



## The Influence of Organizational Support, Professional Responsibility, and Job Satisfaction toward Teachers' Performance at TK RA 'Aisyiyah in Academic Year 2022/2023 in Jetis Sub-district of Ponorogo Regency

Mualifah Khoirunnisa<sup>1</sup>, Lu'lu' Khoiriyah<sup>2</sup>, Nur Kholis<sup>3</sup>, Wirawan Fadly<sup>4</sup>, Rita Anjani<sup>5</sup>

<sup>1</sup>IAIN Ponorogo, Indonesia

<sup>2</sup>IAIN Ponorogo, Indonesia

<sup>3</sup>Lecturer of IAIN Ponorogo, Indonesia

<sup>4</sup>Lecturer of IAIN Ponorogo, Indonesia

<sup>5</sup>Bachelor of English Language Teaching Department, Institut Agama Islam Negeri Ponorogo, East Java, Indonesia

### ABSTRACT

Published Online: August 24, 2023

The purpose of this study is to find the influence of organizational support, professional responsibility, and job satisfaction toward teachers' performance at TK RA 'Aisyiyah in the academic year 2022/2023 in Jetis Sub-district of Ponorogo Regency. This study used a quantitative approach and was tested by regression analysis. Three independent variables included organizational support, professional responsibility, and job satisfaction. There was also a dependent variable, teachers' performance. This study used a saturation sampling technique with 60 teachers in TK RA 'Aisyiyah in Jetis Sub-district of Ponorogo Regency as the samples. The data toward those four variables were collected by questionnaire as the instrument. From the analyzed data, the researchers can conclude that: (1) there are positive and significant influences between the organizational support toward the teachers' performance of TK RA 'Aisyiyah in Jetis Sub-district of Ponorogo Regency in the amount of 8,4%, (2) there are positive and significant influences between the professional responsibility toward the teachers' performance of TK RA 'Aisyiyah in Jetis Sub-district of Ponorogo Regency in the amount of 32,1%, (3) there are positive and significant influences between the job satisfaction toward the teachers' performance of TK RA 'Aisyiyah in Jetis Sub-district of Ponorogo Regency in the amount of 11,9%, and (4) there are positive and simultaneously significant influences between organizational support, professional responsibility, and job satisfaction toward the teachers' performance of TK RA 'Aisyiyah in Jetis Sub-district of Ponorogo Regency in the amount of 32,5%.

### KEYWORDS:

Organizational Support, Professional Responsibility, Job Satisfaction.

### 1. INTRODUCTION

The success and achievement of educational goals depends on the human resources in schools, one of the most important of which is the teacher (Pangesti & Hanifuddin, 2021). Therefore, the teacher has a great duty and responsibility. Teachers should create students who excel

*Corresponding Author: Lu'lu' Khoiriyah*

*\*Cite this Article: Mualifah Khoirunnisa, Lu'lu' Khoiriyah, Nur Kholis, Wirawan Fadly, Rita Anjani (2023). The Influence of Organizational Support, Professional Responsibility, and Job Satisfaction toward Teachers' Performance at TK RA 'Aisyiyah in Academic Year 2022/2023 in Jetis Sub-district of Ponorogo Regency. International Journal of Social Science and Education Research Studies, 3(8), 1698-1709*

both inside and outside of school. To meet these demands, a teacher must continue to develop himself by increasing his competence and performance (Atmosudirjo, 1982). So, it is necessary to develop teachers' professional competence in planning, implementing, and evaluating learning (Kuncoro & Kolis, 2021).

Teachers' performance is the key to the education process. Teachers with four qualified competencies enable them to produce superior students. Vice versa, low teachers' performance will generate students whose quality is also inadequate. Teachers' performance, which is marked by the four teacher competencies, has a tight connection with the quality of students. So, teachers should give much effort to improve their performance. It is because good

## **Mualifah Khoirunnisa et al, The Influence of Organizational Support, Professional Responsibility, and Job Satisfaction toward Teachers' Performance at TK RA 'Aisyiyah in Academic Year 2022/2023 in Jetis Sub-district of Ponorogo Regency**

teachers' performance is the key to the success of an educational activity.

The teachers' performance can be improved by observing the various influence factors. Gibson stated that teachers' performance was influenced by several factors, including psychological factors such as their perception of something, their role as a teacher, their attitude towards other teachers, students, and student guardians, their personality, their motivation in carrying out tasks, and feelings of satisfaction with their performance (Gibson, 2005). Wirawan stated that the factor which influences performance is not only one. Another factor is the internal factor that consists of organization strategy, necessary resource support to work, management organization system, and compensation from the organization (Wirawan, 2015). Furthermore, according to Mulyasa, ten factors can increase teachers' performance, such as the encouragement to work, duty responsibility, interest in the duty, duty appreciation, evolving opportunity, attention from the principal, interpersonal connection along with fellow teachers, MGMP and KKG, guided discussion group, and library service (Mulyasa, 2007).

This theory has been proven true by several researchers. The first study was conducted by M. Khafit Ashar and Murgianto. This study showed the results that organizational support significantly influences teachers' performance. The organization support exists by giving practice and education to the teachers, providing adequate facilities and infrastructure, and providing books and learning materials that are needed by the teachers turned out to be able to channel the passion of teachers to teach in Yayasan Pendidikan Cendekia Utama Surabaya, so their performance increase and school objectives can be achieved (Ashar & Murgiyanto, 2019).

The second study was conducted by Warih Anggi Pratiwi, et al. The results indicated that teachers' professional competence factor and the factor of psychological teachers impact their performance. To obtain a great learning activity, teachers should have pedagogical competence, personality competence, professional competence, and social competence to offer a positive impact on students' academics, students' personalities, student skills, and teachers' work patterns. In addition, teachers' welfare can become a generator for themselves to improve the quality of their performance. The more prosperous a person is, the higher his performance. Moreover, prosperity will give the teachers a sense of satisfaction because what is obtained is proportional to the volume of work (Pratiwi et al., 2021).

