

Effect of Commitment, Self-Efficacy, Motivation and Effectiveness on the Work Productivity of Public Middle School Teachers in North Minahasa Regency

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Abstract: This study aims to determine the effect of commitment, self-efficacy, motivation, effectiveness on the work productivity of teachers of Public Middle Schools in North Minahasa district. This research uses a quantitative research approach with a survey method with causality study techniques and uses path analysis, which is a pattern that shows the influence of variables with a sample taken from teachers in state junior high schools in North Minahasa regency by cluster random sampling of 120 people. The research variables used are three exogenous variables (variables that have no cause) namely, Commitment (X1), and Self-Efficacy (X2), Motivation (X3) and two endogenous variables (intermediate or intervening variables) namely: effectiveness (X4), and work productivity (Y). This study analyzes the work productivity variables of Junior High School Teachers in North Minahasa Regency, commitment, self-efficacy, motivation and effectiveness, both direct and using intermediaries. So in this study discusses the causal influence between 10 variables directly or indirectly. There is a positive and significant direct effect between Commitment and Work Productivity of State Junior High School teachers in North Minahasa District. and the real level $\alpha = 0.05$ obtained t table = 1.9801. Because tcount 5.403 1,9 table 1.9801 then the hypothesis H0 is rejected, meaning that Commitment (X1) has a direct positive effect on work productivity (Y). There is a positive indirect effect between self-efficacy and productivity through effectiveness. namely 0.388 and the effectiveness coefficient on teacher work productivity is 0.191. So the coefficient of the indirect effect of commitment (X1) on work productivity (Y) through effectiveness (X4) is $0.388 \times 0.191 = 0.074$. So that the total indirect effect is $0.197 + 0.074 = 0.270$, this indicates that the indirect effect is greater than the direct effect.

Keywords: commitment, self-efficacy, motivation, effectiveness, teacher work productivity

CHAPTER 1 INDRODUCTION

A. Background

Education is the spearhead of the progress of a nation. Developed countries have made education as a strategic factor in creating the progress of their nation. Quality education can produce quality and productive human resources. This encourages a country to become a developed and rapid country in development and technology. The development of science and technology has brought changes in almost all aspects of human life where various problems can only be solved except through the mastery and improvement of science and technology. In addition to the benefits for human life on the one hand, these changes have also brought people into an era of increasingly fierce global competition. In order to be able to play a role in global competition, the Indonesian people need to continue to develop and improve the quality of their human resources, improving the quality of human resources is a reality that must be planned, directed, intensive, effective and efficient in the development process so as not to compete in the era of competition globalization. Related to the quality of human resources, education plays a very important role in the process of improving the quality of human resources. Improving the quality of education is a process that is integrated with the process of improving the quality of human resources themselves. Measuring productivity in the field of education is not an easy matter because education is a non-profit sector that does not measure its output by profits or nominal money but by conducting guidance to humans, so to find out the level of

success requires quite a long time. A school that is centered to provide intellectual supplies, attitudes and skills to students requires a long process to arrive at a conclusion that the training done by teachers in schools is successful or unsuccessful.

One factor in the success of an area is seen from the quality of the education sector. To produce quality education, teachers are needed to do it and are professional. Educational organizations that can be regarded as a forum for achieving national development goals are schools. The success of the school and the educational goals depend on the principal, teachers, students, administrative and education staff, school committees, parents of students, school-related people, and adequate infrastructure.

At present there are still many teachers who have not been creative and productive, only become teachers who are limited to teaching, there are still many things that can be developed from the subjects they take. Even the teacher can become a reliable entrepreneur in the field of education. In the field there are teachers who become motorcycle taxi drivers and traders so that they are far from creative and productive. Being a productive teacher is a creative teacher who is never satisfied with the learning carried out. The teacher must conduct self-reflection through research conducted in his own class.

The decline in the productivity of the performance of junior high school teachers in North Minahasa Regency with its weaknesses includes: lack of responsiveness of strategy, lack of discipline, lack of resources, lack of skills, no taste, as long as material is stacked, content is very weak. School facilities meet the standards, but teachers do not meet the standards, and have many shortcomings, it can make education difficult to progress. The statement indicated that many teachers in North Minahasa Regency were inactive, creative, innovative, and low motivated, which would certainly have an impact on low work productivity. There are still teachers in North Minahasa Regency who have not mastered what the main tasks of a teacher are. The ability to produce products is still low where there are still many who do not understand how to make lesson plans, assessments and even lack of confidence to open classes without supervisors present to supervise.

According to Soenarto (2002), the lack of success of the trainings that have been carried out to improve the quality of work so far has been allegedly caused by the planning and implementation of training that does not support the achievement of objectives, training materials do not fit the needs of teachers, and the implementation of training is not supported by adequate facilities. The unsuccessful training of teachers in positions so far has been caused, among others, by the training activities not being held on the basis of the real needs of teachers in the field or not starting with the proper need assessment and in the selection system the training participants have not been carried out with the right system. This results in a low level of equal opportunity for training. This phenomenon occurs due to the mapping of qualifications and competency mapping databases of educators in the Department of Youth and Sports Education is very weak. Implementation of the results of training by teachers in learning in schools is still not optimal, so the system of monitoring and evaluation of the implementation of training results by teachers in the classroom, both by the principal or supervisor is still lacking. The low motivation of teachers to work to develop themselves and achievement because of the lack of a supportive system, thus learning activities are really intended to overcome the failure of students to learn. Learning activities can only be changed through testing the teaching and learning activities of teachers and analyzing their impact on student learning. The teacher professional development program requires facilities that can provide opportunities for them. Based on the thoughts that have been stated previously, researchers are interested in conducting research on the Work Productivity of Junior High School Teachers in North Minahasa district and its relationship to Commitment, Self-efficacy, Motivation and Effectiveness.

Formulation of the problem Based on problem identification and problem limitation, this research study can be formulated as follows: 1. Does commitment directly influence the effectiveness of the Public Middle School Teachers in North Minahasa Regency? 2. Does commitment directly influence the work productivity of teachers of state junior high schools in North Minahasa Regency? 3. Does self-efficacy directly influence the effectiveness of the Public Middle School Teachers in North Minahasa Regency? 4. Does self-efficacy have a direct effect on the work productivity of Teachers of Public Middle Schools in North Minahasa Regency? 5. Does motivation directly influence the effectiveness of Public Middle School Teachers in North Minahasa Regency? 6. Does motivation directly influence the work productivity of State Junior High School Teachers in North Minahasa Regency? 7. Does effectiveness directly influence the work productivity of the Public Middle School Teachers in North Minahasa Regency? 8. Does the commitment have an indirect effect on the effectiveness of the Public Middle School Teachers in North Minahasa Regency? 9. Does self-efficacy have an indirect effect on the effectiveness of Public Middle School Teachers in North Minahasa Regency? 10. Does motivation affect indirectly on the effectiveness of Public Middle School Teachers in North Minahasa Regency?

Benefits of research The results of this study can be used as information and study material for all parties, especially in the education unit environment in North Minahasa Regency. Academically, it can produce empirical proportions about the ability of teachers that allow it to be further developed into a theory, in order to broaden educational knowledge about learning.

