

# The Effects of Locus of Control, Work Environment and Teacher Performance on Job Satisfaction for Teachers at a Private Vocational High School in Indonesia

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The purpose of this study was to examine the effect of locus of control and work environment on job satisfaction, locus of control and work environment on teacher performance, job satisfaction on teacher performance, locus of control and work environment on teacher performance with mediated by job satisfaction. This research was conducted at Vocational High School (SMK) Private East Jakarta, with a total of 179 students, selected as sample. This research method uses quantitative research by using a causal relationship (causal effect) and the type of primary data. Data collection techniques were employed by conducting interviews and observations with the media questionnaire. The result of the research shows that locus of control variable and work environment to job satisfaction have significant influence. Locus of control and work environment has a significant effect on teacher performance. Job satisfaction on teacher performance has considerable influence and locus of control and work environment to teacher performance with mediated by job satisfaction has a significant effect.

**Keywords:** *Locus of Control, Work Environment, Job Satisfaction, Teacher Performance*

## Introduction

Development in the field of education is an effort to improve the intellectual life of the nation. The quality of human beings in Indonesia who believe, cautious and have noble character and master science and technology in realising the quality of human resources advanced, fair, superior, and civilised based on Pancasila and the 1945 Constitution of RI (UUD 1945).

Humans are the most important element in the progress and development of a nation's competence included in the organisation. The results of a study by the United Nations Development Programme (UNDP) of 2016 on the Human Development Index, released in March 2017 stated that Indonesia was ranked 113 out of 188 UN member states. And when compared with the countries in ASEAN, Indonesia is ranked fifth out of 10 countries in ASEAN.

The above conditions are very important to deal with modernisation, environment, or business climate today and in the future. Each organisation must be able to manage and direct human resources as well as possible so that all objectives contained in the organisation/school can be achieved, then the quality and performance can increase as expected.

The low quality of education causes the declining quality of human resources. The low quality of education in Indonesia is reflected in the competitiveness of Indonesian society at the international level. The competitiveness of Indonesia in 2017, according to the Institute for Management Development (IMD) World Competitiveness Center, ranked 42. Although this ranking has increased from the previous year in Asean Indonesia is still under other countries such as the Philippines is ranked 41 Next, Thailand is in ranked 27th, Malaysia ranked 24th. At the same time, Singapore is in the top position for ASEAN, even in the world rank of competitiveness Singapore is in the 3rd position.

The authors will look at the phenomenon of teachers' performance in schools that are influenced by many factors to describe the issue above.

Results of Private Vocational High School (SMK) Quality Control Test in District 05 East Jakarta 1 School Year 2014/2015 shows that with subjects of Mathematics, Bahasa Indonesia and English tested by East Jakarta Head of School Working Group (K3SK) 2014/2015 at Private Vocational School in District 05 East Jakarta 1, the average graduation rate reaches 80.81% of the total number of students for 1032 students. This indicates that the quality of education is one of the determining factors is the performance of teachers in the region is still low. Therefore the researchers are interested in examining the low performance of teachers.

Based on previous research, low teacher performance is influenced by several factors (Wahid, 2015; Aftab, 2012; Platis, 2015) indicating that job satisfaction affects teacher performance. Wahid, Aftab and Platis explained that a teacher who has satisfaction with what the school gives to the work they have done could improve the performance of teachers. Teachers who feel valued by the school will be more likely to work better because they are satisfied if the work is recognised by the school.

Another study conducted by (Henis, 2014; Hesthi, 2014) explains that the Locus of Control affects teacher performance. In other words, the expectations of someone when they want to get compensation work that is in accordance with what they have done directly can affect the high performance of the teacher itself. According to Hesthi (2014), Kiruja and Karanja (2013), Bindu (2012), Demet (2012), Christopher (2016) and Aditya (2014), a supportive work environment can influence a teacher to work better. Also, a school environment that is always comfortable to work and good interaction between teachers can make teachers feel comfortable so that their performance can improve.