According to the preliminary study through an interview with one of the teachers, the informant stated that to increase teachers' performance of TK RA 'Aisyiyah in Jetis Sub-district, 'Aisyiyah organization had given

organization support to the teachers. The organization members are women or parents who care for children's education. It holds various activities aimed at improving teacher performance. As well as TK RA 'Aisyiyah teachers in Jetis Sub-district are competing to increase their professionalism as teachers. This is evident in the participation of teachers in various competitions. The results of the interviews also showed that most of the teachers who were housewives were happy with the work they were doing. This behavior showed that some teachers have a good level of discipline and work loyalty. This is evidenced by the accuracy of teachers coming and returning from school on time. Even, if necessary, the teachers will go to school outside working hours.

RA 'Aisyiyah in Jetis Sub-district divides into 15 institutions with various numbers of teachers. There are 2 to 7 teachers in every institution. Teachers in each of these institutions have different terms of work, ranging from 0 years to less than 40 years. 22 teachers have a working period of 0 to 5 years. 17 teachers have worked for more than 5 years, and these teachers are recorded as recipients of Functional Teacher Allowances (TF). 11 teachers have worked for more than 10 years and have received a teacher certification allowance. Meanwhile, teachers who have graduated and have worked for more than 15 years since they first started teaching include in-passing teachers.

The interviews also indicated that several factors improve the performance of RA 'Aisyiyah teachers in Jetis Sub-district. Among the most prominent is the existence of the 'Aisyiyah organization that oversees all TK RA 'Aisyiyah in Jetis sub-district. The 'Aisyiyah organization regularly holds gatherings to share experience, training, and motivation for all teachers. So, it affects the level of awareness to be responsible for their profession. In addition, the support and encouragement from the Aisyiyah organization improves teacher professionalism and gave rise to a sense of satisfaction because they had tried their best at work. Another psychological factor that offers gratification to RA 'Aisyiyah teachers in Jetis Ponorogo is satisfaction when they can earn additional income as teachers at TK RA 'Aisyiyah amid their role as a mother at home. These three factors are thought to have a comprehensive influence on the performance of RA 'Aisyiyah teachers in Jetis Sub-district compared to other factors of improving teachers' performance.

The researchers chose RA 'Aisyiyah in Jetis Ponorogo as the research location because RA 'Aisyiyah is one of the oldest early childhood education institutions in Ponorogo (Pranandari, 2017). In Jetis Sub-district, there are 22 Kindergarten education institutions. 15 of the 22 institutions are RA 'Aisyiyah, with 2 classes per school and a large number of teachers, approximately 60 people. From this, there is an interesting phenomenon that the presence

# Mualifah Khoirunnisa et al, The Influence of Organizational Support, Professional Responsibility, and Job Satisfaction toward Teachers' Performance at TK RA 'Aisyiyah in Academic Year 2022/2023 in Jetis Sub-district of Ponorogo Regency

of RA 'Aisyiyah in Jetis Ponorogo is very advantageous. It is because the teachers' performance who can bring the institution is still in demand today.

According to the research background above, the researchers interest to conduct a research with the title "*The Influence of Organizational Support, Professional Responsibility, and Job Satisfaction Toward Teachers' Performance at TK RA 'Aisyiyah in Academic Year 2022/2023 in Jetis Sub-district of Ponorogo Regency*".

## RQs

1. Does organizational support partially affect the teachers' performance at TK RA 'Aisyiyah in Jetis Sub-district?
2. Does professional responsibility partially affect the teachers' performance at TK RA 'Aisyiyah in Jetis Sub-district?
3. Does job satisfaction partially affect the teachers' performance at TK RA 'Aisyiyah in Jetis Sub-district?
4. Does organizational support, professional responsibility, and job satisfaction simultaneously affect the teachers' performance at TK RA 'Aisyiyah in Jetis Sub-district?

## Hypotheses

1.  $H_a$  : Organizational support partially affects the teachers' performance at RA 'Aisyiyah in Jetis Sub-district, Ponorogo Regency, in the Academic Year 2022/2023.
2.  $H_a$  : Professional responsibility partially affects the teachers' performance at RA 'Aisyiyah in Jetis Sub-district, Ponorogo Regency, in the Academic Year 2022/2023.
3.  $H_a$  : Job satisfaction partially affects the teachers' performance at RA 'Aisyiyah in Jetis Sub-district, Ponorogo Regency, in the Academic Year 2022/2023.
4.  $H_a$  : Organizational support, professional responsibility, and job satisfaction simultaneously affect the teachers' performance at RA 'Aisyiyah in Jetis Sub-district, Ponorogo Regency, in the Academic Year 2022/2023.

## II. REVIEW OF RELATED LITERATURES

### A. Teachers' Performance

#### 1. Definition of Teachers' Performance

Mangkunegara stated that performance is the result of work that is measured in quality and quantity based on the achievement of the tasks assigned to someone (Wagiran, 2013). Teachers' performance in education can be interpreted as something that can be seen when the teachers are carrying out their roles,

functions, and duties when teaching in an educational institution (Fitriani & Ali, 2022).

Furthermore, the Law of the Republic of Indonesia No 14 Year 2005 about Teachers and Lecturers has implicitly explained teachers' performance. It explains that teachers' performance is a form of carrying out duties as teachers following the division of labor, adequacy with their competence, and a role to carry out education (*Undang-Undang Guru dan Dosen*, 2005). It is also explained that the teachers' achievements while implementing their role and function as teachers correspond with their abilities, and teachers' teaching experiences that can be measured in terms of quality and quantity (Wagiran, 2013). Teachers' performance in schools is necessary to achieve school goals. Therefore, teachers must be indeed competent in their fields and also be able to serve optimally so that teacher performance can be felt by students (Mangkunegara, 2000).

Some characteristics underlie people concerning the effectiveness of their performance. These characteristics include competencies that are the primary characteristics of a performance causal relationship (cause and effect) (Pianda, 2018). Moreover, competence is several things that must be mastered as a teacher to improve maximum teacher performance (Surya, 2004). Hendri Rohman stated that the four teachers' competencies within the teacher determine teachers' performance (Rohman, 2020). The four teacher competencies are pedagogical competence, personality competence, social competence, and professional competence. All of those competencies have some effects on teachers' performance. According to Armstrong, four factors influence teacher performance. It consists of work motivation, competence, clarity and acceptance of duties, and opportunities to work (Armstrong, 2003). So, the teachers' performances can be proven by their four competencies as follows:

#### a. Pedagogical Competence

Pedagogical competence is the most significant competency in learning. Article 28 Paragraph (3) Point (a), concerning Regulation of the Education National Standards, states that with pedagogical competence, a teacher can manage learning, understand students about something, design and carry out teaching and learning activities, assess and evaluate student learning outcomes, and develop students' talents and interests.

