

THE EFFECT OF SUPERVISION AND QUALITY OF WORK LIFE (QWL) ON THE TEACHER WORKING MOTIVATION AT NATIONAL ELEMENTARY SCHOOL BEKASI SELATAN DISTRICT

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Abstract

The purpose of this research is to know about the influence of supervision and Quality of Work Life (QWL) to the teacher's motivation of work. To achieve these objectives, this study uses a quantitative approach and data collection technique using questioning form. The survey was conducted from December 2018 until February 2019 and involving 305 teachers from all national elementary school at District South Bekasi. The sample on this research is determined randomly by using the Slovin formula, and involved 173 teachers for test instruments. The results of this study were findings: first, the existence of the positive influence of supervision directly and significantly to the teachers' motivation of work with path coefficient 0.329. Second, the Quality of Work Life (QWL) positive directly influence to the teacher motivation of work with path coefficient 0.298. Third, the existence of supervision positive directly influence to the Quality of Work Life (QWL) with the coefficient 0.236. Based on the results of this research work, the teacher's motivation can be improved by increasing the supervision of the principal that is capable of encouraging the development of motivation on teachers in carrying his duties as well as support teachers working environment is good.

Keywords: Supervision, Quality of Work Life (QWL) and Working Motivation.

INTRODUCTION

The active role of educators and other learning resources is needed in realizing educational goals. Educators in this case can include excellent staff who are qualified as teachers, lecturers, counselors, tutors, widyaiswara, tutors, instructors, facilitators and other designations that are in accordance with their specificities. Teachers as educators have an important role in delivering educational goals.

The teacher is required to have a good working motivation to realize the purpose of education that reflected the learning outcomes of learners. However such assessment is still a lot of work motivation of teachers who are still low. Teachers in the learning process as simply dismissed the obligation and duty as a

teacher without any further encouragement to give support to the development and enhancement of the understanding of the students against the subjects.

Report on the performance of government agencies (LAKIP) Office of education of the city of Bekasi stated that there is nothing the average UN SD/MI for the year 2017 8.1 targeted but can only be reached 7.2 thus its realization was only achieved 88.89%. This showed a decrease from the previous year, amounting to 7.7. This caused the average decline in the competence of teachers in the learning strategies and methods in a class not optimal/does not comply with the conditions of the students, and the

students themselves in solving the question of the matter.

As stated in the daily dakta.com that the professional standard of teachers of the primary school (elementary school) and middle school (JUNIOR HIGH) State and private sector in the city of Bekasi is unquestionable, because the predicate completion students elementary and JUNIOR HIGH SCHOOL in the town of Bekasi just got the value of ' enough ' from the provincial government (provincial government) of West Java, therefore the party Office of education has always strived to increase the competence of educators and educational personnel. During this time the supervisor teachers indeed does not yet have a standard Operational Procedure (SOP) coaching teachers se-city of Bekasi. This certainly affects the quality of the teachers. Indicators of the success of the function of supervisory and professional teachers in the town of Bekasi power through the graduation level predicates ' good '. While in the school year 2016-2017 town of Bekasi recently obtain a predicate of ' enough '. Graduation rates of students affected by the professionalism of teachers. Professionalism of teachers is inseparable from the role of the supervisor in providing coaching to teachers so that teachers have the motivation of work supporting professionalism.

Professionalism of teachers is inseparable from the role of the supervisor in providing coaching to teachers so that teachers have the motivation of work supporting professionalism. Low motivation of working on a teacher due to influence from the inside as well as the influence from the outside. The influence from within include dissatisfaction against work hope to be achieved, such as the level

of well-being, as well as the awarding of the prize the opportunity to develop the careers of teachers so that teachers cannot develop competencies. Motivation of teacher work can also be influenced by the Principal's leadership style that is not optimal in empowering the teacher's potential in realizing organizational goals.

To support the formation of work motivation or encouragement of effective work on the teacher can be affected from a supportive working environment in this Quality of Work Life (QWL). Work environments that are less supportive of such work are not conducive atmosphere among fellow teachers, and means of work that is not available to cause the quality of life of working teachers that are not safe and comfortable. Comfort and safety in the work can be created from the atmosphere of the work or the work environment among fellow teachers conducive so that it supports the development of quality competence of teachers, through the giving of an opportunity to participate in every activity in the school. The quality of Work Life of teachers a conducive can provide the comfort and the feeling of being safe in the expressing himself and satisfaction in the work so as to support the formation of work motivation in providing education to the students.

