

## **THE EFFECT OF TEACHER PROFESIONAL ALLOWANCE AND JOB SATISFACTION TOWARD ORGANIZATIONAL COMMITMENT**

**(A Study on Private Islamic Junior High Schools Teachers in  
Tangerang Regency)**

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**ABSTRACT** - The purposes of this study were to examine the effect of teacher professional allowance toward organizational commitment, to examine the teacher professional allowance toward job satisfaction and to examine the effect of job satisfaction toward organizational commitment. This research was a quantitative research. The population and samples in this research were the teachers of private Islamic junior high schools receiving the professional allowance in the Districts of Balaraja, Sukamulya and Kresek of Tangerang Regency, Banten, with the total respondents of 130 people. It was a quantitative research using the questionnaires given to the teachers. The data analysis method used was SEM (Structural Equation Modelling) with the results shown that the teacher professional allowance was able to increase the organizational commitment and the job satisfaction and that the job satisfaction was able to increase the organizational commitment.

**Keywords: Teacher Professional Allowance, Job Satisfaction and Organizational Commitment.**

### **1.INTRODUCTION**

Improving the quality of school education begins with increasing the teacher performance and commitment to work. Teachers have important roles both in planning and executing the curriculum. Furthermore, teachers are the planners, implementers, and developers of the curriculum for the class. To define the meaning of teachers, as stated in Government Regulation Number 19 of 2017 article of 1 section 2, teachers are: professional educators with the main tasks of educating, teaching, guiding, directing, training, assessing, and evaluating the students in early childhood education through formal education, basic education and secondary education.

The tasks of a teacher as a profession according to Law Number 20 of 2003 about National Education System are to plan and implement the learning process, asses the outcomes, conduct the guidance and training. In order to be able to carry out the tasks and the responsibilities, a teacher is required to have certain abilities and skills. These abilities and skills are part of the professional

competence of a teacher. The competence is an absolute ability that must be owned by the teachers so that their duties as educators can be performed properly.

One of big difference between the management of companies and schools is that the companies are profit agencies which the internal managements of compensation and incentives mechanism depends on their own capabilities, while schools or educational agencies also called as the non-profit agencies thus anything related to the performance, compensation and the welfare of the teachers, the government will be taking part in the fulfillment of those things.

One of the efforts done by the government to increase teacher professionalism is by holding the teacher certification program and to balance with their welfare, they are given the allowance (incentives) to increase their performance. According to Samani (2010) in Kanto (2015) the certification is expected to increase the quality performance of teachers and affect the welfare in form of professional allowance (incentive). Based on the World Bank research (2012) about teacher certification shown that the certification program in Indonesia has increased their income and has turned teachers as professions becoming more attractive.

The teacher allowance was an appreciation for the education development especially the schools, with the allowance given, the teachers will make effort to stay loyal and committed toward the organizations they working at. The allowance can be viewed as the compensation in form of extra money given by the Indonesian Government for their dedication and performance in education. Ahmad, *et al.* (2016) stated that there was a significant relation between the compensation and the organizational commitment, while Wardiana (2017) stated that the incentive affected the staff organizational commitment.

The problems rising in educational management of private schools is how to maintain the teacher organizational commitment and to show their loyalty toward the organization. The existing relationships are assumed to have less effect to keep the teachers to be always loyal to their main teaching duties. The biggest problem of the teacher management in private schools is about how often the teachers move or quit during the middle years of schools. It is very disturbing and disserving the schools and the learning activities. The main reason from the said problem is due to the compensation received by the teachers cannot really support in fulfilling their daily necessities. Judge, *et al.*(2010) stated that the salary has correlation toward the staff's job satisfaction.

The teacher professional allowance has less or more affected the problems about their job satisfaction as the certification have uplifted the employment status, income and appreciation to be better. An organizational commitment from a teacher can be given if he gets the job satisfaction, and the job satisfaction one of the ways can be gained by giving the professional allowance. Bridges (2018) stated that there is a positive correlation between job satisfaction and organizational commitment.