Some previous studies explained that the work environment, Locus of Control and job satisfaction could affect teacher performance. Therefore, the researcher is interested in examining the effect that is tested to other respondents, besides the researcher is interested to know whether there is a link between work environment and Locus of Control on teacher performance with job satisfaction variable as mediating variable. This study aims to analysis Locus of Control, Work Environment on the Performance of Teachers with Job Satisfaction as a mediating variable in Private Vocational High School (SMK) then the form and strength of the relationship, either individually or simultaneously.

## **Literature Review**

### ***Locus of Control with Job Satisfaction***

Job satisfaction by Fitzgerald in (Eliyana, 2016), is one of the criteria for establishing organisational health, providing effective services and highly dependent on human resources and job satisfaction experienced by employees.

According to Lefcourt (in Weiner), it says that "Locus of control refers to a generalised expectancy about the causation of reinforcement or outcomes, with one end of the unidimensional continuum labelled internal, and its opposite external".

Research conducted by (Henis, 2014, Hesthi, 2014) explains Locus of Control can be an important factor to a teacher's job satisfaction. Therefore, the hypothesis of this study is:

**H<sub>1</sub>:** Locus of Control has a positive and significant effect on job satisfaction

### ***Work Environment with Job Satisfaction***

Surodilogo (2010) argued that the work environment is related to everything that is around the job and that can affect employees in performing their duties, such as employee service, working conditions, employee relations within the company.

Research conducted by (Hesthi, 2014) explains that the work environment is an important factor in influencing job satisfaction, supported by research conducted by (Pitaloka & Sofia (2014), which explains that a good working environment will increase job satisfaction Based on the research. The hypothesis in this research is:

**H<sub>2</sub>:** Work Environment has a positive and significant impact on job satisfaction.

### ***Locus of Control with Performance***

According to Kiruja and Elegwa (2013), performance is a function of ability and motivation, where the ability consisting of the skills, training and resources necessary to perform tasks and motivations is described as an inner force that encourages individuals to act toward something. Performance affects how much they contribute to the organisation, which includes output quantities, output quality, output periods, workplace attendance, and cooperative attitudes.

Previous research conducted by (Henis, 2014; Hesthi, 2014) describes Locus of Control as an important factor in teacher performance. Based on the research, the hypothesis in this study is:

**H<sub>3</sub>:** Locus of Control has a positive and significant effect on teacher's performance

### ***Job Environment with Performance***

A good work environment and comfortable will increase one's desire to work better so that it can affect a person's performance. Supported by research conducted by (Arianto, 2013; Pratiwi, 2013; Platis, 2015) which explains that the work environment is an important factor in influencing one's performance. Therefore the hypothesis in this study is:

**H<sub>4</sub>:** The Work Environment has a positive and significant impact on Master's performance

### ***Job Satisfaction with Performance***

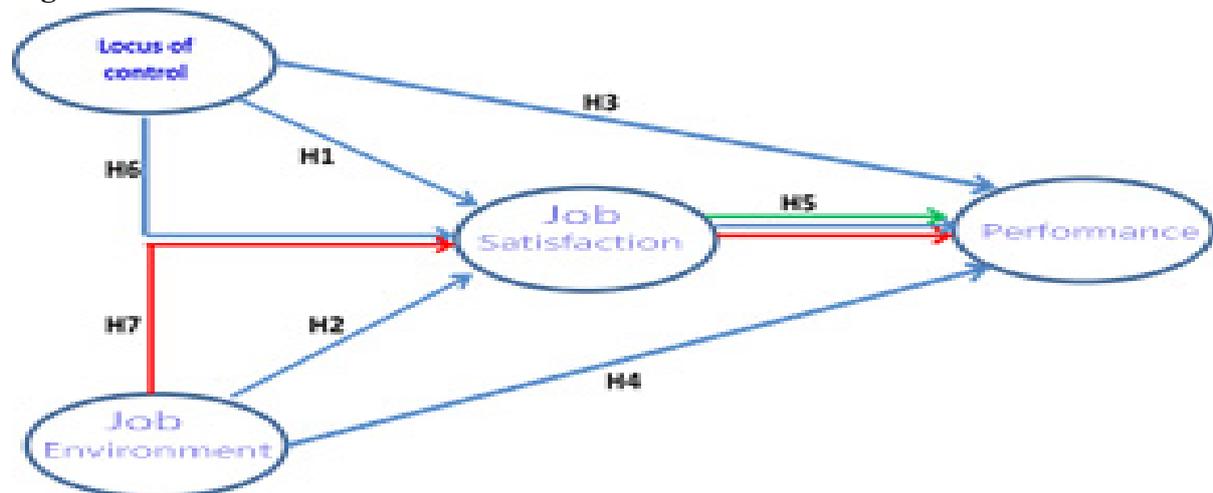
Someone who has a high level of satisfaction can improve a person's performance to be better than before. This is supported by research conducted by Arianto (2013), Pratiwi (2013), Platis (2015) which explains that someone who is satisfied or has a high level of satisfaction can improve their performance so that it can work better. So the hypothesis in this study is:

**H<sub>5</sub>:** Job satisfaction has a positive and significant effect on Teacher Performance

**H<sub>6</sub>:** Locus of Control has a positive and significant effect on Teacher's performance mediated by job satisfaction.

**H<sub>7</sub>:** Work Environment has a positive and significant effect on Teacher's performance mediated by job satisfaction.

**Figure 1.** Theoretical Framework



### **Research Methodology**

The population in this research is a permanent teacher at SMK Swasta located in District 05 Kota Kota Timur, which is about 325 teachers. The number of samples in this study was calculated using a solving calculation. Thus, the number of samples was 179 respondents— technique probability sampling with simple random technique (Simple Random Sampling).

To test four variables in this study, researchers adapted some statement items from previous research. Teacher performance was measured using six items adapted from Mathis (2002), locus of control was measured using nine items adapted from Lefcourt (in Weiner). The working environment is measured using ten items adapted from (Surodilogo, 2010). Job satisfaction is measured using twelve items adapted from (Kurniawati, 2005).

There are several steps in analysing data in this research, among others: validity test, reliability test, normality test, Confirmatory Factor Analysis (CFA), Conformity Testing Model, Path Analysis and research hypothesis.

## Result and Discussion

### *Participants*

In total there were 179 respondents who participated in this study consisting of 78 women (42,6%) and men counted 101 respondents (54,2%), then for ages 31-35 years 94 respondents (49,2%) %, 36-40 years as many as 68 respondents (35.6%), 41-45 years as many as five respondents (3.6%) and 46-60 years as many as 12 respondents (6.3%).

**Table 1:** Gender and Age of Respondents

No	Gender	f	%
1	Male	101	54,2
2	Female	78	42,6
Total		179	100
No	Working-age	f	%
1.	31 – 35	94	49,2
2.	36 – 40	68	35,6
3.	41 – 45	5	2,6
4.	46 – 50	12	6,3
Total		179	100

Furthermore, the respondent data was based on where the respondent works. And it has been shown that from 179 respondents, most schools have permanent teachers as many as 40 teachers and at least 30 permanent teachers with permanent teachers in each school. The percentage of teachers with D3 educations is 4.2%, 83.8 % who are S1 educated, and 5.8% are S2 educated. The average employee is the most educated S1.

**Table 2:** Respondent data based on Place of Work and Based on Latest Education

No	Name of School	f	%
1	SMK Mercusuar Jakarta	40	22.35
2	SMK Perbankan Nasional Jakarta	38	21.23
3	SMK Ristek Jaya Jakarta	37	20.67
4	SMK Gita Wisata Jakarta	31	17.32
5	SMK Pelayaran Dewaruci Jakarta	33	18.44
Total		179	100

No	Last Education	f	%
1	SLTA	0	0
2	Diploma (D3)	8	4,2
3	S1	160	83,8
4	S2	11	5,8
Total		179	100

### *Validity and Reliability Tests*

Criteria minimum limit statement received is  $r_{table} = 0.361$  if  $r_{arithmetic} > r_{table}$ , then the statement item is considered valid. (Bahri and Zamzam, 2014: 34). Furthermore, calculated reliability against the items of statements that are considered valid by using the formula Cronbach Alpha. Here are the results of the calculation of validity and reliability for each variable:

**Table 3:** The Result of Validity and Reliability Test

Variable	No Item	$r_{xy}$	Reliability
Teacher Performance	KG1	0.616	$\alpha = 0.898$
	KG2	0.668	
	KG 3	0.915	
	KG 4	0.404	
	KG 5	0.369	
	KG 6	0.915	
	KG 7	0.377	
	KG 8	0.902	
	KG 9	0.664	
	KG 10	0.918	
Locus Control of	LC1	0.698	$\alpha = 0,915$
	LC2	0.816	
	LC3	0.860	
	LC 4	0.893	
	LC 5	0.497	
	LC 6	0.848	
	LC7	0.755	
	LC8	0.764	
	LC9	0.815	

Variable	No Item	$r_{xy}$	Reliability
Work Environment	LK1	0.447	$\alpha = 0.947$
	LK 2	0.880	
	LK 3	0.818	
	LK 4	0.835	
	LK5	0.835	
	LK6	0.835	
	LK7	0.782	
	LK8	0.881	
	LK9	0.881	
	LK10	0.861	
	LK11	0.882	
Job Satisfaction	KK1	0.877	$\alpha = 0.934$
	KK2	0.740	
	KK3	0.893	
	KK4	0.870	
	KK5	0.524	
	KK6	0.844	
	KK7	0.902	
	KK8	0.868	
	KK9	0.818	
	KK10	0.864	
	KK11	0.466	
	KK12	0.456	

From the above table, it can be concluded that teacher performance variables, Locus of Control, Work Environment, and Job Satisfaction have the value of validity and reliability respectively, as follows: value in range 0.369-0.918 with Cronbach's Alpha ( $\alpha$ ) 0.898, in range 0.497-0.893 with Cronbach's Alpha ( $\alpha$ ) 0,915 and validity value in range 0.447-0.882 with Cronbach's Alpha ( $\alpha$ ) 0,947 and value in range 0.456-0.902 with Cronbach's Alpha value ( $\alpha$ ) 0.934. It can be concluded that these three variables fall into very strong reliability.

### ***Normality Test***

The result of multivariate normality assumption test shows that multivariate normality assumption is not fulfilled because of the critical ratio (c.r) skewness 33,411, while the critical value  $Z_{\alpha}$  table for  $\alpha = 5\%$  is 1.96, that is critical ratio value > critical value.

However, based on the central limit argument that the definition freely states: if the sample gets larger (many argue > 30), then the statistics obtained will be normally distributed. Thus no longer required assumption of data normality (Solimun: 2010: 179). In this study, the sample size (n = 179) is considered to have met the central limit argument, so the assumption of data normality is not critical and negligible.

### ***Confirmatory Factor Analysis (CFA)***

The result of measurement by using confirmatory factor analysis in this research, among others:

**Table 4:** Factor Loading For Indicator Variable Locus of Control

No	Indicator	Loading Factor	Cut of	Conclusion
1	Control	0,92	0,40	Good
2	Influence	0,96	0,40	Good
3	Responsible	0,96	0,40	Good

Based on the above calculation, it can be seen that the most important variable for measuring Locus of Control variable is Influence and Responsibility with value loading factor 0.96.

**Table 5:** Factor Loading For Variable Indicators Work Environment

No	Indicator	Loading Factor	Cut of	Conclusion
1	Lightning	0,91	0,40	Good
2	Temperature	0,89	0,40	Good
3	Sound	0,79	0,40	Good
4	Decoration	0,92	0,40	Good
5	Room	0,92	0,40	Good
6	Security	0,90	0,40	Good
7	Relation	0,97	0,40	Good

Based on Table 5 above it can be seen that the most important variable for measuring Work Environment variable is Working Relationship with value loading factor 0.97. Analysis

**Table 6:** Factor Loading For Job Satisfaction Variable Indicators

No	Indicator	Loading Factor	Cut of	Conclusion
1	WoPJ	0,96	0,40	Good
2	Supervisory	0,99	0,40	Good
3	Promotion	0,92	0,40	Good
4	Co-Work	0,97	0,40	Good

Based on Table 6 above it can be seen that the most important variable to measure Job Satisfaction variable is Supervisory with loading factor value of 0.99.