To create the motivation to work on teacher's need for a boost from the teachers and the school management support in the form of supervision as that aspect of the construction of the teacher. And the quality of working life is a good teacher, so the teacher feels comfortable in doing their job. Teachers are supported with coaching through supervision will know the weaknesses and deficiencies in the conduct of the learning process. In addition teachers also need to get a good role

models on the figure of the principal as a role model. The work environment is conducive and comfortable supporting the establishment and improvement of the motivation of working teachers.

In carrying out its duties as an educator, the teacher will face many problems that arise when carrying out tasks throughout the territory of Indonesia, including in South Bekasi. The problem of teacher work motivation is an unavoidable thing because it will affect the achievement of educational goals nationally, so it is necessary to conduct in-depth research on the problem of motivating teacher work.

Based on the background and the identification of problems that have been described to be seen that the motivation of working Teachers related to the supervision and quality of work life (QWL). This research will be divided into two variables. First, the free variables include the supervision and quality of work life (QWL) and variable bound IE work motivation of teachers.

Work Motivation

Motivation is the impulse or reason for someone to behave, do things and behave in achieving specific objectives. To realize the objectives of the Organization in this case educational purposes then needed the motivation of working from a teacher, so that the purpose of education nationally to establish the character of the student can be realized.

Work motivation is the process that initiates and maintains performance as intended. This strengthens our thinking, evokes enthusiasm and gives color to our emotional reactions both positive and negative at work and life. Motivation produces mental impulses that direct us to apply our knowledge and skills. As stated by Richard E. Clark as follows: Work

motivation is the process that initiates and maintains goal directed performance. It energizes our thinking, our enthusiasm and colors, our positive and negative emotional reaction to work and life. Motivation generates the mental effort that drives us to apply our knowledge and skills.

To grow the motivation of teacher work can be done by the teacher himself personally based on the needs to be achieved and according to the learning objectives to be achieved. On the other hand motivation can be grown by the school management through the attractiveness of payroll, promotion, awards, and recognition. As revealed by Armstrong as follows, Motivation at work can take place in two ways. First, people can motivate themselves by seeking, finding and working which satisfies their needs and hopes that their goals will be achieved. Secondly, management can motivate through such methods as pay, promotions, prize, recognition, etc. Motivation in work can consist of two ways, first a person can motivate himself by finding, finding, and carrying out work that is satisfying for their needs or at least guiding them to hope their goals can be achieved. Second, management can motivate them through many methods such as payment / payroll, promotions, awards, recognition, and so on.

There are three components of the motivation that drives someone to apply on certain ways; what someone is doing, how strong someone's effort to try, and how long a person to try what is done, as what is delivered by Armstrong, Work Motivation is concerned with the factors that influence people to behave in certain ways. The three components of motivation: the SE-what the person is trying to do, the

effort-how hard a person is trying, persistence-how long a person keeps on trying.

Aiming for employees to be truly motivated, employees need to be given responsibility and opportunities to express themselves through their work. From several studies of concepts that have been described, it shows that the work motivation of the teacher can be seen from the impulse that arises in a teacher which is manifested through behavior to meet the needs of his work that supports organizational goals. If the teacher fulfills the needs that arise from within the teacher relating to his work, it will increase his motivation to support the organization's goals. Thus the teacher's work motivation is a strong impulse in someone who directs to behave in a certain way in realizing organizational goals, with indicators responsible for work, work hard, have work resilience, desire to get recognition, and efforts to develop their competence.