Pedagogical competence can be seen through the teachers' abilities to plan and carry out teaching and learning activities following the educational foundation and educational goals from

# Mualifah Khoirunnisa et al, The Influence of Organizational Support, Professional Responsibility, and Job Satisfaction toward Teachers' Performance at TK RA 'Aisyiyah in Academic Year 2022/2023 in Jetis Sub-district of Ponorogo Regency

the beginning of planning to the end of learning. So pedagogical competence can be interpreted as teacher skills in knowing, understanding, comprehending, and carrying out learning activities from the planning stage to the evaluation stage.

## b. Personality Competence

Personal competence is related to the character and personality of a teacher. It affects the students they teach. Personality competence is significant in education because what teachers do when teaching not only imparts knowledge but also shapes students' character. So if you want students' learning outcomes with good character, the teacher must have a good personality.

## c. Social Competence

Education requires teachers to interact directly with fellow teachers, students, and students' guardians. So a good teacher must have social competence by having the ability to interact and communicate effectively in two directions with anyone. Hence, social competence is interpreted as teachers' ability to communicate and be friendly with all students, fellow teachers, student guardians, and the local communities.

According to Usman, personality competence is characterized by: (1) the ability to develop personality; (2) the ability to interact and communicate; and (3) the ability to carry out guidance and counseling (Usman, 2002).

## d. Professional Competence

Teachers' professional competence relates to the teachers' various sciences and knowledge as their teaching materials broadly and deeply. Usually, professional competence is related to the linearity of the teachers' educational history. With professional competence, a teacher is expected to provide knowledge to their students in a broad, deep, systematic, and structured manner (Febriana, 2021).

According to Slamet, professional competence is related to (1) understanding teaching subjects; (2) understanding competency standards and subject content standards; (3) understanding the structures, concepts, and scientific methods that cover teaching materials; (4) understanding the concept relationship between related subjects; and (5) apply scientific concepts in everyday life (Slamet, 2006).

## 2. Factors Affecting Teachers' Performance

Several things affect teachers' performance, including psychological factors or mental conditions related to feelings, ways of doing things, self-character, motivation, and self-satisfaction (Gibson, 2005). Wirawan stated that the factors that influence performance are things within the organization, such as

how the organization achieves its goals, various resources owned by the organization, the organizational management system, and the compensation from the organization to its members (Wirawan, 2015).

According to Mulyasa, ten factors influence teachers' performance (Mulyasa, 2007). Some of these are the desire to do something, a responsible attitude towards their duties, a sense of interest, respect for their role, allowing for self-development, caring leaders, close relationships between colleagues, MGMP and KKG, there are focus group discussions, as well as supporting reading facilities.

## B. Organizational Support

### 1. Definition of Organizational Support

According to Robbins, organizational support is the ability of organizations to adapt to a constantly changing environment (Robbins, 2001). Meanwhile, Flippo said that organizational support is various forms of support from the organization given to its members to increase the achievement of the goals. Such support maybe some form of technology, human resources, or something else (Flippo, 1994). Mathis and Jackson provide an obvious explanation regarding organizational support. For him, organizational support is various forms of service, training, meeting infrastructure needs, and forming a supportive team that helps its members in their work (Mathis & Jackson, 2009).

### 2. Factors of Organizational Support

Mathis & Jackson said that organizational support consists of a) Training, b) Work standards, c) Equipment and technology, d) Management, and e) Colleagues (Mathis & Jackson, 2009).

### 3. Indicators of Perceived Organizational Support

There are 3 indicators of perceived organizational support (Eisenberger et al., 2001): integrity, boss support, and rewarding working conditions, such as recognition, salary, promotion, job security, autonomy, role stressors, training, and organizational size. In addition, according to Eisenberger & Huntington, indicators of organizational support are respect for employees, development of employee capabilities, good working conditions and environment, and employee welfare (Eisenberger et al., 1986).

## C. Professional Responsibility

Uno explained that the teaching profession is a position that must be supported by the special competence of teachers working in the world of education (Uno, 2008). Teachers are said to be a professional because of their six duties and responsibilities (Rusman, 2013). The teacher serves as an

# Mualifah Khoirunnisa et al, The Influence of Organizational Support, Professional Responsibility, and Job Satisfaction toward Teachers' Performance at TK RA 'Aisyiyah in Academic Year 2022/2023 in Jetis Sub-district of Ponorogo Regency

instructor, a guide, a class administrator, developing the profession and fostering relations with the community, and a curriculum developer. Professions are jobs or skills that need intellectual competence, attitudes, and particular skills obtained through an academic or educational process (Aslihah & Faqih, 2023).

The teaching profession carries the role and responsibility of the teacher in his behavior which must be carried out while being a teacher so that educational goals can be achieved (Mardhiah, 2021). If teachers carry out their roles and responsibilities well, the quality of educational institutions can also increase (Hadi et al., 2022). Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers Article 20 in carrying out professional duties, teachers must; plan, implement, assess and evaluate learning outcomes, improve and develop academic qualifications and competencies sustainably in line with developments in science, technology, and art, act objectively and not discriminate based on considerations of gender, religion, ethnicity, race, and particular physical condition, or family background, socio-economic status of students in learning, uphold laws and regulations, laws and teacher ethical codes, as well as religious and ethical values, and maintain and foster national unity and integrity.

## D. Job Satisfaction

### 1. Definition of Job Satisfaction

As'ad stated that job satisfaction is a reflection of several specific things, such as perceptions of work, ability to adapt to the environment, and having good connections with other people (As'ad, 2021). Handoko explains that job satisfaction is a condition that makes people feel happy or unhappy about what they are doing (Handoko, 2004). According to Luthan, job satisfaction is formed from a person's assessment of the results of his work (Luthans, 2006).

### 2. Factors of Job Satisfaction

Factors of job satisfaction include internal job factors, interpersonal connection, and organizational support (Roziqin, 2010). Factors that affect employees' job satisfaction are internal factors that come from within the employees and external factors, which are factors outside the employee's self that affect themselves. The external factors of the employees' job satisfaction are the workplace environment conditions, relationships with colleagues, wages received (Rivai & Sagala, 2011), workplace buildings, and adequate facilities (Putra Pratama et al., 2023). Job satisfaction can be achieved if employees believe that their work is fun, they feel that they receive a salary according to the workload and have the same opportunity as other colleagues to reach a good position, they feel

comfortable with the support and motivation from the leader who is always there (Pramanda Putra et al., 2023).