## 2.LITERATURE REVIEWS

### Teacher Professional Allowance

The definition of teachers is regulated by Law Number 14 of 2005 about Teachers and Lecturers, article 1 section 1 stating that teachers are professional educators with the main tasks of educating, teaching, guiding, directing, training, assessing, and evaluating the students in early-childhood education, elementary education, and middle education through the formal education. Faridah (2018) gave a definition that the teachers are the educators that playing the roles as the spearhead of knowledge and morals transformation and the students' character shapers and is directly responsible to achieve the education purpose.

According to Muslih (2007), teacher certification is a process of certificate giving to the teachers who have fulfilled certain requirements, such as having academic qualification, competency, physical and mental health and having the skills to achieve the purpose of national education accompanied by the increasing of a proper welfare. While the definition of professional allowance according to the Indonesian Government Law No.19 of 2017 is the allowance given to the teachers who have the educators certificate as the form of appreciation for their professionalism.

The certificated-teacher is not directly or automatically earn the allowance, but there are some obligated requirements about fulfilling the workloads according to the rules issued by the government. First, the teacher who already own the educator certificate and teacher registration number from the Ministry of Education and Culture must be given the professional allowance. Second, the allowance as stated in the section 1 given to the teacher who hold : workload at least 24 hours of face-to-face classes per week for subject teacher or class teacher, workload at least 6 hours per week of face-to-face class for the teacher with additional duties as the headmaster, workload at least 23 hours of face-to-face class per week for the teacher with additional duties as the headmaster; or the counseling duties at least to 150 students for guidance and counseling teachers. Third, the workloads as stated in section 2 is in accordance with the educator certificate held.

### Job Satisfaction

Job Satisfaction according to Locke (1976) in Yucel and Bektas (2011) job satisfaction refers to people's self-assessments about the extent to which they like or dislike their job.

Keith Davis (1985) in Purwanto (2006) stated that "*Job satisfaction is the favorableness or unfavorableness with employees view their work*, which means that job satisfaction is a supporting or un-supporting feeling owned by the staffs at work. While Wexley and Yukl (1997) in Purwanto (2006) identified that "*Job satisfaction is the way an employee feels about his or her job.*"

According to Robbins (2006) the indicators of job satisfaction are first, the job that mentally challenging can be translated as the existence of new innovations so it won't be monotone. Second, a proper compensation, that is the income or the compensation that meet the staff expectation based on the standard.

Third, the supporting working condition, the working environment that is conducive to do the jobs and according to the standard given. Fourth, the supportive partners at work, which focusing on the creation of helping each other and good teamwork to get the job done and supporting as the fellow staffs. Fifth the suitability of the characters with the jobs, translated as there is a relevance of character or means that the suitability of perception with the job that will be done.

The description above explains that there are many factors influencing one's job satisfaction, which mainly are individual factors, social factors and job factors. Related to the teacher certification, the researcher develops the research instrument indicators to measure the teacher job satisfaction such as: individual factor is the the skills and abilities, job factor is the salary and allowance and social factor is status and working partners.

### **Organizational Commitment**

Price (1997) in Fatema and Eleswed (2013) defined that *Organizational commitment is how a loyal the employee feels to the organization* or how loyal an employee to be part of the organization, while Luthans (2005) defined organizational commitment as the strong willingness to stay as the member with certain belief and accept the value and the purpose of the organization.

While Steers (2002) defined the organizational commitment as the identification feeling (trust in the values of organization), participation (the willingness to give the best effort for the sake of organization) and loyalty (the willingness to stay as the member of related organization) stated by an employee to the organization. Steers (2002) stated that organizational commitment is a condition while the employee is very interested in the purpose, values and targets of the organization. The commitment to the organization is more than just being a for membership since it involves the attitude to like and to be willing to make the best effort for the sake of reaching the goals of the organization. Based on this definition, the organizational commitment includes the loyalty toward the organization, involvement in jobs, and identification toward the value and the purpose of organization.