CHAPTER II THEORITICAL REVIEW

A. Conceptual Description

1. Productivity

The concept of work productivity can be seen from two dimensions, namely the individual dimension and the organizational dimension. The individual dimension sees productivity in relation to individual personality characteristics that emerge in the form of mental attitudes and implies the desire and efforts of individuals who are always trying to improve the quality of their lives. While the organizational dimension looks at productivity in terms of the technical relationship between inputs and outputs. Therefore in this view, the increase in productivity is not only seen from the quantity aspect, but can also be seen from the quality aspect (Masofa, 2008). The meaning of work productivity was originally conveyed by Qesney, a French economist in 1776. This concept is widely known in the economic and industrial fields. In an economic context, productivity refers to the results obtained in the production process by using one or more factors of production (Kohler in Mulyono, 1993). This means that an organization is said to be productive, if it produces a lot of products. The more products produced the more productive the organization is. Barner (1980) emphasizes productivity in the context of achieving goals. Handoko (1999) says that the fulfillment of the right job with the concentration of human resources and effort on the job can affect organizational productivity. Productivity in an organization largely depends on the motivation of its members where the actions of members are directed towards the achievement of organizational goals. In line with that, Hiks (in Winardi, 2000) said that productivity is a function of motivation. Motivation according to Hiks can be positive or negative, this shows that if motivation is positive can encourage increased work productivity. Conversely, if motivation decreases it can reduce work productivity. The productivity of school organizations is largely influenced by the work productivity of teachers. Therefore, teacher work productivity must be a concern of school principals as leaders, because the high and low levels of teacher work productivity can affect the achievement of overall school organizational goals. The principal must continue to encourage teacher motivation to increase teacher work productivity. There are many factors that affect the level of productivity of one's work. According to Sukarna (1993: 50), the factors referred to, among others; (1) ability and agility of employees, (2) managerial skills or abilities of company leaders, (3) good work environment, (4) good community environment, (5) work wages, (6) work motivation to achieve work performance, (7) employee work discipline, (8) political or security conditions and state order, (9) unity and unity between workers' groups, (10) a country's culture, (11) education and work experience, (12) worker health and safety employees, (12) work facilities, and (13) company policies and administrative systems.

As according to Koster (2001: 25), factors that influence teacher work productivity; (a) factors originating from within the teacher such as motivation and ability, (b) factors originating from schools or institutional organizations, and (c) environmental factors. The description of the factors influencing the work productivity in question can be drawn at least two main components that contribute significantly to work productivity, namely competency, organizational culture and work motivation. Someone who becomes an educator must have special abilities and meet the criteria desired by the world of education itself. According Siswoyo, et al (2008: 119) the requirements of an educator are; (1) having a feeling of being called as a sacred duty, (2) loving and caring for students, and (3) having a sense of responsibility that underlies their duties. When these three conditions have been met it will automatically make the teacher motivated and motivated to carry out their main tasks as well as possible. This motivation is very important as a basis to pursue a profession because only people who have the determination, enthusiasm and maximum responsibility in carrying out their work Dangkua research (in Tolla, 1991) reports that teacher work productivity can increase between 35% -40% through the influence or encouragement of school principals, and about 60% -65% is determined by the personal ability of teachers.

Tolla's research (1991) reports that teacher work productivity is a comparison between the principal's leadership and the optimal empowerment of the teacher's potential and the ability of the teacher himself. Research on teacher productivity was also conveyed by Usa (2002) that there was a significant relationship between teacher work motivation and teacher work productivity at State High Schools in Muna District. The results of this study are strengthened by Daryono's (2006) study which states that there is a significant relationship between teacher work motivation and teacher work productivity in public elementary schools in Probolinggo. Teacher work productivity is the potential or power produced by the individual (teacher) that is used to the maximum, to achieve more output, creative, generative, and generate profits or usefulness. Measurements are made through sub-variables: (1) planning and implementing learning, with indicators of teaching design, semester programs and annual programs; (2) academic achievement, with indicators of academic work and monumental work; (3) professional development work, which includes indicators of research articles, the making and use of media, and learning tools; and (4) participation in scientific forums, with indicators on workshops, training, speakers, and seminar participants. Based on the understanding described earlier, it can be concluded that the task of the teacher is not just teaching, but starts from the planning, implementation, evaluation, evaluation, and enrichment pr Teacher work productivity contained in the main tasks in accordance with Minister of Education and Culture 2018 and teacher functions in accordance with Ministry of Education and Culture 2018 Article 3 paragraph 2 for teachers covers the main activities: a. plan learning or guidance; b. carry out learning or guidance; c. assess learning outcomes or guidance; d. guide and train students; e. carry out additional tasks attached to the implementation of main activities according to the workload of the teacher. The task of the teacher helps and is responsible to the principal in teaching and learning activities, including: (1) making teaching completeness properly and completely, (2) carrying out learning activities, (3) carrying out assessment activities of learning processes, daily tests, general tests

and final exams, (3) carrying out analysis of the results of daily tests, (4) compiling and implementing improvement and enrichment programs, (5) filling out a list of students' grades; (6) carrying out guiding activities (scoring knowledge), to other teachers in the learning process; (7) making learning tools / teaching aids; (8) fostering an attitude of respect for works of art; (9) participates in curriculum development and socialization activities; (10) carrying out certain tasks in school; (11) developing a learning program; (12) make notes about the progress of student learning outcomes; (13) fill out and examine the attendance list before starting the lesson; (14) regulates the cleanliness of classrooms and surroundings; and (15) collecting and calculating credit points for promotions.

Teacher teaching attributes include intelligence, preparation, teaching organization, and clarity of teaching objectives. Teacher work productivity in secondary schools has become a question lately, it is evidenced by the results of the graduation of students on the national examinations in the last two years that have decreased significantly. Berry and Houston in Ahab (2012: 6), provide an explanation that productivity can be realized if there is a combination of abilities possessed by businesses that can be done to produce what can be done. A good combination of these two aspects leads people to become individuals who are never satisfied with what they have done, continue to look for renewable methods or information to increase their capacity and competence so that they can be classified as productive individuals. Productive people are those who continue to learn and feel the capabilities they have and make improvements continuously so that they can produce something useful. The intended task is not easy to do, if the teacher does not have good work professionalism.

Every organization generally has a goal to be achieved, both short-term or long-term goals. Barner (1980) says organizational productivity can be measured by comparing output with input. Quantitatively, productivity is the ratio between the results obtained and the sacrifice of all resources expended to produce output. That is, how much the ability of an organization can achieve the goals set by using existing resources effectively and efficiently. Rohiat (2008) said productivity can be seen from two angles, namely individuals and organizations. From an individual's point of view, productivity can be seen as a potential contained within the individual that is used to its full potential without dependence on other parties. While Gilmore (in Rohiat, 2008) stated that productivity is the quality or power produced, bringing outputs that are more, creative, generative, and generate profits. Thus, productivity is related to creativity. While productivity from an organizational standpoint is a collection of individual productivity in the organization.

The Singapore National Productivity Board Formulation (in Sedarmanti, 2001) defines productivity as a mental attitude that has a passion for improvement and improvement. Sedarmayanti further said that productivity implies that mental attitude that always has a view of the quality of life today must be better than yesterday, and tomorrow must be better than today. Productivity can be interpreted as a comparison between the results achieved (output) with all the resources used by the union of time. Based on the definitions described earlier, it can be concluded that work productivity implies: (1) individual resources or potential (input); and (2) the results achieved (output). Work productivity is the potential or power produced by individuals that are used maximally to achieve outputs that are more creative, generative, and generate profits or benefits. The concept of productivity is closely related to efficiency and effectiveness (Gomes, 2000). High effectiveness and efficiency will produce high productivity. And if the effectiveness and efficiency are low, it is assumed that there has been a management error. If the effectiveness is high but the efficiency is low, it is possible to waste (high costs), while if the efficiency is high but the effectiveness is low, it means that the target has not been achieved or there has been a deviation from the target. Productivity measurement involves complex and interdisciplinary issues. The fundamental factors that influence productivity achievement are investment positions, both capital, technology, management, and the skills of the workforce (Sinungan, 1997).

