award is something that is expected to be accepted as desired. Furthermore, John W. Slocum, JR, DonHellrigel (2011), "a reward is an event that individuals find desirable or pleasing an individual's culture influences whether a reward acts as a reinforcer." Reward is an event that an individual finds desired or fun. Individual culture influences whether reward acts as an reinforcer. The definition of reward as stated by Robert P. Vecchio (2006): Extrinsic rewards come from sources that are outside of the individual, including pay fringe benefits, promotions, and perquisites. Intrinsic reward may be more accurately characterized as self-administered (that is, arising from within the person), including are feelings of competence, accomplishment, responsibility, and personal growth.

Extrinsic rewards come from sources that are outside the individual, including benefits, promotions, and rewards. Intrinsic rewards may be more characterized as self-managed, that is, arising from within the person, including feeling of competence, achievement, responsibility, and personal growth. Whereas Michael Armstrong (2004), "employee rewards is about how people are rewarded in accordance with their value to an organization". Reward for workers is about how people are valued according to their values for the organization. It relates to both financial and non-financial rewards that reflect the philosophies, strategies, policies, plans and processes used by the organization to maintain and develop the reward system. Cherrington (1995) explained rewards in the form of financial and non-financial compensation: People are willing to work in exchange for the inducement or rewards they receive from working. These include both financial and nonfinancial rewards. Financial compensation includes the pay and benefits offered to employees. Financial rewards include characteristics of the job content and the job environment.

Robbin, Timothy A. Judge (2011) says: These rewards can be either financial, such as pay controlling rates, raises, and bonuses or nonfinancial, including recognition, promotion, interesting work assignments, friendly colleagues, and preferred work shifts. sales territories. Rewards can be in the form of money such as wage rates, salary increases, and bonuses or non-finances, including recognition, promotion, attractive job assignments, friendly associates, and preferred work shifts or sales territories. then it can be analyzed reward is reward services or awards given to employees for the work done in

achieving organizational goals, with indicators; salary, bonus, recognition and career. Job satisfaction can only be felt by oneself, so it is subjective and of varying size for each individual who works by devoting all thoughts and actions to achieve the desired goals to be achieved by an organization. Colquitt, Jeffery A. Lepine, and Wesson (2013) stated:

Job satisfaction is defined as a pleasurable emotional state resulting from the appraisal of one's job experiences. In other words, it represents how you feel about your job and what you think about your job. Employees with high job satisfaction experience positive feelings when they think about their duties or take part in task activities. Employees with low job satisfaction experience negative feelings when they think about their duties or take part in their task activities".

Colquitt, Lepine and Wesson, job satisfaction is a pleasant emotional state that results from job appraisal or work experience. Robbins and Judge (2015) that, "job satisfaction is a positive feeling about one 's job resulting from an evaluation of its characteristics". Job satisfaction is a positive feeling about one of the results of his work that comes from evaluating characteristics. Laurie J. Mullins (2005) adds that, "job satisfaction is usually linked with motivation". A person's satisfaction is seen from the emotional work, where emotional is an assessment in the worker. Ivancevich and friends (2008) say, "Job satisfaction, an attitude that workers have about their jobs. It results from their perception of the jobs ". Job satisfaction is a person's attitude about his job. This is a result of their perception of work. While Jennifer (2012) suggests, "job satisfaction the collection of feelings and beliefs that people have about their current jobs". Job satisfaction is a collection of feelings and beliefs that someone has about their work now.

Furthermore Jennifer (2012) provides the four most influential types of job satisfaction theory, namely Facet Model, Herzberg motivator health theory, Non-conformity model, and balance theory. Based on the description above, it can be synthesized that job satisfaction is the response of someone's feelings whose needs are met, so that he feels happy to work in situations and conditions in the organization, with indicators: (1) feelings for opportunities for promotion, (2) feelings for supervisors' ability to motivate (3) feelings for harmonious cooperation, (4) feelings for the appropriateness of abilities in work, and (5) feelings for supporting working conditions.