## III. METHODOLOGY

### A. Research Design

This study used a quantitative approach, with data in numbers. This research aimed to prove the truth of an existing theory (Sarmanu, 2017). This study used an ex-post facto approach. It means that the research was conducted after an incident occurred. This approach was used because, in this study, the researchers presented data that is convenient to understand and becomes beneficial information.

### B. Sample

This study used a non-probability sampling saturated sampling type. Saturated sampling is a sample determination technique using all components of the population because the population is relatively narrow (Sugiyono, 2014). So, this study used 60 TK RA 'Aisyiyah teachers in Jetis Sub-district, Ponorogo Regency, with the following details:

NO	TK	Total Number Of Teachers
1	RA 'Aisyiyah Pandaderek	3
2	RA 'Aisyiyah Winong	3
3	RA 'Aisyiyah Josari	7
4	RA 'Aisyiyah Wonoketro	7
5	RA 'Aisyiyah Jintap	4
6	RA 'Aisyiyah Tempel	4
7	RA 'Aisyiyah Manding	2
8	RA 'Aisyiyah Turi	4
9	RA 'Aisyiyah Jetis	4
10	RA 'Aisyiyah Tegalsari	2
11	RA 'Aisyiyah Karanglo	4
12	RA 'Aisyiyah Mojorejo	3
13	RA 'Aisyiyah Sambit	4
14	RA 'Aisyiyah Kutu Etan	3
15	RA 'Aisyiyah Kutu Kulon	6
	Total	60

### C. Instrument

A research instrument is a tool used to collect the necessary data and process the data that has been collected (Wulansari, 2012). The data needed in this study are data on organizational support at TK RA 'Aisyiyah in Jetis Ponorogo in the academic year 2022/2023, data on the teachers' professional responsibilities of TK RA 'Aisyiyah in Jetis Ponorogo in the academic year 2022/2023, data on the teachers' job satisfaction of TK RA 'Aisyiyah in Jetis Ponorogo in the academic year 2022/2023, data on the teachers'

**Mualifah Khoirunnisa et al, The Influence of Organizational Support, Professional Responsibility, and Job Satisfaction toward Teachers' Performance at TK RA 'Aisyiyah in Academic Year 2022/2023 in Jetis Sub-district of Ponorogo Regency**

performance of TK RA 'Aisyiyah in Jetis Ponorogo in the academic year 2022/2023.

**D. Instrument Reliability**

The reliability technique in this study used Cronbach's Alpha which produced a reliability coefficient of the organizational support instrument of 0.879, the professional responsibility instrument of 0.945, the job satisfaction instrument of 0.813, and the teacher performance instrument of 0.866. All of the instruments got results greater than 0.60, which means that the instrument was reliable and can be used in research.

**E. Data Analysis**

Data analysis used simple linear regression analysis and multiple linear regression analysis. This study used a simple linear regression analysis technique to test the formulation of problems 1, 2, and 3. This analysis aimed to examine the effect of organizational support variables on the teachers' performance of TK RA 'Aisyiyah in Jetis Ponorogo. It also examined the impact of professional responsibility on the teachers' performance at TK RA 'Aisyiyah in the Jetis Ponorogo District. Last, it tested the effect of job satisfaction on the teachers' performance at TK RA 'Aisyiyah in Jetis Ponorogo. Furthermore, multiple linear regression tests were used to test the fourth problem formulation, e.g., the influence of organizational support, professional responsibility, and job satisfaction variables simultaneously on the performance of RA 'Aisyiyah Kindergarten teachers in Jetis District.

**IV. RESULTS**

**A. Description of Respondents' Assessment**

Respondents' assessment of organizational support variables in RA 'Aisyiyah in Jetis Sub-district, Ponorogo Regency.

	Frequency	Percent	Valid Percent	Cumulative Percent
<b>Low</b>	7	12.1	12.1	12.1
<b>Medium</b>	30	51.7	51.7	63.8
<b>High</b>	21	36.2	36.2	100.0
<b>Total</b>	58	100.0	100.0	

**Source: Results of Questionnaire Distribution (Processed by Researchers)**

The table above shows that 21 respondents consider organizational support is in the high category. The 30 respondents assess organizational support in the medium category. Then, the 7 respondents rate organizational support in the low category. So, in general,

it can be concluded that organizational support in RA 'Aisyiyah in Jetis Ponorogo is in the medium category.

Moreover, the questionnaire results describe the respondents' assessment of the variable of professional responsibility at RA 'Aisyiyah in Jetis Ponorogo.

	Frequency	Percent	Valid Percent	Cumulative Percent
<b>Low</b>	7	12.1	12.1	12.1
<b>Medium</b>	30	69.0	69.0	81.0
<b>High</b>	21	19.0	19.0	100.0
<b>Total</b>	58	100.0	100.0	

**Source: Results of Questionnaire Distribution (Processed by Researchers)**

The table shows that 11 respondents opine that the responsibility of the teaching profession is in the high category. While those who assess the responsibility of the teaching profession are in the medium category, there are 40 respondents. Then, 7 respondents rate the responsibility of the teaching profession in the low category. So, in general, it can be concluded that the responsibility of the teaching profession in RA 'Aisyiyah in Jetis Ponorogo is in the medium category.

Respondents' assessment of job satisfaction variables at RA 'Aisyiyah in Jetis Ponorogo is described based on the questionnaire results that have been filled out by the respondents.

	Frequency	Percent	Valid Percent	Cumulative Percent
<b>Low</b>	7	12.1	12.1	12.1
<b>Medium</b>	40	69.0	69.0	81.0
<b>High</b>	11	19.0	19.0	100.0
<b>Total</b>	58	100.0	100.0	

**Source: Results of Questionnaire Distribution (Processed by Researchers)**

The table shows that 11 respondents give a high category on the job satisfaction variable. The number of respondents who rate job satisfaction in the medium category is 40 respondents. Meanwhile, 7 respondents rate job satisfaction in the low category. In addition, it shows that job satisfaction in RA 'Aisyiyah in Jetis Ponorogo is in the medium category.