Management factors include the way and process of moving others to specific goals. The workforce skills factor is related to the ability possessed by the workforce, work motivation, discipline, work ethic and interpersonal relationships. Measurement of educational productivity can be done in three ways, which are seen from: (1) dimensions of administrative output, (2) dimensions of behavioral change output; and (3) economic output dimensions. The measurement of the dimensions of administrative output means by looking at how good the service can be provided by the teacher, as well as other interested parties. The dimensions of administrative output for teachers can be in the form of teaching and learning products ranging from teaching preparation to teaching evaluation. While the measurement of the output dimensions of behavior change is done by looking at the values obtained by students as a picture of academic achievement that has been achieved. The measurement of the economic output dimension is d A review of productivity studies shows that responsible management skills are one of the most important factors in achieving high productivity in technology-based organizations (Timpe, 1989). Timpe (1989) reviewed hundreds of study findings and insights from thousands of managers participating in a seminar on productivity, suggesting seven keys to achieving high productivity, namely: (1) expertise, responsible management; (2) extraordinary leadership; (3) organizational and operational simplicity; (4) effective teacher training; (5) challenging tasks; (6) planning and controlling objectives; and (7) special managerial training. The teacher's work productivity can be viewed from the teacher's tasks contained in the main tasks and functions of the teacher. Types of teacher assignments as listed in Government Regulation Number 74 of 2008 concerning Teachers and Supervisors Article 52, include: (1) planning learning; (2) implementing learning; (3) assessing learning outcomes; (4) guiding and training students; and (5) carrying out additional tasks (Dirjen PMPTK).

The main tasks and functions of the teacher are to help and be responsible to the principal in teaching and learning activities, including: (1) making teaching completeness well and completely, (2) carrying out learning activities, (3) carrying out learning process assessment activities, daily tests, tests general and final exams, (3) carry out analysis of the results of daily tests, (4) compile and carry out improvement and enrichment programs, (5) fill out a list of students' grades; (6) carrying out guiding activities (scoring knowledge) to other teachers in the learning process; (7) making learning tools / teaching aids; (8) fostering an attitude of respect for works of art; (9) participates in curriculum development and socialization activities; (10) carrying out certain tasks in school; (11) developing a learning program; (12) make notes about the progress of student learning outcomes; (13) fill out and examine the attendance list before starting the lesson; (14) regulates the cleanliness of classrooms and surroundings; and (15) collecting and calculating credit points for promotions. Teachers' tasks are not only based on Government Regulation No. 74/2008 concerning Teachers Article 52, but in developing their skills and knowledge, teachers are currently required to carry out research, especially Classroom Action Research (CAR), training and workshops, and development of instructional media. Teacher work productivity is a form of understanding and application of teacher competencies, including professional competence (Mulyasa, 2008).

Teacher professional competencies include (1) understanding National Education Standards; (2) developing curriculum, including developing syllabi, developing lesson plans, implementing learning, and evaluating learning outcomes; (3) mastering standard materials, namely learning materials and deepening materials; (4) managing learning programs, including formulating objectives, describing basic competencies, selecting and using learning methods, compiling procedures, and implementing learning; (5) managing classes; (6) using media and learning resources, which include creating and using learning media, making learning tools, and managing and developing laboratories; (7) understand and carry out student development; (8) understanding and organizing school administration; (9) understanding research in learning, including developing research designs, carrying out research, and using research results to improve the quality of learning; (10) displaying the example and leadership in learning; (11) developing theories and basic concepts of education; and (12) understanding and implementing individual learning concepts. Based on the opinion of Mulyasa (2008) it is clear that a teacher not only plans and implements learning, but also designs and implements research, makes media and applies it in learning, and designs, implements and applies research in the teaching and learning process. one by linking education services with financing aspects.

Arikunto (1993) argues that professional competence requires teachers to have broad and deep knowledge about the subject matter (fields of study) to be taught, as well as mastery of methodology that is mastering theoretical concepts, as well as choosing appropriate methods and being able to use them in teaching and learning. The teacher's professional competence is reflected in indicators: (1) the ability to master subject matter, (2) the ability to research and compile scientific papers, (3) the ability of professional development, and (4) understand and be able to utilize communication technology to stop learning. Suparlan (1997) stated the role and task of the teacher are as follows: (1) the role of management (the management role), with the main task: (a) knowing the background, socio-economic, and academic intellectuals of students, and (b) knowing the individual differences of students, the potentials, and weaknesses of students, including their learning; and (2) the instructional role, which includes the main tasks: (a) conveying knowledge and skills, (b) understanding students' responsibilities, discipline, and productivity; (c) respect and love towards students; (d) conveying moral values and humanity in all its steps; (e) encouraging students to be innovative, creative, and understand differences in individuality; (f) provide examples for students, both their words and behavior; and (g) teaches environmental care and understands the development and application of knowledge and technology in modern life.

Kamaruddin Haji Husin (in Suparlan, 1995) explained the nine roles of the teacher and the tasks that had to be carried out in various aspects, as follows. 1), educators, who have the task of developing personality and fostering character. 2), instructor, in charge of delivering knowledge, training skills, providing aging or direction; combining knowledge, guidance, and skills provided; design teaching; carry out learning; and assessing learning activities. 3), the facilitator, whose task: motivating students, helping students, guiding students in the learning process inside and outside the classroom, using appropriate learning strategies and methods, using questions that stimulate students to learn, providing teaching materials, encourage students to look for teaching materials, use rewards and punishment as an educational tool, and realize discipline. 4), the supervisor, who has the task: giving instructions or guidance about the learning styles of students, look for strengths and weaknesses of students, provide training, give appreciation to students, recognize the problems faced by students and find ways to solve them, help students to discover students' talents and interests, and recognize individual differences of students. 5), the waiter, whose job: providing comfortable and safe learning services according to individual differences of students, providing learning facilities from schools (such as classrooms, tables, chairs, blackboards, cupboards, teaching aids, notice boards), and providing services Learning Resources. 6), the designer, which involves the task: compile teaching and learning programs based on the applicable curriculum, compiling teaching plans, and determining learning strategies and methods in accordance with the concept of PAIKEM (Active, Innovative, Creative, Effective, and Enjoyable Learning). 7), the manager, who has the tasks: carry out class administration, carry out class presence, and choose effective learning strategies and methods. Eighth, innovators, who have the task: find effective teaching strategies and methods, improve abilities and skills in using teaching strategies and methods, and are willing to try and implement new learning strategies and methods. Ninth, assessors, whose duties: compile tests and other assessment instruments, carry out assessments of students objectively, conduct remedial learning, and conduct enrichment in learning.

he tasks of the teacher according to Melisa (2008), include: (1) planning, developing, and organizing learning; (2) taking attendance and recording the attendance of students; (3) managing student behavior; (4) presents subject matter; (5) assessing learning outcomes; and (6) evaluating the learning process.

Based on the above studies, teacher work productivity is not only: making teaching completeness well and completely, carrying out learning activities, carrying out learning process assessment activities, daily tests, general tests and final exams, carrying out analysis of daily test results, compiling and implementing programs improvement and enrichment, fill in the list of values of students; carry out guiding activities (scoring knowledge) to other teachers in the learning process; making learning tools / teaching aids; foster an attitude of respect for works of art; participate in curriculum development and socialization activities; carrying out certain tasks in school; conduct learning program development; make notes about the progress of student learning outcomes; fill out and examine the attendance list before starting the lesson; regulate the cleanliness of classrooms and surroundings; and collecting and calculating credit points for promotions; but the teacher must also conduct research, especially classroom action research to improve learning, write articles in magazines or journals, create learning tools and media for use in the learning process, guide students and more junior peers, and participate in scientific forums, namely workshops, training, discussions, seminars, and so on.