METHOD

This study used a quantitative approach with survey methods and path analysis techniques (path analysis). In this study, the variables studied were performance, reward, and job satisfaction. The research constellations are as follows:

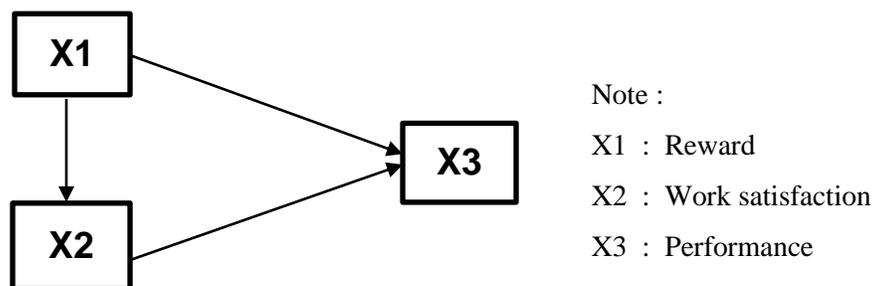


Figure 1 Research Constellation

Affordable population in this study were all teachers in Ibnu Hajar Boarding School's educational institutions totaling 194 people. The sample size is 131 teachers. The sampling technique in this study was to use a simple random technique. Data collection techniques in this study were using a questionnaire containing several list of statements.

RESULT

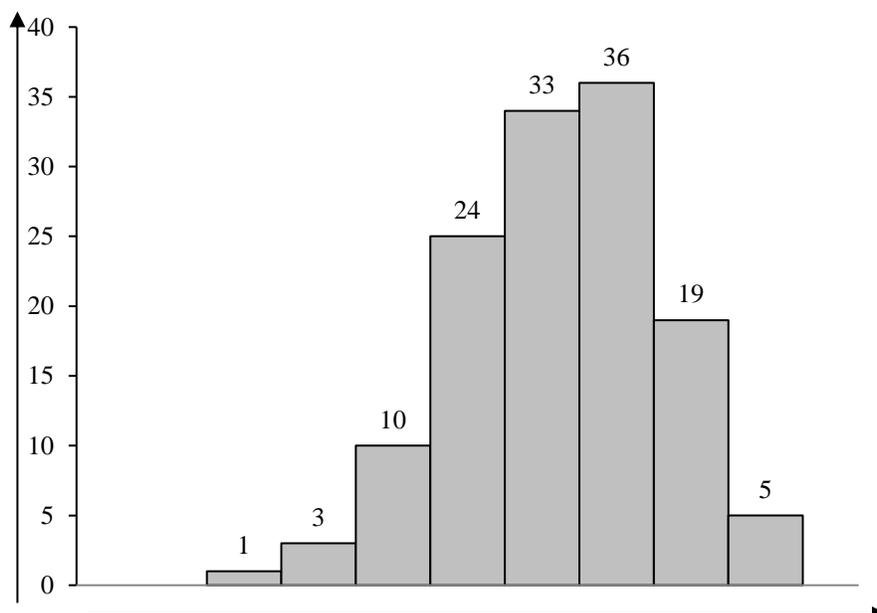
1. Performance

From the data obtained in the field which are then processed statistically into the frequency distribution list, the number of classes is calculated according to Sturges' rule, obtained eight classes with a maximum score of 158 and a minimum score of 119, so that the score range is 39. Performance data has an average value of 142.08 with a standard deviation value of 7.19 where the variance value is 51.6984, the median value is 142.67 and the mode value is 144.25. Data grouping can be seen in the frequency distribution table as follows.