Based on the questionnaire results from the respondents, evaluating the teacher performance variable in RA 'Aisyiyah in Jetis Ponorogo, it can be described as follows.

**Mualifah Khoirunnisa et al, The Influence of Organizational Support, Professional Responsibility, and Job Satisfaction toward Teachers' Performance at TK RA 'Aisyiyah in Academic Year 2022/2023 in Jetis Sub-district of Ponorogo Regency**

	Frequency	Percent	Valid Percent	Cumulative Percent
Low	6	10.3	10.3	10.3
Medium	36	62.1	62.1	72.4
High	16	27.6	27.6	100.0
Total	58	100.0	100.0	

**Source: Results of Questionnaire Distribution (Processed by Researchers)**

The table above shows that 16 respondents consider that the teachers' performance is in the high category. While those who assess teachers' performance are in the medium category, there are 36 respondents. Then, 6 teacher performance respondents are in the low category. So, in general, it can be concluded that the teachers' performance at RA 'Aisyiyah in Jetis Sub-district, Ponorogo Regency is in the medium category.

**B. Hypotheses Testing**

This study used simple linear regression analysis with the help of SPSS 23 and paid attention to the t-test results to answer the formulation of problems 1, 2, and 3. Meanwhile, to answer the fourth problem formulation, the f-test was carried out. The f-test is a multiple linear regression test for 3 independent variables. The test was assisted by SPSS 23. The results of the research hypothesis test are clearly described below.

*Hypothesis 1* tested the significant and partial influence of organizational support on the teachers' performance of RA 'Aisyiyah in Jetis Sub-district, Ponorogo Regency. It tested that variable using a simple linear regression test. The results of a simple linear regression analysis of organizational support for teacher performance are:

**Coefficient of Determination (R<sup>2</sup>)**

The Model Summary table below shows the coefficient of determination (R<sup>2</sup>) value. These values can be seen in the table below.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.289a	.084	.067	2.679

**Source: Researchers' processed data**

The table shows that the correlation coefficient (R) is 0.289, and the coefficient of determination (R<sup>2</sup>) is 0.084. Based on those values, it can be said that organizational support for the teachers' performance at RA 'Aisyiyah in Jetis Sub-district Ponorogo Regency is 08.4%, and 91.6% is influenced by other factors outside the discussion.

**Simple Regression Significance Test (t test)**

The simple regression significance test with the t-test shows the significance level of an independent variable to the dependent variable. In this study, the t-test tells how important organizational support is to teacher performance. Decision-making is done in two ways. You can compare if sig with 0.05. Or compare t-count values with the t-table. The following is the decision-making in this study:

1.  $0,028 < 0,05 = \text{accept Ha}$
2.  $t\text{-count } 2,261 > t\text{-table } 0,2609 = \text{accept Ha}$

It means that organizational language partially influences the teachers' performance of RA 'Aisyiyah in Jetis Sub-district, Ponorogo Regency, for the 2022/2023 academic year.

*Hypothesis 2* will prove the existence of a positive and significant influence between professional responsibility as the independent variable on teachers' performance as the dependent variable. The test was carried out using a simple linear regression test, which aims to find the influence of professional responsibility on the teachers' performance at RA 'Aisyiyah in Jetis Sub-district, Ponorogo Regency. The test is assisted with SPSS 23, with the results below.

**Coefficient of Determination (R<sup>2</sup>)**

The value of the coefficient of determination (R<sup>2</sup>) can be seen from the Model Summary output table below.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.566a	.321	.308	2.307

**Source: Researchers' processed data**

The table above shows the value of the correlation coefficient (R) of 0.566 and the value of the coefficient of determination (R<sup>2</sup>) of 0.321. Based on these values, it can be stated that the effect of professional responsibility on the teachers' performance of RA 'Aisyiyah in Jetis Sub-district, Ponorogo Regency is 32.1%, and 67.9% is influenced by other factors outside the discussion.

**Simple Regression Significance Test (t test)**

The simple regression significance test with the t-test aims to determine the level of significance of the professional responsibility variable on teachers' performance. To get a decision, look at the sig value or by looking at the t-count value. The following is the decision-making in this study.

1.  $0,000 < 0,05 = \text{accept Ha}$
2.  $t\text{-count } 5,140 > t\text{-table } 0,2609 = \text{accept Ha}$

**Mualifah Khoirunnisa et al, The Influence of Organizational Support, Professional Responsibility, and Job Satisfaction toward Teachers' Performance at TK RA 'Aisyiyah in Academic Year 2022/2023 in Jetis Sub-district of Ponorogo Regency**

It means that professional responsibility partially influences the teachers' performance at RA 'Aisyiyah in Jetis Ponorogo Regency in the academic year 2022/2023.

The third hypothesis aims to determine whether a partial positive and significant effect of job satisfaction on the teachers' performance of RA 'Aisyiyah in Jetis Ponorogo Regency. To test it using a simple linear regression analysis. This test helps examine the effect of one type of independent variable on one dependent variable. The test was assisted by SPSS 23, with the following results.

**Coefficient of Determination (R<sup>2</sup>)**

The value of the coefficient of determination (R<sup>2</sup>) can be seen from the Model Summary output table below.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.345a	.119	.103	2.626

Source: Researchers' processed data

In the table, the correlation coefficient (R) is 0.345, and the coefficient of determination (R<sup>2</sup>) is 0.119. Based on the scores, the effect of job satisfaction on the teachers' performance at RA 'Aisyiyah in Jetis Sub-district Ponorogo Regency is 11.9%, and 88.1% is influenced by other factors outside the discussion.

**Simple Regression Significance Test (t test)**

The simple regression significance test with the t-test is helpful to know how important the job satisfaction variable is to teachers' performance. Then, to get a decision can be made based on the acquisition of the Sig value and based on the t-count value. The following is the decision-making in this study.

1.  $0,008 < 0,05 = \text{accept Ha}$
2.  $T_{\text{count}} 2,753 > t_{\text{table}} 0,2609 = \text{accept Ha}$

It means that job satisfaction partially influences the teachers' performance at RA 'Aisyiyah in Jetis Sub-district, Ponorogo Regency, in the academic year 2022/2023.