2. Commitment

Sahertian (1994: 44) defines work commitment as a tendency in a person to feel active with a sense of full responsibility. With such high commitment, someone who is actively involved with full responsibility in an occupied job will be able to determine his own decision and carry out the work with sincerity. Commitment is also a decision or agreement of someone with himself to carry out or not do something work. Someone who already has a commitment so he does not hesitate in determining the attitude of responsibility for the decisions taken.

Sahertian (1994: 87) explains that commitment and care can arise if there is a love of duties and responsibilities. Everyone naturally has a commitment. But everyone's commitment will never be the same. There are people who have low work commitments and some who have high work commitments. This will be determined by the different levels of development and psychiatric processes of the scientific system. According to Nawawi and Martini (1993: 160) explains the determination to do a job is considered and believed to be a commitment. Commitment is also interpreted as a determination in a person to accept or reject one or more goals, and determine actions or activities. Someone who has made a determined commitment to himself will be able to work hard. The principle and determination to always do it always manifests as a responsibility that is in accordance with what is said, and not only for his interests.

Israel (1990: 78) says a person's commitment can go up and can also go down on his job that is strongly influenced by attitude. The positive attitude at work makes someone feel at home working and able to survive as a member of the organization. A person's sense of concern for the tasks and general interests of the organization, and not just because of personal interests, will make a very meaningful contribution to the organization. According to Luthans (2008), in general, commitment involves an individual's attachment to his work. Commitment is a variable that reflects the degree of relationship that is considered owned by an individual towards a particular job in the organization. The issue of commitment is the same as the issue of responsibility, thus, a measure of commitment is the implementation of tasks in accordance with applicable regulations. In general, Spector (2002) gives the following picture of commitment; involves the attachment of individuals to their work, which is a variable that reflects the degree of relationship that is considered owned by individuals to certain jobs in the organization. Greenberg (2008) and Baron (1993), say their opinions about commitment reflect the level of identification and involvement of individuals in their work and their unwillingness to leave the job.

Porter and Smith in Setiawati (2007), commitment is the nature of an individual's relationship with an organization that allows a person to have a high commitment by showing a strong desire to remain a teacher of the organization concerned, a willingness to try his best to benefit the organization, and trust in strong acceptance of organizational values and goals.

Gibson, Ivancevich and Donnely (2006), said that the commitment of attraction is "a sense of identification, involvement, and loyalty or loyalty expressed by someone towards the workplace". An educational institution is expected to be able to provide the best performance results for its schools in accordance with its competencies. The competency basis is not sufficient for a teacher if it is not supported by a high commitment to provide good performance results in the work environment. In addition to the competencies possessed by educators, workers in the world of education, lecturers, teachers, it is hoped that their cooperation will be able to produce good results for organizations or companies. Competence that runs alone without commitment is like a bullet gun but cannot be used. A teacher who has no commitment is actually like an expert in his field (competent) but works half-heartedly. Teachers who have a commitment, work in total, devote attention, thought, energy and time, will do what is expected by the school. Some of these expert opinions, commitment can be synthesized is an action in a person who will not be violated when carrying out work by upholding goals, a sense of belonging, responsibility and actively participating in the organization. Having linked teacher commitments are: (1) Teacher identification that upholds the vision, mission of the school, school goals and instills confidence in the school, (2) Teacher loyalty which fosters a sense of ownership and is responsible for the progress of education in schools, and (3)

Teacher involvement namely establishing relationships and taking an active role in every learning activity. Indicators of teacher commitment can be good work involvement in schools, have a high loyalty at work, have a sense of pride in schools, attachment to schools and have a high desire to stay in school. Based on the intended understanding, the researcher believes that the teacher's commitment is a sense of identification, involvement, loyalty / loyalty, the degree or nature of the relationship of a teacher to students as indicated by learning achievement, interest in improving graduate quality, and strong self-confidence in values education values and objectives.

3. Self Efficacy

Someone will try to do certain tasks that he perceives can be carried out and he will avoid situations and behaviors that he perceives outside the limits of his ability (the strength of belief), which is related to the strength of individual beliefs over his abilities. Strong and steady expectations of individuals will encourage persistent efforts to achieve goals, even though they may not have supporting experiences. On the other hand, weak expectations and self-doubt about one's abilities will be easily swayed by unsupportive experiences (generality), which are matters relating to the broad scope of behavior where individuals feel confident about their abilities. Individuals can be confident in their abilities, depending on their understanding of their abilities that are limited to certain activities and situations or to a wider and more varied set of activities and situations. Albert Bandura (1986) said that self-efficacy is a person's assessment of his ability to improve performance. In line with the opinion of Luthans (2008) self-efficacy is an individual's belief in his ability to mobilize his motivation, source of knowledge and how to act so that it is successful in carrying out specific tasks in accordance with a predetermined context. In line with the opinion of Greenberg (2008) said that self-efficacy is one's belief in his ability to complete tasks to achieve his goals. The same thing was conveyed by Jennifer (2005) that self-efficacy is a person's belief in his ability to perform specific behaviors successfully. Kinicky (2009) suggests a similar opinion that self-efficacy is one's belief about the likelihood of success in completing specific tasks. Another more specific opinion expressed by Jones, George and Hill, quoted in his book Jalaludin (1998: 105) as follows, "Self-efficacy is one's belief in his ability to display performance successfully" Confidence for self ability according to Jalaludin is related to self-concept, people who have positive self-concept tend to have good self-efficacy. Self-efficacy directs one's behavior at work. Although someone is offered an attractive award for successfully completing a particular task, but the person concerned tends to not accept it if his efficacy is not positive. Conversely, if the positive individual's self-efficacy in question tends to set goals that are difficult to achieve because he is confident in his ability to achieve those goals. Understanding the efficacy associated with human life habits based on character principles, such as integrity, humility, loyalty, self-limitation, courage, justice, patience, crafts, simplicity and politeness that should be developed from within to outside the self, and not by coercion from outside into the individual.

4. Motivation

Motivation can also be said to be a series of attempts to provide certain conditions, so that someone wants and wants to do something and if he doesn't like it, then he will try to negate or avoid the feeling of dislike Sadirman A.M (2014) It is common for people to call "motives" to indicate why someone is doing something. The word motive is interpreted as an effort to encourage someone to do something. The motive can be said as a driving force from within and within the subject to carry out certain activities in order to achieve a goal. Even the motive can be interpreted as an internal condition (preparedness). Starting from the word "motive", motivation can be interpreted as a driving force that has become active. Motives become active at certain times, especially when the need to reach a goal is felt to be urgent. Theory X and Y from Mc. Gregor Motivation theory that combines internal theory and external theory developed by Mc. Gregor. He has formulated two basic differences regarding human behavior. These two theories are called theories X and Y. Traditional theories of organizational life are mostly directed and controlled on the basis of theory X. The assumptions that underlie X theories according to Reksohadiprojo and Handoko (1996: 87) a. The average worker is lazy, does not like to work and if possible will avoid him. b. Because basically does not like working then it must be forced and controlled, treated with punishment and directed to the achievement of organizational goals. c. The average worker prefers to be guided, tries to avoid responsibility, has little ambition, willpower above all else.

The motivating factor that drives each participant is that the teacher is formed from the attitude of the self in the face of the work situation. This includes attitudes towards work situations related to school principals and peers. Teachers who have a positive attitude or agree with the situation of the school environment including management from the school. Teachers who want to be open with increased competency tend to have high motivation so that they will work well and produce satisfying work performance. Conversely, teachers who close themselves or disagree, tend to lack enthusiasm in working and the work is not optimal.

5. Effectiveness

The effectiveness of an individual is a function of two things: what is produced or produced and the assets that produce or the capacity of production, so that a person's effectiveness is a balance between the product / desired outcome with the ability to produce. The definition of effectiveness in question is focused on the balance that should not be ignored. For example, to obtain the desired results must be accompanied by good treatment of people who have tried to achieve it so that their work skills in the long run are maintained. Someone is said to be effective if he can solve problems effectively, maximize opportunities, and continuously learn and integrate other principles in the growth spiral.