Supervision

In organizations, individuals are needed as members of the organization to work together to realize organizational goals. In carrying out the embodiment process, coordination is needed between the leadership and members of the organization as a function of control or direction. As expressed by Rue and Byars "supervision is the first level of management in an organization and with encouraging the members of work units to contribute positively to accomplishing the organization's goals and objectives" Supervision is the first level of management in organizations and with member unit encouragement work to contribute positively to achieving organizational goals and objectives. A leader as a supervisor is not only able to

know the problems that exist in his work environment but also must be able to know the way out of existing problems through assignments to his subordinates. The same thing as expressed by John, M, Ivancevich "Supervisor needs to know what is happening in the department. When something goes wrong the supervisor must find the way to fix the problem or enable employee to do. "

Furthermore, according to Joan. E. Paynes Supervisor is an individual who has the authority to the interested of agency, hire, direct, assign, reward, promote, transfer, furlough, the lay of, recall, discipline, suspend, or remove employees and to adjust their grievances and recommended such action . The supervisor is someone who has the authority in the interest of the Organization to hire, direct, promote, reward, move, give leave, dismiss, suspend, remind, decide, or move employees and to find solutions to problems and recommend action.

In carrying out his duties as Chairman of Trustees have the authority to take control of his men for the sake of organization, direction, via the granting of employee welfare, foster employees, awarding and administering punishment. More delivered by Elisabeth t. Payne "supervision is an educational task setting that involves the leading and oversight of the instructional program as well as the responsibility for personal evaluation". Supervision is the duty of educational devices that include leadership and supervision on a learning program as good as on a personal evaluation on responsibilities. On the explanation above in mind that supervision in the process of learning is the process of supervision

conducted by the leadership as a form of evaluation of the learning process.

According to Sergiovani and Starrat stated that: "Supervision is a process designed to help teacher and supervisor and learn more about their practice able to use their knowledge and skills to better serve parents and school; and to make the school a more effective learning community". Supervision is a process designed to help teachers and supervisors to learn more about their practical ability in using the knowledge and skills to give a better service at the parents and School: and to make the school as a learning community is more effective. Based on the above description can be in mind that supervision in the world of education is intended to be directed at the service of a more effective learning through knowledge and skills possessed by teachers and supervisors.

More delivered by Susan Sullivan and Jeffrey Glens and continued by Karen Ostermen that "supervision is the process of engaging teachers in instructional dialogue for the purpose of improving teaching and student's achievement increasing. Supervision is a process that involves teachers in instructional dialogue for improving the process of learning and improving student achievement. In the world of educational supervision is more accentuated in the presence of the teacher's instruction on coordination aimed at improving student achievement can be made by the head of school. Mukhneri Mukhtar is the Education Supervision revealed that all work done the principal in order to provide assistance, guidance, and direction to the master teacher in repairing and improving the teaching and learning process in school with the purpose of improvement of the system of learning and

instructional systems curriculum teaching in schools. Educational supervision contains several elements including; (1) the briefing process, assistance or help from the authorities, or the more understanding, (2) give advice to the teacher or other school, personal, relating to the implementation of learning activities for students as a party (3) aid was given the behavior of the teachers in the implementation of the process of teaching and learning in a learning situation or learning institution.

Based on the description above, the researcher synthesizes that supervision is a process of providing assistance carried out by direct leaders to employees in carrying out their tasks and resolving problems effectively. With indicators; exemplary, directing, controlling problems, and giving feedback.

Quality Of Work Life (QWL)

The quality of the work of a teacher is largely determined by the quality of working life in which teachers work. The quality of working life or quality of work life (QWL) a teacher may determine the outcome of the work of teachers as educators. The quality of working life is a good teacher and sustainable as well as continued support will support the learning outcomes. As expressed by Armstrong that "quality of Working Life consciously and continually of aiming to improve. The quality of working."

The quality of working life running a conscious and sustainable aims to improve the quality of the work. Quality of work life is good on a teacher and implemented in a sustainable way will affect the quality of the work of teachers. According to Ivancevich, "quality of work life is a somewhat general concept, referring to several aspects of the job experience." The

quality of working life in General refers to several aspects of the work experience.

Furthermore Schermerhorn et al. define, "quality of work life is a quality of experience in the work places." The quality of work life is the overall quality of human experience in the workplace. It can be seen that the quality of work life can be influenced by the work experience that the teacher receives in his work environment. Straw and Heckscher as quoted by Rose et al. Defining the quality of work life as follows: A philosophy of principles that holds that people are most trustworthy, responsible, and capable of making contributions and they should be treated with dignity and respect.

The quality of work life is a philosophy of a series of principles that handle that humans are the main resources in the organization as long as they are trustworthy, responsible, and able to make valuable contributions and they must be treated with respect. In the two statements above, it can be seen that the quality of working life of a good teacher will show appreciation for the dignity of a teacher. This feeling of appreciation is manifested in the form of giving trust, responsibility, and teacher involvement in programs run by the organization.