Testing the fourth hypothesis aims to determine the existence of a positive and significant influence simultaneously between the three independent variables on one dependent variable. So, the test uses multiple linear regression tests that use 3 independent variables: organizational support, professional responsibility, and job satisfaction on the teachers' performance at RA 'Aisyiyah in Jetis Sub-district, Ponorogo Regency. The test is assisted with SPSS 23, with the results below.

**Coefficient of Determination (R<sup>2</sup>)**

The value of the coefficient of determination (R<sup>2</sup>) can be found by looking at the results of the Summary Model below.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.570a	.325	.287	2.342

The table presents a correlation coefficient (R) of 0.570 and a coefficient of determination (R<sup>2</sup>) of 0.325. So it can be seen that the effect of organizational support, professional responsibility, and job satisfaction on the teachers' performance at RA 'Aisyiyah in Jetis Sub-district, Ponorogo Regency, is 32.5% and 67.5% influenced by other factors.

**Multiple Regression Significance Test (f test)**

The multiple regression significance test with the f-test shows how necessary organizational support, professional responsibility, and job satisfaction are to the teachers' performance of RA 'Aisyiyah in Jetis District, Ponorogo Regency. The results are in the table below.

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	142.296	3	47.432	8.648	.000 <sup>b</sup>
Residual	296.186	54	5.485		
Total	438.483	57			

The table above shows the F-count value 8.648 and F-table (K:n-K = 3:58 - 3 = 3:55) = 2.773. Then, it was decided that  $8,648 > 2,773$  accept Ha. While decision-making through the sig value is  $0.000 < 0.05$ , then accept Ha. So, it means that organizational support, professional responsibility, and job satisfaction simultaneously influence the teachers' performance at RA 'Aisyiyah in Jetis Ponorogo in the academic year 2022/2023.

**V. DISCUSSION**

**A. The Effect of Organizational Support on Teachers' Performance**

The first hypothesis test showed that organizational support has a positive and significant impact on the teachers' performance at RA 'Aisyiyah in Jetis Sub-district, Ponorogo Regency. The evidence is from the results of the t-test. The teachers' performance at RA 'Aisyiyah in Jetis Ponorogo is influenced by organizational support only by 08.4% of 100% of the influencing factors. It showed that organizational support only has a small influence on the performance of teachers



## **Mualifah Khoirunnisa et al, The Influence of Organizational Support, Professional Responsibility, and Job Satisfaction toward Teachers' Performance at TK RA 'Aisyiyah in Academic Year 2022/2023 in Jetis Sub-district of Ponorogo Regency**

in RA 'Aisyiyah throughout the Jetis District, Ponorogo Regency.

The results of the first hypothesis test prove that organizational support affects teacher performance, although it only has a very narrow effect. However, this little influence also cannot be ignored, given the importance of an organization in educational institutions.

Teachers in RA 'Aisyiyah in Jetis Sub-district, Ponorogo Regency, receive organizational support that can improve their performance. The organizational support in the Institute is organizational support originating from the 'Aisyiyah organization under the auspices of Muhammadiyah. The form of organizational support provided by the 'Aisyiyah organization is the appreciation for each teacher's performance, starting from the teachers' activeness in participating in contests and training, as well as the teachers' achievements as seen from the students' accomplishments. The 'Aisyiyah organization also routinely holds helpful seminars and training to support the development of teachers' skills in teaching and provides conditions and a working environment that is warm and full of a sense of kinship for teachers to improve their performance. The organization is also very concerned about the welfare of its teachers by providing various kinds of attention, such as giving gifts, visiting when sick, and providing assistance and donations for the underprivileged. It has become an organizational culture that is proven to be able to improve the performance of its teachers.

However, the organization of 'Aisyiyah is a large organization that oversees all RA 'Aisyiyah Educational Institutions in Jetis Sub-district, Ponorogo Regency. So, it is not so close to the existence of teachers in the Institute. The organization in the Institution is very narrow, considering the limited number of teachers in each Institution. Each institution has 3 teachers on average, so the organizational structure only consists of the principal, secretary, and treasurer. The teacher also doubles as a teacher who teaches in the classroom. So that there is less focus on carrying out the role and function of the school principal, such as conducting supervision, evaluation, and innovation. Even though the most crucial thing in an organization, be it an educational institution organization, is the maximum role and function of the principal to bring the institutions to achieve their success.

The organizational activities and culture are organizational cultures derived from the 'Aisyiyah organization. Training, evaluation, and development of education and teaching staff are also forms of support from the 'Aisyiyah organization. Educational institutions with limited teachers can only participate in activities at 'Aisyiyah. So the role and function of the principal in the Institutions is not optimal and only focuses on teaching

in the classroom. On the one hand, this is unfavorable for certain educational institutions because not all RA 'Aisyiyah Institutions in the Jetis Sub-district, Ponorogo Regency, have the same environmental conditions and resources. So it could be that the training, development, and competitions provided by the organization that oversees all institutions are not suitable for these institutions.

But on the other hand, it makes all teachers at RA 'Aisyiyah educational institutions feel they are treated the same without any differences. Teachers receive the same treatment and equal feelings in performing their role as teachers in RA 'Aisyiyah in Jetis Sub-district, Ponorogo Regency. Teachers also carry out the same organizational activities. Organizational activities that are carried out repeatedly, such as teacher participation in various contests, increase the teachers' sense of competitiveness and can impact improving their performance. It has become ingrained in the RA 'Aisyiyah teacher organization in Jetis Sub-district, Ponorogo Regency, so it becomes an organizational culture to improve teachers' performance.

### **B. The Influence of Professional Responsibility Toward Teachers' Performance**

The results of the second hypothesis test using the t-test showed that the responsibility of the teaching profession has a positive and significant effect on teachers' performance in RA 'Aisyiyah in Jetis Sub-district, Ponorogo Regency. Professional responsibility is the factor that has the greatest impact of all factors affecting teacher performance in this study conducted at RA 'Aisyiyah in Jetis Sub-district, Ponorogo Regency. The influence of the teachers' professional responsibility is 32.1% of the 100% factors that influence the performance of RA 'Aisyiyah teachers in Jetis Sub-district, Ponorogo Regency. The test results also showed that the responsibility of the teaching profession has a positive influence on teachers' performance, which means that when the variable of teacher professional responsibility in RA 'Aisyiyah in Jetis District, Ponorogo Regency is good and increases, the teacher's performance also improves as well.