The effectiveness of an individual is a function of two things: what is produced or produced and the assets that produce or the capacity of production, so that one's effectiveness is a balance between the product / desired outcome with the ability to produce (Stephen R. Covey: 41-43). The notion of effectiveness that has been described previously is focused on a balance that should not be ignored. For example, to obtain the desired results must be accompanied by good treatment of people who have tried to achieve it so that their work skills in the long run are maintained. Ketut Puspadi (2002), revealed that effectiveness in the context of organizational behavior is the optimal relationship between production, quality, efficiency, flexibility, satisfaction of nature, excellence and development. .

There are two keys to effective person in an organization, someone who understands clearly what he will do or not in every aspect and someone who takes responsibility for thinking about what he needs to do the job. Hadiningrat (1994), said that: Effectiveness is the achievement of goals and various targets that have been set at a sacrifice ratio is smaller than the results achieved.

This implies that the effectiveness implies in achieving a goal and utilizing all available resources appropriately and using all available facilities properly, so as to obtain benefits / benefits from the use of existing resources. Success in achieving a goal that is not accompanied by benefits means that success is not effective individually or in groups. Individually in doing work can not be separated from group life so that the effectiveness of the individual is caused by several factors, including: ability, skills, knowledge, attitude, motivation, and stress. While the causes of group effectiveness include: cohesiveness, leadership, structure, status, roles and norms. While the causes of organizational effectiveness include: the environment, technology, strategic choices, structure, processes and culture. Individuals rarely work alone, in work they always have the nature of dependence with others, therefore one must need another perspective of effectiveness, namely group effectiveness. The effectiveness of the group is simply the total contribution of all members. The third perspective is organizational effectiveness. The organization consists of individuals and groups, therefore the effectiveness of organizational work becomes important in an institutional work community so that it can produce maximum production in accordance with program objectives.

Teacher effectiveness is the maximum involvement of teachers in the process of fostering and enhancing teacher professionalism that is planned and implemented collaboratively in an area to share knowledge and experience, identify learning problems, find solutions, test and develop new ideas for achieving quality improvement in learning. The level of effectiveness of the teacher in following the process of activities to realize the quality of education goals in order to create collaborative learning that makes students enjoy proper learning rights and self-abilities in accordance with learning objectives.

Siagian (1997) said that, "The effectiveness of work is the achievement of goals and various targets that have been set at a sacrifice ratio is smaller than the results achieved".

So the size can be seen from the extent of cognitive, affective and psychomotor development obtained by the teacher in training to be able to develop and change for the better. Likewise, the effectiveness of teachers in implementing it, teachers are said to be effective if there is an ability in the implementation of teaching and learning carried out, so that there is a dynamic balance between the quality and quantity of learning, by utilizing funds and available resources. Conversely learning is said to be ineffective if there is no balance between the quality and quantity of learning with the resources and funds used or in other words a learning process is said to be effective if: (1) there is a change in cognitive behavior in students, (2) there is a balance between the quality and quantity of learning materials, and (3) the learning process can take place by making effective use of available funds. The learning process is said to be ineffective if it cannot meet the learning criteria.

Based on the opinions expressed by experts that have been described previously, it can be synthesized that effectiveness is the achievement of a person in working to realize the goals set by the organization.

Theoretical Framework

1. Commitment and Effectiveness

Commitment as an obligation to stay in the job. This commitment causes teachers to stick to their assignments because they feel obliged to do so and are based on beliefs about what is right and related to morals. The principal must be able to support the teacher, encourage the development of teacher competencies in a sustainable manner, empower the teacher and instill confidence in the teacher to be able to carry out their duties. Carry out their duties properly based on a growing commitment in themselves. Meanwhile the effectiveness of state junior high school teachers in North Minahasa district will increasingly lead to improving the quality of education by requiring commitment.

2. Self-Efficacy and Effectiveness

Self-efficacy provides a clear picture of the ability of teachers in carrying out the task. The role of the teacher who is full of confidence and feels supported by competence will carry out the teaching and learning process that is easy to understand the learning needs of children in the classroom. In line with the goals made by the teacher himself who prioritize children's learning needs and apply collegiality learning, it requires teachers with high confidence to make the teacher effective in the learning process and other activities. Learning programs prepared from the beginning and through a mature planning process are the effects of the teacher's effectiveness. Self-efficacy of each teacher will be able to follow the course of learning activities because the teacher feels confident in his ability to carry out teaching tasks well. The teacher's self-efficacy is a special phenomenon that can be seen as one of the contributions to the effective learning and teaching process.

3. Motivation and Effectiveness

Teachers are motivated to develop competencies and are aware of children's learning rights. Work motivation cannot be observed directly, but work motivation is closely related to physiological needs, social relations and developmental needs. Work motivation is a psychological urge to carry out work. While effectiveness is an effective job if the work gives results that are in accordance with predetermined criteria. Teacher's work motivation will grow because of encouragement from related parties so that they can work optimally and make learning activities effective.

4. Commitment and Motivation

The teacher's commitment will definitely encourage their confidence and enthusiasm for work. The teacher's commitment will launch the school's movement towards change which must be an increase both physically and psychologically, so that it becomes something pleasant for all school members. The teacher's commitment is basically a perception that has the core of loyalty, determination and expectation of a teacher with the demands of a system of assignments that will direct the teacher to act or work according to certain procedures in an effort to carry out their tasks with a high degree of success. Achieving success in teaching assignments requires self-motivation from a teacher so that the implementation of his tasks always departs from his commitment. So that teacher commitments can be used as ideas that encourage teacher work motivation in carrying out their duties. Motivation can also be interpreted as an impulse that arises in a person consciously or unconsciously to do an action with a specific goal or effort that can cause a person or group of people to be moved to do something because they want to achieve the desired goal or get satisfaction with their actions. A professional who can consistently work in a professional manner and from his efforts is getting an appropriate award, of course, will make the work commitment as the basis for achieving the best results on him. Meanwhile, the activities will increasingly lead to improving the quality of education with the commitment of teachers who are very influential in growing work motivation. The old paradigm of increasing the quality of teachers who are fully dependent on block grants has been removed and now leads to changes towards the independence of the teacher himself who prioritizes the commitment of teachers who are aware of these activities because they are motivated by the teacher's motivation to increase competence as a professional educator.

5. Self-Efficacy and Motivation

The teacher's self-efficacy which is high will affect the work motivation of teachers. If a teacher has a high Self-Efficacy then his ability will affect high teaching independence. Teachers who have work motivation is a form of positive attitude or agree with school policy is a confidence that wants to develop in their assignments. Teachers like this have high motivation so that they will work well and produce satisfying work performance. Conversely, teachers who do not agree or do not fit into the situation of school progress tend to lack enthusiasm in working and the work results are not optimal.

CHAPTER III RESEARCH METHODOLOGY

A. Research Objectives

This study analyzes work productivity in terms of the variable involvement of the State Junior High School Teachers in North Minahasa Regency, commitment, self-efficacy, motivation and effectiveness, both direct and using intermediaries. So in this study discusses the causal influence between 10 variables. In general, this study aims to prove the effect of commitment, self-efficacy, motivation and effectiveness on work productivity, directly or indirectly.