Table 1 Frequency Distribution of Performance Scores

No	Interval Class	Limit		Frequency		
		Under	Above	Absolut	Cumulative	Relative
1	119 - 123	118,5	123,5	1	1	0.76%
2	124 - 128	123,5	128,5	3	4	2.29%
3	129 - 131	128,5	131,5	10	14	7.63%
4	134 - 138	131,5	138,5	24	38	18.32%
5	139 - 143	138,5	143,5	33	71	25.19%
6	144 - 148	143,5	148,5	36	107	27.48%
7	149 - 153	148,5	153,5	19	126	14.50%
8	154 - 158	153,5	158,5	5	131	3.82%
				131		100%

Next is a histogram. There are two axes needed in histogram making, namely the vertical axis as the absolute frequency axis, and the horizontal axis as the performance score axis. In this case the horizontal axis is written at the interval of the class interval, starting from 118.5 to 158.5. These prices are obtained by subtracting the number 0.5 from the smallest data and adding a number 0.5 for each class limit at the highest limit. Histogram graph of the distribution of performance data as shown in the following picture.



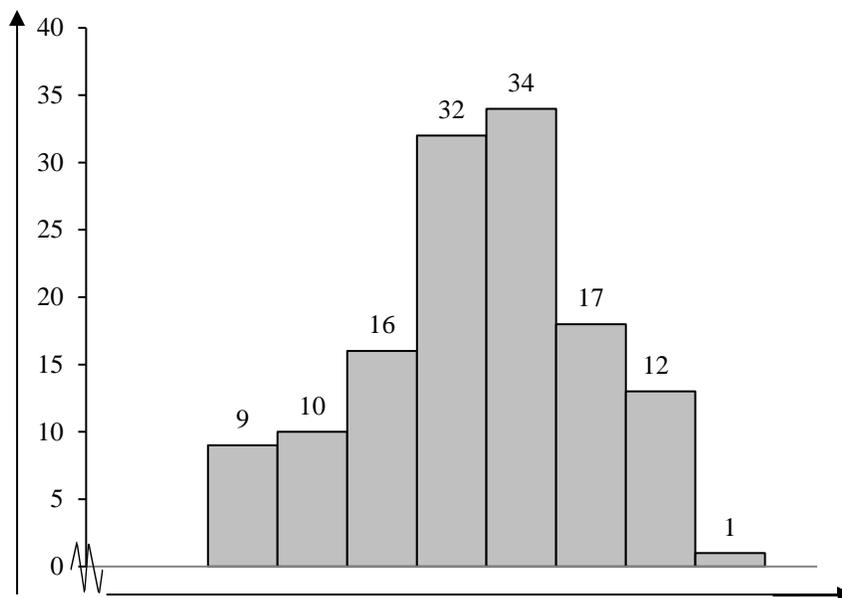
2. Reward

Reward data has a range of theoretical scores between 34 to 170 and an empirical score range of 126 to 165, so that the score range is 39. The results of the calculation of data obtained an average of 144.51; standard deviation of 8.12; variance of 65,3287; median of 145.27; and the mode is 146.03. Data grouping can be seen in the frequency distribution table as follows.

Table 2 Frequency Distribution of Reward Scores

No	Interval Class	Limit		Frequency		
		Under	Above	Absolut	Cumulative	Relative
1	126 - 130	125,5	130,5	9	9	6.87%
2	131 - 135	130,5	135,5	10	19	7.63%
3	136 - 140	135,5	140,5	16	35	12.21%
4	141 - 145	140,5	145,5	32	67	24.43%
5	146 - 150	145,5	150,5	34	101	25.95%
6	151 - 155	150,5	155,5	17	118	12.98%
7	156 - 160	155,5	160,5	2	130	1.53%
8	161 - 165	160,5	165,5	1	131	0.76%
				131		100%

Based on table 2 above, a histogram is then made. There are two axes needed in making histograms, namely the vertical axis as the absolute frequency axis, and the horizontal axis as the axis of the reward score. In this case, on the horizontal axis, the boundaries of the interval class are written, starting from 125.5 to 165.5. These prices are obtained by subtracting the number 0.5 from the smallest data and adding a number 0.5 for each class limit at the highest limit. The histogram graph of the distribution of the reward data as shown in the following picture.