Teacher professional responsibility in RA 'Aisyiyah in Jetis Sub-district, Ponorogo Regency, is the highest factor that has the most influence on teachers' performance among the two other factors examined in this study. The form of professional responsibility shown by teachers at RA 'Aisyiyah in Jetis Sub-district, Ponorogo Regency, is not only limited to teaching and imparting knowledge to students, but more than that. RA 'Aisyiyah teachers in Jetis Sub-district Ponorogo Regency educate students, teach, guide, manage

# Mualifah Khoirunnisa et al, The Influence of Organizational Support, Professional Responsibility, and Job Satisfaction toward Teachers' Performance at TK RA 'Aisyiyah in Academic Year 2022/2023 in Jetis Sub-district of Ponorogo Regency

classroom learning activities, develop the material and curriculum, develop their potential to become better teachers, and also have good relations with student guardians, the local community around the school, as well as school administrators (stakeholders). Furthermore, it can be concluded that the teachers' role and responsibility in carrying out their duties is very large, so it becomes a reason for the existence of RA 'Aisyiyah in Jetis Sub-district, Ponorogo Regency to become a children's education institution that is in great demand.

## C. The Influence of Job Satisfaction Toward Teachers' Performance

The results of the 3rd hypothesis test using the t-test showed that job satisfaction has a positive and significant effect on teachers' performance in RA 'Aisyiyah in Jetis Sub-district, Ponorogo Regency. Job satisfaction is the second factor after professional responsibility, which influences the teachers' performance in RA 'Aisyiyah in Jetis Sub-district, Ponorogo Regency. The effect of job satisfaction on teachers' performance is 34.5% of the 100% factors that affect the teachers' performance at RA 'Aisyiyah in Jetis Sub-district, Ponorogo Regency. The test results also show that job satisfaction has a positive influence on teacher performance, which means that when the job satisfaction variable felt by RA 'Aisyiyah teachers in Jetis Sub-district, Ponorogo Regency is good and increases, the teacher's performance also improves as well.

From the hypothesis test, it is concluded that job satisfaction has a positive influence on teachers' performance. If the teachers are satisfied with their performance, the teachers' performance has also increased.

## D. The Influence of Organizational Support, Professional Responsibility, and Job Satisfaction Toward Teachers' Performance

Based on testing the 3rd hypothesis with the f-test, the researchers found that organizational support, professional responsibility, and job satisfaction affect the teachers' performance at RA 'Aisyiyah in Jetis Sub-district, Ponorogo Regency, positively and significantly. Organizational support, professional responsibility, and job satisfaction simultaneously affect the performance of RA 'Aisyiyah teachers in Jetis Sub-district, Ponorogo Regency.

Maximum support from the organization, and the professional responsibility of the teacher, will lead to job satisfaction which impact to improvement of teachers' performance. Organizational support helps motivate and move teachers to carry out their roles, tasks, and functions

properly. Teachers who understand their profession will be non-sense and responsible for their profession, so their performance will be maximized according to their abilities. Then job satisfaction is felt because it has carried out its duties and role as a teacher to the fullest. Then the teachers' performance increases. All three factors are interrelated to improve teacher performance.

## VI. CONCLUSION

According to the data analysis and discussion above, according to the results of the research hypothesis test entitled The Influence of Organizational Support, Professional Responsibility, and Job Satisfaction Toward Teachers' Performance at TK RA 'Aisyiyah in Academic Year 2022/2023 in Jetis Sub-district of Ponorogo Regency, it can be concluded as follows:

1. Organizational support ( $X_1$ ) has a significant positive impact on the Teachers' Performance at RA 'Aisyiyah (Y) in Jetis Sub-district, Ponorogo Regency, in 2022/2023. By giving an influence of 8.4%. The most influential factor is the working environment conditions.
2. Professional Responsibility ( $X_2$ ) influences Teachers' Performance (Y) at RA 'Aisyiyah in Jetis Sub-district, Ponorogo Regency, in 2022/2023 positively and significantly. The most influential factor is the factor of the teacher as a teacher by 32.1%.
3. Job Satisfaction ( $X_3$ ) has a positive and significant effect on teachers' performance (Y) at RA 'Aisyiyah in Jetis Sub-district, Ponorogo Regency. With an influence contribution of 11.9%. The most influential factor is the psychological factor of the teacher.
4. Organizational Support ( $X_1$ ), Professional Responsibility ( $X_2$ ), and Job Satisfaction ( $X_3$ ) have a simultaneous effect on teachers' performance at RA 'Aisyiyah in Jetis Sub-district, Ponorogo Regency. It means that all three factors influence 32.5%.

## REFERENCES

1. Amstrong, M. (2003). *The art HRD, Managing People*. Gramedia.
2. As'ad, M. (2021). *Psikologi Industri*. Liberty.
3. Ashar, M. K., & Murgiyanto, M. (2019). Pengaruh Kompetensi, Dukungan Organisasi, Terhadap Kinerja Guru Dengan Motivasi Sebagai Variabel Intervening Pada Yayasan Pendidikan Cendikia Utama Surabaya. *Management & Accounting Research Journal Global*, 4(1).
4. Aslihah, N., & Faqih, A. (2023). The Influence of Teacher Professionalism and the Role of Parents on Learning Achievement of Al-Qur'an Hadith Grade X Students in Man 10 Jombang Academic

**Mualifah Khoirunnisa et al, The Influence of Organizational Support, Professional Responsibility, and Job Satisfaction toward Teachers' Performance at TK RA 'Aisyiyah in Academic Year 2022/2023 in Jetis Sub-district of Ponorogo Regency**