Thus the purpose of this study in particular is to study further. 1. Direct influence on commitment to the effectiveness of Public Middle School Teachers in North Minahasa Regency. 2. The direct influence of commitment on the work productivity of State Junior High School Teachers in North Minahasa Regency. 3. The direct effect of self-efficacy on the effectiveness of Public Middle School Teachers in North Minahasa Regency. 4. The direct effect of self-efficacy on the work productivity of State Junior High School Teachers in North Minahasa Regency. 5. Direct influence of motivation on the effectiveness of Public Middle School Teachers in North Minahasa Regency. 6. The direct influence of motivation on the work productivity of Teachers of Public Middle Schools in North Minahasa Regency. 7. The direct effect of effectiveness on the work productivity of Public Middle School Teachers in North Minahasa Regency. 8. Indirect effect of commitment on the effectiveness of Public Middle School Teachers in North Minahasa Regency. 9. The indirect effect of self-efficacy on the effectiveness of Public Middle School Teachers in North Minahasa Regency. 10. The indirect effect of motivation on the effectiveness of Public Middle School Teachers in North Minahasa Regency.

B. Research methods

The research method used was a survey method with causality study techniques and using path analysis, which is a pattern that shows the influence between direct variables. The research data came from respondents through filling in research instruments that had previously been tested before, and will be used to test hypotheses. First, the path analysis requirements test is performed which includes the normality test, the significance test and the linearity of the Regression Mode.

The research variables used are three exogenous variables (variables that have no cause) namely, Commitment (X1), and Self-Efficacy (X2), Motivation (X3) and two endogenous variables (intermediate or intervening variables), namely: effectiveness (X4), and work productivity (Y).

C. Population and Sample

The population in this study was a teacher of state junior high schools in North Minahasa Regency. The sample framework for the trial instrument was taken by drawing or random for each district as many as 40 teachers, and for the determination of the number of samples in this study carried out in a multi-stage sampling using the Slovin formula, namely The number of state junior high school teachers in North Minahasa Regency will represent each UPTD in ten sub-districts as many as 172 people, then with this formula obtained a minimum sample size of 120 people and research interests determined the number of samples of 120 public junior high school teachers in North Minahasa Regency. The details of the number of teachers in North Minahasa Regency.

D. Data collection technique

The data collection technique was carried out using a questionnaire for the teachers in order to assess the Work Productivity of the Public Middle School Teachers in North Minahasa Regency. The questionnaire was arranged based on the variables to be examined, namely, Teacher Work Productivity, Commitment, Self-efficacy, Motivation and Effectiveness. Statement items are built based on indicators of the variables studied by reference to theoretical studies. Each statement item from each variable is equipped with 5 (five) alternative answer choices using a Likert scale.

The instrument was tested before being used in research. The testing of the instrument includes testing the validity (validity) and calculation of reliability (reliability). From the results of testing the validity of using the Biserial Point correlation formula obtained items are valid and invalid. Invalid instruments are discarded or not used in research. As for calculating the reliability of valid instrument items, it is used for further research.

E. Data analysis technique

This study uses statistics as a data analysis tool. Data analysis techniques in this study use path analysis to determine the influence of variables in accordance with the casual model that is formed. The stages of the path analysis technique are as follows: 1) Preliminary analysis using descriptive statistics, which describe the data for each variable partially, descriptive statistics used are average, mode (values that often appear), median (middle value), standard deviations, variances, frequencies and histograms. 2) Test requirements analysis, namely test for normality of error data, significance test and simple linearity regression before hypothesis testing is performed. 3) Hypothesis testing is done using t test analysis.

**CHAPTER IV
 RESEARCH RESULTS AND DISCUSSION**

A. Research Data Description

Based on the results of data collection through questionnaires given to respondents of 120 people, obtained data description of the variables Commitment (X1), Self-efficacy (X2), Motivation (X3), Effectiveness (X4), and Work Productivity (Y) as shown by Table

Descriptive Data Summary Table of Data

		Komitmen	Efikasi Diri	Motivasi	Keefektifan	Produktivitas Kerja
N	Valid	120	120	120	120	120
	Missing	0	0	0	0	0
Mean		132,1917	132,7333	134,3833	135,4500	134,9083
Median		134,0000	134,0000	137,0000	137,0000	136,0000
Mode		134,00	145,00	138,00	143,00	140,00
Std. Deviation		11,59056	9,98632	9,13041	9,03574	9,97475
Variance		134,341	99,727	83,364	81,645	99,496
Range		60,00	46,00	45,00	43,00	48,00
Minimum		87,00	100,00	103,00	104,00	102,00
Maximum		147,00	146,00	148,00	147,00	150,00

Description of work productivity variable score (Y), Commitment (X1), Self-efficacy X2), Motivation (X3), and Effectiveness (X4), are as follows:

Work Productivity Variable (Y)

The work productivity variable score was obtained from 120 respondents by filling in an opinion of 30 items. Work effectiveness variable is measured by using a Likert scale model of 1 (one) to 5 (five), therefore the lowest score or minimum score for the variable work effectiveness is 30 (1x30) and the highest or maximum score is 150 (5x30). Based on the calculation values described above, the results are obtained for a maximum value of 150 and a minimum value of 102, a mean of 134.90 values that often appear (mode) of 139.00 a median (median) of 136.00 standard deviations 11, 77 and variance of 138.63.

Testing Requirements Analysis

In the path analysis model, the relationship between the variables in the model must be linear. If the relationship between these variables is linear, then this will meet the requirements of regression analysis. For this purpose, a test consisting of a normality test, a variance homogeneity test for each dependent variable, a linearity test and a significance test for both regression and correlation will be carried out.

Calculation of Path Coefficient

Determination and testing of path coefficients is done after going through several steps in path analysis. These steps include (a) determining the structural model of the system being analyzed and (b) testing requirements in path analysis which includes a normality test, homogeneity, significance and linearity.

Structural Model Path coefficient

The structural model based on the theoretical conclusion appears in the figure

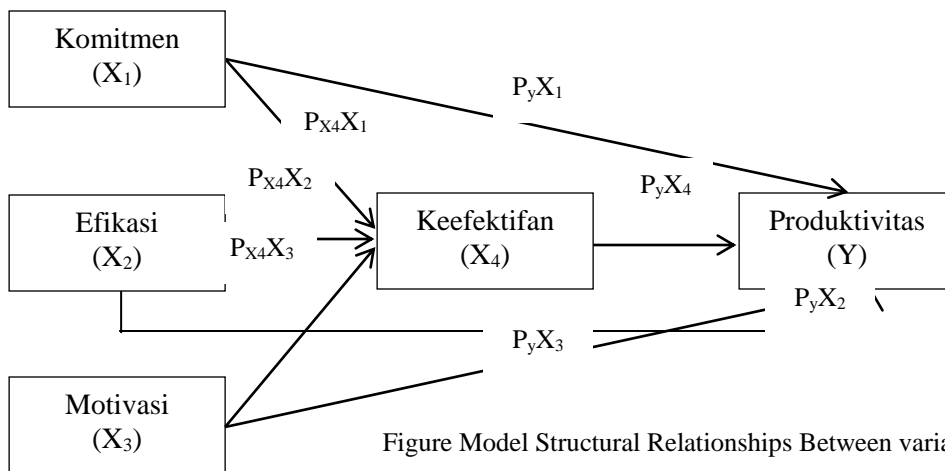


Figure Model Structural Relationships Between variables

Based on Figure there are Ten path coefficients, namely pY1, pY2, pY3, pY4, p41, p42, and p43. Each path coefficient was analyzed for its significance level by analysis of variance (ANOVA). While the significance is tested by t-test (t-test). If the calculation results are not significant then the path is eliminated, likewise if the results of the statistical test t indicate the correlation coefficient does not mean the path is eliminated.