3. Job Satisfaction

Job satisfaction data has a range of theoretical scores between 34 to 170, and an empirical score range of 128 to 165, so that the score range is 37. The results of the calculation of data obtained an average of 147.35; standard deviation of 7.13; variance of 50.8296; median of 147.42; and mode of 148.33. Data grouping can be seen in the frequency distribution table as follows.

Table 3 Frequency Distribution of Job Satisfaction Scores

No	Interval Class	Limit		Frequency		
		Under	Above	Absolute	Cumulative	Relative
1	128 - 132	127,5	132,5	3	3	2.29%
2	131 - 137	132,5	137,5	7	10	5.34%
3	138 - 142	137,5	142,5	23	33	17.56%
4	143 - 147	142,5	147,5	33	66	25.19%
5	148 - 152	147,5	152,5	38	104	29.01%
6	153 - 157	152,5	157,5	13	117	9.92%
7	158 - 162	157,5	162,5	12	129	9.16%
8	163 - 167	162,5	167,5	2	131	1.53%
				131		100%

Based on table 4.3 above, the histogram is then made. There are two axes needed in histogram making, namely the vertical axis as the absolute frequency axis, and the horizontal axis as the axis of the job satisfaction score. In this case, the horizontal axis is written at the interval of the class, starting from 127.5 to 167.5. These prices are obtained by subtracting the number 0.5 from the smallest data and adding a number 0.5 for each class limit at the highest limit. The histogram graph of the distribution of job satisfaction data as shown in the following picture.

Histogram Data on Job Satisfaction

From the results of the analysis in the previous section and the calculation process carried out in appendix 6, it can be summarized as follows.

Table 9 Simple Correlation Coefficient Matrix between Variables

Matrik	Coefficients Correlation		
	X ₁	X ₂	X ₃
X ₁	1,00	0,270	0,414
X ₂		1,00	0,431
X ₃			1,00

From table 9 it can be seen that the correlation between reward and job satisfaction is 0.270. Correlation between reward and performance is 0.414. The correlation between job satisfaction and performance is 0.431. The results of the analysis of the first hypothesis provide findings that reward has a positive direct effect on performance. Thus it can be concluded that performance is directly influenced positively by reward. Giving rewards results in increased performance.

Table 10 Effect Path Coefficients X1 to X3

The direct effect	path coefficient	T count	t _{table}	
			α = 0,05	α = 0,01
X1 against X3	0,321	4,12 **	1,98	2,61

** The path coefficient is very significant (4.12 > 2.61 at α = 0.01)

From the results of the calculation of path analysis, the direct effect of reward on job satisfaction, the path coefficient value is 0.267 and the t count is 3.17. The value of table for α = 0.01 is 2.61. Because the value of t count is greater than the value of t table, H0 is rejected and H1 is accepted, thus the reward has a direct positive effect on job satisfaction is acceptable. The results of the analysis of the third hypothesis provide findings that reward has a positive direct effect on job satisfaction. Thus it can be concluded that job satisfaction is directly influenced positively by reward. Increasing rewards results in increased job satisfaction.

Table 11 Effect Path Coefficients X1 to X2

The direct effect	path coefficient	T _{count}	t _{table}	
			α = 0,05	α = 0,01
X ₁ againts X ₂	0,270	3,13 **	1,98	2,61

A summary of the path analysis model can be seen in Figure 7 as follows:

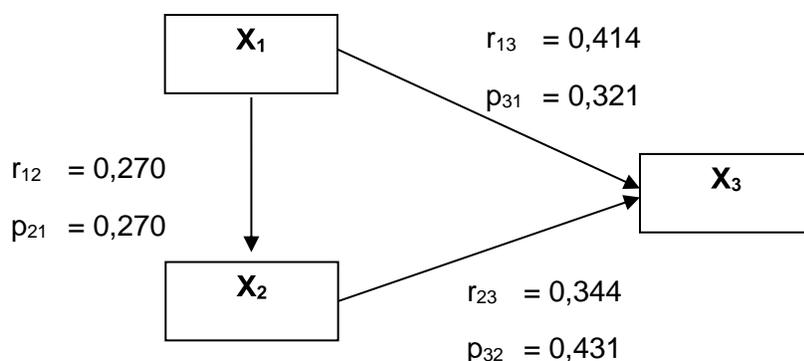


Figure 7 Empirical Inter-Variable Model

DISCUSSION

1. Effect of Reward on Performance

From the results of testing the first hypothesis it can be concluded that there is a positive direct effect of reward on performance with a correlation coefficient of 0.414 and a path coefficient of 0.321. This gives the meaning of rewards a positive direct effect on performance. The results of this study are in line with the opinion of Randall S. Schuler, Susan E. Jackson (1996) in his book *Human Resource Management Positioning for the 21st Century* saying that: A positive reinforcement (PR) system can be designed based on the principles of reinforcement theory. Positive reinforcement involves the occurrence of the desired performance. It is based on two fundamental principles; (1) people perform in ways that they find rewarding to them and (2) by providing the proper reward, it is possible to improve performance.

Positive reinforcement involves the use of positive rewards to increase the desired performance. This is based on two basic principles; 1) people do the ways they find it most useful for them, 2) by giving the right appreciation it is possible to improve performance. Ricky W. Griffin, Gregory Moorhead (2013), said, "For managers to take full advantage of the symbolic value of pay, there must be a perception of employees that are linked to their performance." Managers to take advantage full of paying symbolic value, there must be a perception of the employees whose rewards are related to their performance. Further according to James L. Gibson, James H. Donnelly, Jr., Ivancevich, Konopaske (2012) said that reward has a relationship with performance: Research and managers agree that extrinsic and intrinsic rewards can be used to motivate job performance. It's also clear that certain conditions must be rewarded to actually motivate; The rewards must be valued by the person, and they must be related to a specific level of job performance. Rewarding is one of the factors that can affect performance. The higher the reward will directly have a positive effect on the performance itself.

2. Effect of Job Satisfaction on Performance

From the results of testing the second hypothesis it can be concluded that there is a positive direct effect of job satisfaction on performance with a correlation coefficient of 0.344 and a path coefficient of 0.431. This means that job satisfaction has a positive direct effect on performance. The results of this study are in accordance with the opinion of Jex (2002) which explains that, "a happy worker is a productive worker. This notion that job satisfaction is impacted job performance. "Happy employees are productive employees. This idea wants to show that job satisfaction is influenced by performance. If you perform well and are rewarded for it, if you do it, you will be most satisfied with their jobs. If work

performance increases and is directed towards the desired results, employees feel satisfied with their work because they have done it well and are valued for it. Along with improving the quality of job satisfaction, employee involvement tends to strengthen the high quality of performance.

Besides that Gibson, Ivancevich, Donnelly, and Konopaske (2012) argue, "Many managers believe that a satisfied employee is a high performing employee. Others proposed the opposite: that employer who performs well is more likely to be satisfied with his or her job. A satisfied employee is a high-performance employee and vice versa that an employee who performs well will be satisfied with his job. As illustrated in the picture below:

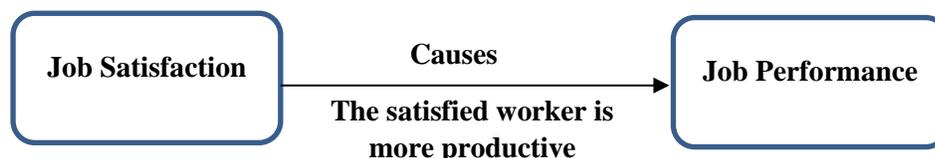


Figure 8 Satisfaction - Performance Relationship

Schemerhorn, Hunt, Osborn, and Uhl-Bien (2010) argue, "If job satisfaction causes high levels of performance, make them happy. If job satisfaction causes a high level of performance, makes them happy. The same understanding was also expressed by Wood, Zeffane, Fromholtz, Wiesner, Morrison, Pi-Shen Seet (2010) that, "job satisfaction causes high levels of performance, the message to managers is quite simple: to increase people's work performance, make them happy. "Colquitt, LePine, and Wesson (2013) also explain that," Job satisfaction has a moderate positive effect on job performance. People who experience higher levels of job satisfaction tend to have higher levels of task performance. "Job satisfaction has a positive effect on performance. People who experience a level of job satisfaction tend to have a higher level of performance. As illustrated in the picture below:

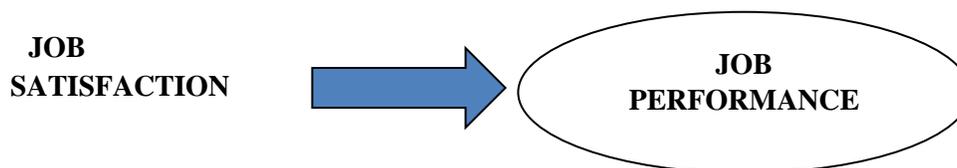


Figure 9 Effects of Job Satisfaction on Job Performance

3. Effect of Reward on Job Satisfaction

From the results of testing the third hypothesis it can be concluded that there is a positive direct effect of reward on job satisfaction with a correlation coefficient of 0.270 and a path coefficient of 0.270. It means giving meaning that rewards have a positive direct effect on job satisfaction. Carlene M. Cassidy, Robert Kreitner (2001), Reward can be defined as material and psychological payoffs for performance in the workplace, managers have found that job performance and satisfaction can be improved by properly administered rewards. Luis R. Gomes-Mejia, David B. Balkin, Robert L. Cardy (1995) as follows: For incentive bonuses or pay raises given to individuals employees are more motivating than some other incentives because they allow employees to see how their personal contributions are led to a direct reward.

Millmore, Sander (2017), Reward as how people are rewarded in accordance with their value to organization. It is concerned with both financial and non-financial and embraced philosophies, strategies,

policies and plans to develop and maintain reward systems. Andre (2008) "consequence rewards a desire which is usually given for general performance, rather than being contingent on specific behaviors". Reward is related to the target of work behavior that has been displayed. Job satisfaction according to Schermerhorn, Hunt and Osborn (2010), "job satisfaction is the degree to which individuals feel positively or negatively about their jobs". Job satisfaction is the level at which individuals feel positively or negatively about their work. Werther and Davis "job satisfaction is the favorableness or unfavorableness with which the employer views their work". Job satisfaction is a pleasant or unpleasant situation, where employees view their work. In line with the above opinion, M. Jex (2002) defines, "job satisfaction is typically defined as an employee's level of positive affect toward his or her job or job situation". According to him job satisfaction is defined as positive feelings of employees that influence the direction of work or work situation.

Mullins (2005) also argues the same about job satisfaction, "job satisfaction is an emotion, a feeling, an attitude and matter of perception. It results from an appraisal of an employee's experiences at work. Job satisfaction involves likes, dislike, extrinsic and intrinsic needs ". Job satisfaction is a feeling of emotions, attitudes and perception problems. This is the result of an assessment of the experience of employees at work. Job satisfaction involves likes, dislikes, and extrinsic and intrinsic needs. Reward is one of the determinant factors that influence job satisfaction. The high reward obtained will have a positive direct effect on job satisfaction.

CONCLUSION

Based on the results of testing the hypothesis and the discussion that has been presented in the previous chapter by the researcher are as follows: Reward has a positive direct effect on teacher performance. That is, the provision of better rewards will also increase the performance of teachers issued to teachers at the educational institution Ibn Hajar Boarding School. Job satisfaction has a positive direct effect on teacher performance. That is, the better the job satisfaction received results in the increasing performance of the teacher in Ibn Hajar Boarding School. Reward has a positive direct effect on job satisfaction. That is, the provision of better rewards will also increase the job satisfaction received by teachers in the educational institutions of Ibn Hajar Boarding School.

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