**Table 7:** Factor Loading For Performance Variable

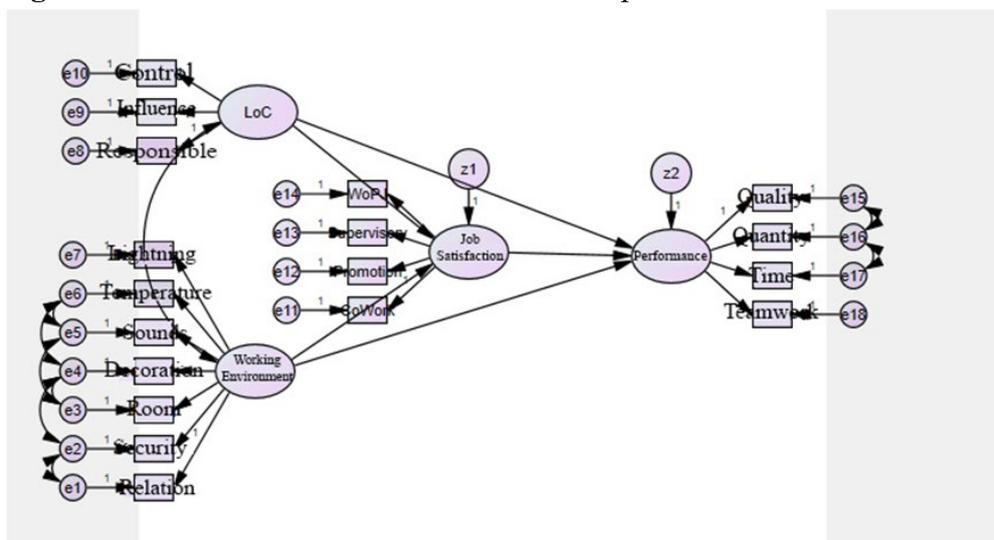
No	Indicator	Loading Factor	Cut of	Conclusion
1	Quality	0,95	0,40	Good
2	Quantity	0,98	0,40	Good
3	Time	0,98	0,40	Good
4	Teamwork	0,98	0,40	Good

Based on Table 7 above it can be seen that the most important variables for measuring performance variables are Quantity, Time and Cooperation with value loading factor 0.98.

### Model Conformance Test

Based on the way of determining the value in the model, the model testing variables are grouped into exogenous variables (variable Locus of Control and Working Environment variables), intervening variables (Job Satisfaction variables), and endogenous variables (performance variables). Model testing is based on the provisions required under the Goodness of Fit Indices Overall Criteria Model SEM analysis tool. The results of model testing built within the conceptual framework of this study can be seen in the following figure:

**Figure 2.** Full End Model Influence Relationships Between Variables



Furthermore, a full model test with the criteria value used in this research, namely; Chi-square, Probability, GFI, AGFI, CFI, and TLI. The results of testing some of these criteria can be seen in the following table:

### Criteria Evaluation Goodness of Fit Indices Overall Full Model

**Table 8:** Fit of model

Criteria	Cut-of value	Model Result	Information
Khi Square	Small = 381,107	0,000	Good Model
p-value	$\geq 0,05$		
CMIN/DF	$\leq 2,00$	3,150	Less Good Model
GFI	$\geq 0,90$	0,713	Good Enough Model
AGFI	$\geq 0,90$	0,594	Less Good Model
TLI	$\geq 0,90$	0,903	Good Model
CFI	$\geq 0,90$	0,923	Good Model

The examination results of Fit of a model in the table above show that of the six criteria, there are four that show less good model, that is Khi Square, GFI, TLI, and CFI. However, if seen the value of four other criteria have met the value of cut off, then the model is considered fit and feasible to be used for hypothesis testing.

Further testing is done for the SEM coefficient, which aims to test the hypothesis. To get a decision about the hypothesis relevant to the sample data then done by comparing the probability value of the calculation results with the value of alpha (0.05).

### *Path Analysis*

The path in this study consists of two, namely, direct path (direct effect), and indirect path (indirect effect).