1. Path coefficient calculation results and testing

a. Sub Structure 1

Based on the calculation results, the path coefficient in substructural model 1 is as follows:

Table Structural Path coefficients Table 1
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	2,022	8,105		,249	,803
X1	0,334	0,062	0,388	5,403	,000

X2	0,196	0,077	0,197	2,562	,012
X3	0,254	0,068	0,233	3,749	,000
X4	0,211	0,093	0,191	2,267	,025

a. Dependent Variable: Y

a. Sub Struktur 2

Based on the calculation results, the path coefficient in the substructural model 2

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	22,616	7,813		2,895	,005
X1	0,190	0,059	0,244	3,217	,002
X2	0,478	0,062	0,528	7,665	,000
X3	0,181	0,066	0,183	2,760	,007

a. Dependent Variable: X4

Hypothesis testing

The hypothesis proposed will be drawn conclusions through the results of the calculation of the value of the path coefficient and significance for each path studied. Testing the research hypothesis will be described as follows:

1. Direct Effect of Commitment (X1) on Teacher Work Productivity (Y)

Based on the calculation results in Table 4.18 the path coefficient value $pY1X1 = 0.388$ has a value of $t_{count} = 5.403$ while the value of t_{table} with a degree of freedom 119 ($n-1$ or $120-1$) and a real level $\alpha = 0.05$ obtained $t_{table} = 1.9801$. Because $t_{count} 5.403 > t_{table} 1.9801$, the hypothesis H_0 is rejected, meaning that Commitment (X1) has a direct positive effect on teacher work productivity (Y).

2. Direct Effect of Self-Efficacy (X2) on Teacher Work Productivity (Y)

Based on the calculation of the value of the path coefficient $pYX2 = 0.197$ with a value of t_{count} of 2.562 while the value of t_{table} with degrees of freedom 119 ($n-1$ or $120-1$) and the real level $\alpha = 0.05$ obtained $t_{table} = 1.9801$. Because t_{count} of 2.562 $>$ $t_{table} 1.9801$, then the hypothesis H_0 is rejected, meaning that Self-Efficacy (X2) has a direct positive effect on teacher work productivity (Y).

3. Effect of direct motivation (X3) on Teacher Work Productivity (X5).

Based on the calculation results in Table 4.18 the path coefficient value $pYX3 = 0.233$ with a $t_{count} = 3.749$ while the value of t_{table} with a degree of freedom 119 ($n-1$ or $120-1$) and the real level $\alpha = 0.05$ obtained $t_{table} = 1.9801$. Because $t_{count} 3,749 >$ $t_{table} 1,9801$, the hypothesis H_0 is rejected, meaning that Motivation (X3) has a direct positive effect on work productivity (Y).

4. Direct Effect of Effectiveness (X4) on Teacher Work Productivity (Y)

Based on the calculation results in Table 4.18 the path coefficient value $pYX4 = 0.191$ with a t_{count} of 2.267 while the value of t_{table} with a degree of freedom 119 ($n-1$ or $120-1$) and a real level $\alpha = 0.05$ obtained $t_{table} = 1.9801$. Because $t_{test} 2,267 >$ $t_{table} 1.9801$, the hypothesis H_0 is rejected, meaning that Effectiveness (X4) has a direct positive effect on teacher work productivity (Y).

5. Direct influence on commitment (X1) on effectiveness (X4)

Based on the calculation results in Table 4.19 the path coefficient value $pX4X1 = 0.244$ with a t_{count} of 3.217 while the value of t_{table} with degrees of freedom 91 and the real level $\alpha = 0.05$ obtained $t_{table} = 1.9801$. Because $t_{count} 3.217 >$ $t_{table} 1.9801$ then the hypothesis H_0 is rejected, meaning that Commitment (X1) has a direct positive effect on Effectiveness (X4).

6. Direct Effect of Self-Efficacy (X2) on Effectiveness (X4)

Based on the calculation results in Table 4.19 the path coefficient value $pX4X2 = 0.388$ with a t_{count} of 7.655 while the value of t_{table} with degrees of freedom 91 and the real level $\alpha = 0.05$ obtained $t_{table} = 1.9801$. Because $t_{count} 7.655 >$ $t_{table} 1.9801$, the hypothesis H_0 is rejected, meaning that Self-Efficacy (X2) has a direct positive effect on Effectiveness (X4).

7. Direct Effect of Motivation (X3) on Effectiveness (X4)

Based on the calculation results in Table 4.19 the path coefficient value $\beta_{X3 \rightarrow X4} = 0.183$ with a t -count of 2.760 while the value of t -table with a degree of freedom 119 ($n-1$ or $120-1$) and a real level of $\alpha = 0.05$ obtained t -table = 1.9801. Because t -count 2.77 > t -table 1.9801, the hypothesis H_0 is rejected, meaning that Motivation (X_3) has a direct positive effect on Effectiveness (X_4).

Discussion

Based on the results of the analysis and testing of hypotheses, it shows that of the ten hypotheses proposed, there are seven hypotheses that have direct effect and three hypotheses that have indirect effect. In detail the discussion of research results is described as follows:

First Commitment to Work Productivity. Based on the calculation results in Table 4.18 the path coefficient value $\beta_{X1 \rightarrow Y} = 0.388$ has a t -count = 5.403 while the value of t -table with a degree of freedom 119 ($n-1$ or $120-1$) and the real level $\alpha = 0.05$ obtained t -table = 1.9801. Because t -count 5.403 > t -table 1.9801, the hypothesis H_0 is rejected, meaning that Commitment (X_1) has a direct positive effect on work productivity (Y). According to Greenberg and Baron, that work commitment reflects the level of identification and involvement of the individual in his work and his unwillingness to leave the job. Because the work commitment of participants will increase work productivity.

Second Self-Efficacy of Work Productivity. Based on the results of calculations the path coefficient value $\beta_{X2 \rightarrow Y} = 0.197$ with a t -count of 2.562 while the t -table value with a degree of freedom 119 ($n-1$ or $120-1$) and a real level $\alpha = 0.05$ obtained t -table = 1.9801. Because t -count 2.562 > t -table 1.9801 then hypothesis H_0 is rejected, meaning that Self-Efficacy (X_2) has a direct positive effect on work productivity (Y). According to Jones, George and Hill as follows, self-efficacy is one's belief in his ability to display performance successfully. Work effectiveness is success in achieving a goal accompanied by benefits means that success is effective individually or in groups. If the individual has high self-efficacy, then the participant will always be confident of being able to carry out their duties properly and be confident of their ability to face various challenges in achieving their work. The participant's confidence in his ability is a determinant of the effectiveness of the participant's work. Based on this it can be stated if self-efficacy is high, then work productivity is also high

Third Motivation on Work Productivity. Based on the results of calculations the path coefficient value $\beta_{X3 \rightarrow Y} = 0.233$ with a t -count = 3.749 while the value of t -table with a degree of freedom 119 ($n-1$ or $120-1$) and the real level $\alpha = 0.05$ obtained t -table = 1.9801. Because t -count 3.749 > t -table 1.9801 then hypothesis H_0 is rejected, meaning that Motivation (X_3) has a direct positive effect on work productivity (Y). According to George and Jones, work motivation is an individual psychological impulse to work hard according to the desires found in a person so as to stimulate action according to the achievement of program goals.

The Fourth Effectiveness of Work Productivity. Based on the calculation results in the path coefficient value $\beta_{X4 \rightarrow Y} = 0.191$ with a t -count of 2.267 while the value of t -table with a degree of freedom 119 ($n-1$ or $120-1$) and a real level $\alpha = 0.05$ obtained t -table = 1.9801. Because t -test 2,267 > t -table 1.9801, the hypothesis H_0 is rejected, meaning that Effectiveness (X_4) has a direct positive effect on Work Productivity (Y). The effectiveness of work is the achievement of goals or targets that have been set with sacrifice in a ratio smaller than the results achieved. So if participants have high work motivation, it will encourage them to work according to their achievements or targets, causing work productivity to increase.