- Year 2021/2022. *International Journal of Social Science and Education Research Studies*, 03(02), 225–234.  
<https://doi.org/10.55677/ijssers/v03i2y2023-02>
5. Atmosudirjo, P. (1982). *Administrasi dan Manajemen Umum*. Ghalia Indonesia.
  6. Eisenberger, R., Armelia, S., Rexwinkel, B., Lynch, P. ., & Rhoades, L. (2001). *Reciprocation of Perceived Organizational Support*. 86.
  7. Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived Organizational Support. *Applied Psychology*, 71(3), 500–507. <https://doi.org/https://doi.org/10.1037/0021-9010.71.3.500>
  8. Febriana, R. (2021). *Kompetensi Guru*. PT Bumi Aksara.
  9. Fitriani, C. N., & Ali, M. (2022). Pengaruh Gaya Kepemimpinan Kepala Sekolah dan Motivasi Kerja Terhadap Kinerja Guru Madrasah Ibtidaiyah di Kebonsari Madiun. *Excelencia: Journal of Islamic Education & Management*, 2(01), 1–20. <https://doi.org/10.21154/excelencia.v2i01.515>
  10. Flippo, E. (1994). *Manajemen Personalialia*. Erlangga.
  11. Gibson, J. (2005). *Organisasi Dan Manajemen: Perilaku, Struktur, Proses*. Binarupa Aksara.
  12. Hadi, S., Fuadi, I., Efendi, N., Maftukhin, & Akhyak. (2022). Character Education Management in Improving Madrasah Quality. *International Journal of Social Science and Education Research Studies*, 02(12), 864–872. <https://doi.org/10.55677/ijssers/v02i12y2022-21>
  13. Handoko, H. (2004). *Manajemen Sumber Daya Manusia*. Penerbit BPF.
  14. Kuncoro, S., & Kolis, N. (2021). Supervisi Kepala Sekolah dalam Rangka Pengembangan Kompetensi Profesional Guru di SMAIT Al Huda Wonogiri. *Excelencia: Journal of Islamic Education & Management*, 1(02), 47–57. <https://doi.org/10.21154/excelencia.v1i02.197>
  15. Luthans, F. (2006). *Perilaku Organisa*. PT Andi.
  16. Mangkunegara, A. A. A. P. (2000). *Manajemen Sumber Daya Manusia*. PT Remaja Rosdakarya.
  17. Mardhiah, M. (2021). Pengaruh Tanggung Jawab Profesi, Komitmen Mengajar, Motivasi, dan Kepuasan Kerja terhadap Efektivitas Kinerja Guru. *Idarah: Jurnal Manajemen Pendidikan*, 5(1), 83–100.
  18. Mathis, R., & Jackshon, J. (2009). *Manajemen Sumber Daya Manusia*. Buku Kedua.
  19. Mulyasa, E. (2007). *Standar Kompetensi dan Sertifikasi Guru*. Remaja Rosdakarya.
  20. Pangesti, P. W., & Hanifuddin, I. (2021). Optimalisasi Manajemen Berbasis Sekolah dalam Peningkatan Kualitas Sumber Daya Manusia pada MTsN 1 Ponorogo. *Excelencia: Journal of Islamic Education & Management*, 1(02), 15–30. <https://doi.org/10.21154/excelencia.v1i02.208>
  21. Pianda, D. (2018). *Kinerja guru: kompetensi guru, motivasi kerja dan kepemimpinan kepala sekolah*. CV Jejak (Jejak Publisher).
  22. Pramanda Putra, I. K. J., Sitiari, N. W., & Indiani, N. L. P. (2023). The Role of Organizational Commitment Mediation on the Effect of Job Satisfaction and Work Life Balance on Employee Performance in Badung District Government. *International Journal of Social Science and Education Research Studies*, 03(03), 371–381. <https://doi.org/10.55677/ijssers/v03i3y2023-03>
  23. Pranandari, N. (2017). Dinamika Peran Organisasi 'Aisyiyah Ponorogo dalam Pemberdayaan Perempuan Tahun 1922-1990. *Prosiding Seminar Nasional Sejarah Lokal: Tantangan Dan Masa Depan*, 92.
  24. Pratiwi, W. A., Prasetyo, I., & Shabrina, M. N. (2021). Faktor-Faktor yang Berpengaruh terhadap Kinerja Guru Taman Kanak-Kanak. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 5(2), 1741–1753. <https://doi.org/10.31004/obsesi.v5i2.970>
  25. Putra Pratama, I. K. S., Amerta, I. M. S., & Putra, I. B. U. (2023). The Role of The Work Environment as an Intervening Variable on the Relationship of Organizational Culture and Work Discipline on Employee Performance in the Office of the Head of Village Kesiman Kertalangu. *International Journal of Social Science and Education Research Studies*, 03(03), 362–370. <https://doi.org/10.55677/ijssers/v03i3y2023-02>
  26. Rivai, V., & Sagala, E. J. (2011). *Manajemen Sumber Daya Manusia Untuk Perusahaan Dari Teori Ke Praktik*. Rajawali Pers.
  27. Robbins, S. (2001). *Perilaku Organisasi: Konsep, Kontroversi, Aplikasi* (8th ed.). Prenhallindo.
  28. Rohman, H. (2020). Pengaruh Kompetensi Guru Terhadap Kinerja Guru. *Jurnal MADINASIKA Manajemen Dan Keguruan*, 1, 92–102.
  29. Roziqin, M. Z. (2010). *Kepuasan Kerja*. Averroes Press.
  30. Rusman. (2013). *Model-Model Pembelajaran*

**Mualifah Khoirunnisa et al, The Influence of Organizational Support, Professional Responsibility, and Job Satisfaction toward Teachers' Performance at TK RA 'Aisyiyah in Academic Year 2022/2023 in Jetis Sub-district of Ponorogo Regency**

*Mengembangkan Profesionalisme Guru*. PT Raja Grafindo Persada.

31. Sarmanu. (2017). *Dasar Metodologi Penelitian Kuantitatif, Kualitatif, dan Statistika* (1st ed.). Airlangga University Press.
32. Slamet, P. (2006). *Menuju Pengelolaan Pendidikan Berbasis Sekolah*. Depdiknas.
33. Sugiyono. (2014). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
34. Surya, M. (2004). *Psikologi Pembelajaran dan Pengajaran*. Pustaka Setia.
35. *Undang-Undang Guru dan Dosen*. (2005).
36. Uno, H. (2008). *Perencanaan Pembelajaran*. Bumi Aksara.
37. Usman, M. U. (2002). *Menjadi Guru Profesional*. Rosdakarya.
38. Wagiran. (2013). *Kinerja Guru (Teori, Penilaian, dan Upaya Peningkatannya)*. Deepublish.
39. Wirawan. (2015). *Evaluasi Kinerja Sumber Daya Manusia (Teori, Aplikasi, dan Penelitian)*. Salemba Empat.
40. Wulansari, A. (2012). *Penelitian Pendidikan: Suatu Pendekatan Praktik dengan Menggunakan SPSS*. STAIN Po Press.