According to Luthan: The overriding purpose of quality of work life program is to change and improve the work climate so that the interface of people, technology, and the organization makes for a more favorable work experience and desired outcomes. The main goal of the program is the quality of working life is to transform and develop the climate or mood of the work so that the interaction between man, technology and the organization produces a better work experience and desired results.

Such things as revealed by Rogelberg, quality of work life has been identified the U.S. personal reaction to work environment and experience such as perception of control, satisfaction, involvement, commitment, work-life balance, and wellbeing in relation to someone's job and organization with no one generally accepted definition of the term.

The quality of work life has been identified as one's reaction to the environment and work experience such as perceptions of supervision, satisfaction, involvement, commitment, life and work balance, and the relationship with the work of others and organizations with no definitions of generally accepted terms. From the statement above, it can be seen that the quality of work life of the teacher is a reaction in the work environment where there is an interaction between the work environment both between personal, existing technology, and interactions within the teacher itself such as perception, commitment, satisfaction, and involvement, which aims to creating a conducive work climate to get optimal work results..

According to Walton, as in the quotation by McKenna stated that the eight elements of the quality of working life includes: "(1) adequate and fair remuneration, (2) safe and healthy work environment, (3) the work routine Saturday that minimize disruption to leisure and the need of families, (4) job that developed human capacities, (5) opportunities for personal growth and security, (6) a social environment that promote personal identify, escape from prejudice, a sense of community and up word of mobility (7) A right to personal

privacy and a right to dissent, (8) organization that are socially responsible "

Eight elements of the quality of work life include; (1) adequate and fair compensation, (2) the working environment is safe and healthy, (3) a work routine that can minimize the Leisure and family needs, (4) work that can develop the human capacity, (5) opportunities for growth and security personally, (6) social environments that promote a person, regardless of the prejudice, and high mobility, (7) personal rights of a person, and the right to a different opinion, (8) a socially responsible organization.

Based on the above description can be synthesized that quality of working life

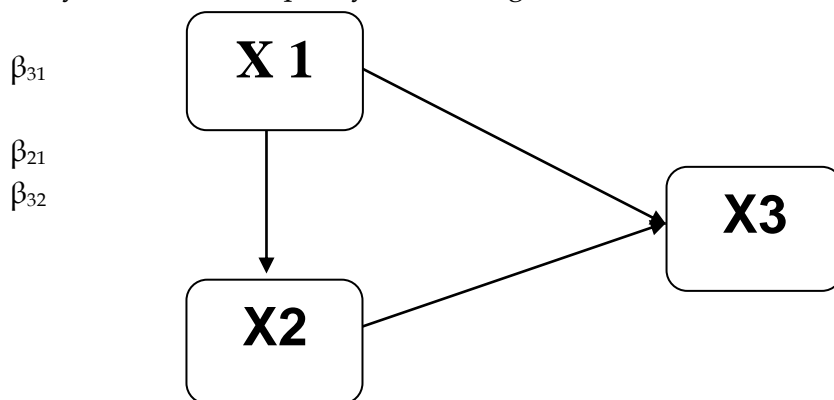


Figure 3.1 Influence Models between Research Variables

Description:

X₁ : Supervision (exogenous variable)

X₂ : Quality of Work Life (QWL) (exogenous variable)

X₃ : Work Motivation (endogenous variables)

→ : Direct influence

Data processing follows the rules of inferential parametric statistics, starting with the aim of producing actual data so that it can be measured. After that, a regression test was conducted to test the influence between variables with the aim of making estimates and factual population data generalizations. So that

or Quality of work life (QWL) is the overall work environment conditions that felt someone in the place of work that affect attitudes and behavior in the works, with indicators (1) a work environment that is safe and comfortable, (2) the opportunity for the development of competencies, (3) cooperation (4) participation in organizations, (5) Recognition Award.