Fifth Commitment to Work Productivity. Based on the calculation results the path coefficient value $\beta_{X1 \rightarrow Y} = 0.244$ with a t -count of 3.217 while the value of t -table with a degree of freedom 91 and the real level $\alpha = 0.05$ obtained t -table = 1.9801. Because t -count 3.217 > t -table 1.9801 then hypothesis H_0 is rejected, meaning that Commitment (X_1) has a direct positive effect on work productivity (Y).

Sixth Self-Efficacy for Effectiveness. Based on the calculation results the path coefficient value $\beta_{X2 \rightarrow X4} = 0.388$ with a t -count of 7.655 while the value of t -table with degrees of freedom 91 and the real level $\alpha = 0.05$ obtained t -table = 1.9801. Because t -count 7.655 > t -table 1.9801 then the hypothesis H_0 was rejected, it means that Self-Efficacy (X_2) has a direct positive effect on Effectiveness (X_4).

Seventh Motivation for Effectiveness. Based on the results of calculations the path coefficient value $\beta_{X3 \rightarrow X4} = 0.183$ with a t -count of 2.760 while the value of t -table with a degree of freedom 119 ($n-1$ or $120-1$) and the real level $\alpha = 0.05$ obtained t -table = 1.9801. Because t -count 2.760 > t -table 1.9801 then the hypothesis H_0 is rejected, meaning that Motivation (X_3) has a direct positive effect on Effectiveness (X_4). Work motivation stated by Siagian, is a mental state that encourages, activates, moves, directs and channels behavior towards the organizational goals

The eight indirect effects of commitment to work productivity through effectiveness by multiplying the coefficient of commitment effect on effectiveness with the effectiveness coefficient on productivity. Based on the table the coefficient of commitment to effectiveness is 0.244 and the coefficient of effectiveness on work productivity is 0.191. So the coefficient of the indirect effect of commitment (X_1) on work productivity (Y) through effectiveness (X_4) is $0.244 \times 0.191 = 0.0466$.

The nine indirect effects of self-efficacy on work productivity through effectiveness by multiplying the coefficient of influence of self-efficacy on effectiveness with the coefficient of effectiveness on productivity. Based on the table the coefficient of self-efficacy of effectiveness is 0.388 and the coefficient of effectiveness for work productivity is 0.191. So the coefficient of the indirect effect of commitment (X1) on work productivity (Y) through effectiveness (X4) is $0.388 \times 0.191 = 0.074$. According to Bandura, self-efficacy is an individual's belief in his ability to take the expected action. Work motivation is a mental state that encourages, activates, drives, directs and channels behavior towards organizational goals.

The ten indirect effects of motivation on work productivity through effectiveness by multiplying the coefficient of influence of motivation on effectiveness with the coefficient of effectiveness on productivity. Based on the motivation coefficient table on the effectiveness that is 0.183 and the coefficient of effectiveness on work productivity that is 0.191. So the coefficient of the indirect effect of commitment (X1) on work productivity (Y) through effectiveness (X4) is $0.183 \times 0.191 = 0.034$. According to George and Jones, work motivation is an individual psychological impulse to work hard according to the desires found in a person so as to stimulate action according to the achievement of program goals. The effectiveness of work is the achievement of goals or targets that have been set with sacrifice in a ratio smaller than the results achieved. So if participants have high work motivation, they will push to work according to their achievements or targets, causing work productivity will also increase by it self.

CHAPTER V CONCLUSIONS AND SUGGESTIONS

A. Conclusion

1. There is a positive and significant direct effect between Commitment and Work Productivity of State Junior High School teachers in Minahasa Utara District. Based on the calculation of the path coefficient value $pY1X1 = 0.388$ has a $t_{count} = 5.403$ while the value of t_{table} with a degree of freedom 119 ($n-1$ or $120-1$) and the real level $\alpha = 0.05$ is obtained $t_{table} = 1.9801$. Because $t_{count} 5.403 > t_{table} 1.9801$ then the hypothesis H_0 is rejected, meaning that Commitment (X1) has a direct positive effect on work productivity (Y).

2. There is a positive and significant direct effect between self-efficacy and work productivity of teachers of state junior high schools in North Minahasa Regency, based on the results of the calculation of the path coefficient $pYX2 = 0.197$ with a t_{count} of 2.562 while the value of t_{table} with a degree of freedom 119 ($n-1$ or $120-1$) and the real level $\alpha = 0.05$ is obtained $t_{table} = 1.9801$. Because $t_{count} 2.562 > t_{table} 1.9801$ then the hypothesis H_0 is rejected, meaning that Self-Efficacy (X2) has a direct positive effect on work productivity (Y).

3. There is a positive and significant direct effect between motivation and work productivity of teachers of state junior high schools in North Minahasa Regency, based on the calculation of the path coefficient value $YX3 = 0.233$ with a $t_{count} = 3.749$ while the value of t_{table} with a degree of freedom 119 ($n-1$ or $120-1$) and the real level $\alpha = 0.05$ obtained $t_{table} = 1.9801$. Because $t_{count} 3.749 > t_{table} 1.9801$, the hypothesis H_0 is rejected, meaning that Motivation (X3) has a direct positive effect on work productivity (Y).

4. There is a positive and significant direct effect between Effectiveness and Work Productivity of State Junior High School teachers in North Minahasa Regency. Based on the calculation of the path coefficient value $pYX4 = 0.191$ with a t_{count} of 2.267 while the t_{table} with a degree of freedom 119 ($n-1$ or $120-1$) and the real level $\alpha = 0.05$ obtained $t_{table} = 1.9801$. Because $t_{count} 2.267 > t_{table} 1.9801$ then the hypothesis H_0 is rejected, meaning that Effectiveness (X4) has a direct positive effect on Work Productivity (Y).

5. There is a positive indirect effect between self-efficacy and productivity through the work effectiveness of state junior high school teachers in North Minahasa Regency. Based on the calculation of the coefficient of self-efficacy of effectiveness is 0.388 and the coefficient of effectiveness for teacher work productivity is 0.191. So the coefficient of the indirect effect of commitment (X1) on work productivity (Y) through effectiveness (X4) is $0.388 \times 0.191 = 0.074$. So that the total indirect effect is $0.197 + 0.074 = 0.270$, this indicates that the indirect effect is greater than the direct effect.

6. There is a positive indirect effect between motivation and teacher work productivity through the work effectiveness of state junior high school teachers in North Minahasa Regency. It is known that the direct effect of motivation (X3) on teacher work productivity is 0.233. work productivity is 0.191. So the coefficient of the indirect effect of commitment (X1) on teacher work productivity (Y) through effectiveness (X4) is $0.183 \times 0.191 = 0.034$. So that the total indirect effect of $0.233 + 0.034 = 0.270$ this shows the indirect effect is greater than the effect directly.

Suggestion

1. There needs to be an increase in the commitment of teachers in carrying out their duties and functions through supervision and guidance of school principals. 2. The need for self-efficacy for teachers in carrying out tasks and functions by providing good examples of students. 3. There is a need for self motivation for teachers in carrying out their duties and functions by giving their best and preparing themselves before teaching. 4. The need for effectiveness for teachers to do learning in accordance with general and specific learning objectives. 5. Need to build a good commitment where teaching in accordance with the programs that have been prepared by junior high school teachers. 6. Self-efficacy is needed by implementing a good personality, so that it becomes a good example for students. 7. There is a need for high teaching motivation by arranging learning tools in accordance with the curriculum, so learning becomes effective.

8. There needs to be an increase in teacher commitment, and increase effectiveness in learning so that it has a positive impact on work productivity. 9. There needs to be self-efficacy in interacting with students, so that a positive impact on work productivity. 10. It is necessary to increase teacher motivation by developing learning tools in accordance with the curriculum, so as to increase effectiveness in learning and positive impact on work productivity

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