The direct effect analysis of the constructs of the model can be compared to evaluate the relationship of each construct to the direct effect which is nothing but the coefficient of all coefficient lines with one end arrow (Ferdinan Augusty, 2005: 55) whose test results are presented in the following table: Tabel. 9

**Table 9:** Result of Hypothesis Research Direct effect

	Relationship Between the Variable		Coef. Standardized Path	p-value	EXP.
Locus of Control	→	Job Satisfaction	0,347	0,004	Significant
Working Environment	→	Job Satisfaction	0,552	0,000	Significant
Job Satisfaction	→	Performance	0,363	0,007	Significant
Working Environment	→	Performance	0,299	0,002	Significant
Locus of Control	→	Performance	0,237	0,000	Significant

The result of estimation of standardised regression weights, it can know the value of the coefficient of influence of cr (critical ratio) which is same with t-test on regression analysis and a probability level of each direct relationship between latent variable Table 4.12 and picture 4.5 there is five direct relationship model: (1) Locus of Control has a significant effect on Job Satisfaction; (2) Work Environment has a significant effect on Job Satisfaction; (3) Job Satisfaction has a significant effect on performance; (4) Locus of Control has a significant effect on performance; and (5) have a significant effect on performance.

The results of data analysis prove that performance is determined by the Locus of Control and Work Environment. Indirect Relationship Job Satisfaction serves as a supporter in strengthening the relationship of Locus of Control and Work Environment to the performance presented in the following table

**Table 10:** Results of Indirect Effect Research Hypothesis

Independent Variables	Intervening Variables	Dependent Variables	coefficient of standardised path
Locus of Control	Job Satisfaction	Performance	0,140
Job Environment	Job Satisfaction	Performance	0,215

The result of testing of the influence of standardised indirect between latent variables in the research presented in table 10 confirms that Job Satisfaction has positive and significant

influence from Koef. Standardised Path 0.140, changes in Locus of Control increase indirectly have a positive and significant effect on performance because it is supported by high job satisfaction.

Furthermore, the work environment variable on teacher performance indirectly have a positive and significant effect because it is supported by high job satisfaction can be seen from coef. Path standardised 0.215, Improved changes in the Work Environment indirectly have a positive and significant impact on performance and are supported by a high role of Job Satisfaction.

## **Discussion**

Based on the hypothesis test that has been done then it can be concluded that the locus of control to job satisfaction has significant influence (H1). The results of this study supported by previous research conducted by (Henis, Mochammad Al Musadieg and Tri Wulida, 2014), it can be concluded that the higher internal Locus of Control the higher the job satisfaction. A work environment with job satisfaction a significant influence (H2). The results of this study are supported by previous research conducted by (Abdul Raziq and Raheela Maulabakhsh, 2015). Locus of control on performance has significant influence (H3). The results of this study are supported by previous research conducted by (Hesthi, 2014). The working environment on performance has significant influence (H4).

The results of this study are supported by previous research conducted by (Christopher Mathews, I.K Khann, 2013). Job satisfaction with teacher performance has significant influence (H5). The results of this study are supported by previous research conducted by (Aftab Hira, 2012). The locus of control of Master's performance mediated by job satisfaction has significant influence (H6). The results of this study are supported by previous research conducted by (Henis, Mochammad Al Musadieg and Tri Wulida, 2014). And the last work environment on the performance of Teachers with mediated by job satisfaction has a significant effect (H7). The results of this study are supported by previous research conducted by (Aditya Kiswuryanto, 2014).

## **Conclusion**

The purpose of this study was to examine the effect of locus of control and work environment on job satisfaction, locus of control and work environment on teacher performance, job satisfaction on teacher performance, locus of control and work environment on teacher performance with mediated by job satisfaction. Overall, this study consists of seven hypotheses; the hypothesis is accepted. Thus it can be concluded that teacher performance is influenced by the overall independent variables contained in this study.



Based on the results of the research, researchers recommend to improve the creation of mindset that work as a teacher is a noble job and need a professional attitude so that in running the work is always oriented to the quality of process and results.

The working conditions of the school need to be improved, especially good lighting, comfortable air temperature, avoid noise, good room decoration and wide space. In the case of school, co-worker needs to be improved, especially a fun co-worker, support from high colleagues and good cooperation.

Job satisfaction that can encourage employees to perform work in accordance with the consciousness without any pressures that can lead to feeling forced, for example, by giving an appreciation of the work and initiative. Finally, the teacher should be meticulous in working and deft in doing the job as well as the work completed completely.

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