METHOD

This research uses a quantitative approach, survey methods and techniques of analysis of the path (Path-analysis). Variables in path analysis consists of variables exogenous and endogenous variables. Constellation research used are:

recommendations generated from the statistical analysis can be accounted for objectively and scientifically validity. The affordable population of this study are Public Elementary School teachers in Pasar Minggu, South Jakarta District, with 305 people. Determination of the number of teacher samples that become research objects is determined by Slovin's formula, namely:

$$n = \left(\frac{N}{(N \times e^2) + 1} \right)$$

Description:

- n = sampel
- N = population
- e = degree of error = 5 % = 0,05

Based on the formula above, the sample to be used in this study amounted to 173 (one hundred and seventy three) Public Elementary School teachers spread in South Bekasi District. Given the breadth of the research area, the implementation of the research is carried out by examining samples that are considered capable of representing the characteristics and traits that exist in the population. The sample in this study was taken using the Simple Random Sampling technique or simple random sampling. So samples taken from the population were taken randomly. The steps in sampling are choosing 173 teachers by drawing drawings, collecting data from teachers selected as samples, giving a code to teachers who have been selected as samples.

Effect of Supervision on Work Motivation

From the results of the path analysis calculation, the direct effect of supervision on work motivation, the path coefficient value is 0.329 and the t_{count} is 4.80. The value of table for $\alpha = 0.01$ is 2.61. Because the value of t_{count} is greater than the value of t_{table} , H_0 is rejected and H_1 is accepted, thus supervision has a direct positive effect on acceptable work motivation. The results of the first hypothesis analysis provide findings that supervision has a direct positive effect on work motivation. Thus it can be concluded that work motivation is directly influenced positively by supervision. Increased supervision results in increased work motivation.

Effect of Quality of Work Life (QWL) on Work Motivation

Quality of Work Life (QWL) has a positive direct effect on work motivation, path coefficient value of 0.298 and t_{count} of 4.35. The value of table for $\alpha = 0.01$ is 2.61. Because the value of t_{count} is greater than the value of t_{table} , H_0 is rejected and H_1 is accepted, thus Quality of Work Life (QWL) has a positive direct effect on work motivation is acceptable. The results of the second hypothesis analysis produce findings that Quality of Work Life (QWL) has a positive direct effect on work motivation. Based on these findings it can be concluded that work motivation is directly influenced positively by Quality of Work Life (QWL). Increasing Quality of Work Life (QWL) results in increased work motivation.

Effect of Supervision on Quality of Work Life (QWL)

Supervision has a direct positive effect on Quality of Work Life (QWL), path coefficient value of 0.236 and t_{count} of 3.18. The value of table for $\alpha = 0.01$ is 2.60. Because the value of t_{count} is greater than the value of t_{table} , H_0 is rejected and H_1 is accepted, thus supervision has a direct positive effect on Quality of Work Life (QWL) acceptable. The results of the analysis of the third hypothesis provide findings that supervision has a direct positive effect on Quality of Work Life (QWL). Thus it can be concluded that Quality of Work Life (QWL) is directly influenced positively by supervision. Increased supervision has resulted in an increase in Quality of Work Life (QWL)..

CONCLUDING

Based on the results of data analysis and hypothesis testing, the results of the study are as follows: (1) Supervision has a

positive direct effect on teacher motivation. This means that increasing the quality and quantity of supervision can increase work motivation on public elementary school teachers in the South Bekasi sub district, (2) Quality of Work Life has a positive direct effect on teacher work motivation. This means that the work motivation of teacher's increases due to the increasing quality of work life (QWL) of public elementary school teachers in South Bekasi sub district (3) Supervision has a positive direct effect on Quality of Work Life (QWL). This means that the Quality of work life (QWL) of teachers has increased due to the increased supervision of public elementary school teachers in the South Bekasi District.

Based on the conclusions and implications above, some suggestions, namely, (1) For UPTD Development of SD South Bekasi sub district can improve the

quality and quantity of guidance for schools and teacher teachers so that it can increase the motivation of teacher work in Public Elementary Schools in South Bekasi District. (2) For Elementary School Principals in South Bekasi sub district to be role models and role models for teachers and able to provide direction and help teachers in the learning process through supervision to teachers, (3) For Public Elementary Teachers in South Bekasi District to be able to develop competencies in supporting the learning process and improving a conducive work climate among fellow teachers and increasing work motivation so that educational goals can be realized (4) For other researchers so that this research can be used as a reference in further research related to teacher work motivation because the scope of this research is limited to supervision and Quality of Work Life (QWL).

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