According to Mayer and Allen (1991) there are three dimensions that explain the relation between the organizational commitment and the employees. Those dimensions are: affective commitment referring the emotional attachment, identification and involvement of the employee toward the organization; the continuance commitment referring to the commitment based on the loss related to the discharge of the employees, this might be due to the loss of seniority, promotion or benefit; normative commitment is related to the compulsory feeling to stay in the organization since it is just the right thing to do. Form the explanation above, thus, the organizational commitment is very essential as the tool that wanted and strong enough to tie the employees in the organization and to increase productivity as said by Kavita, *et al.* (2012).

## **RESEARCH HYPOTHESES**

### **The Relation Between Teacher Professional Allowance Toward Organizational Commitment**

A research by Vincent dan Maggie (2016) stated that the compensation given to the subordinates in form of incentives money can affect the employees' organizational commitment through the trust given toward their supervisors that

becoming their superior or boss in *Australian manufacturing firm listed*. A research by Anvari, *et al.* (2011) stated that the compensation strategy run by the companies is directly and positively affecting toward the employees' organizational commitment *of the academic staffs of medical university in Iran*. While Arista (2014) stated that the teachers earned the professional allowance have high commitment in doing the learning activities in State Senior High Schools in Pauh Padang District.

Based on the statements from the previous research about the compensations and professional allowance of teachers, the researcher thought that a teacher who received the professional allowance will be tied directly with the school organization even though the sum is not that big but he/she get the acknowledgement and the employee status which is better than the ordinary teacher.

A teacher who gets the professional allowance has been going through many phases to own the educator certificate, then automatically he/she will look for the primary schools as the main requirement to disburse the allowance.

From the description above, the following hypothesis is proposed:

H1: Teacher professional allowance could increase the organizational commitment

### **The Relation Between Teacher Professional Allowance and Job Satisfaction**

A research by Judge, *at al.* (2010) stated that the salary level has the correlation with the job satisfaction. While Mbaso and Dlamini (2017) stated that there is a significant effect between the variable of compensation toward the job satisfaction for academic staff of universities in South Africa. A research by Salisu, *et al.* (2015) stated that compensation has positive effect toward increasing the job satisfaction. The research was conducted toward the construction workers in Jigawa State, Nigeria.

Research conducted by Tessema, *at al.* (2013) found that salary and the bonus from the company profit have significant effect on job satisfaction. The research took samples from three countries, they are the employees from America, Malaysia and Vietnam. Suhada, *et al.* (2017) stated that there is positive and significant effect between the lecturers' certification and motivation toward job satisfaction in private university in Palembang City.

From the description above, it can be seen that a person who receives the compensation or professional allowance will have a better status compared to the teacher who doesn't get it, because of this, the teacher job satisfaction will increase too. Moreover, the status change is accompanied by giving the compensation in cash per month, so the job satisfaction is increasing too. The researcher assumed that the professional allowance given by the government contributing in job satisfaction. Thus, the researcher proposed the hypothesis as:

H2: Teacher professional allowance could increase job satisfaction.

### **The Relation Between Job Satisfaction and Organizational Commitment**

A research between Yucel and Bektas (2012) stated that there is a relation between job satisfaction and organizational commitment for the young teachers in schools in Turkey. Fatima and Eleswed (2013) state that there is positive effect between job satisfaction and employees' organizational commitment, a study on *Privat Institution in Kingdom of Bahrain*. Bridges (2018) stated that there is a

positive correlation between job satisfaction toward organizational commitment. The study was done on the medical workers in United States of America ranging from the age of 18 to 81 years old, consisted of cross generation from the baby boomer generation with 100 people, x generation with 103 people and millennial generation with 99 people.

Saimir (2013) stated that the job satisfaction, monitoring quality and salary satisfaction have significant effect toward the organizational commitment of public administration employees in Shkoder City. Getafun, *et al.* (2016) found that teacher job satisfaction affected the organizational commitment in the teachers of elementary schools in Ethiopia.

A person who feels satisfied with his job will do his best for the job and full of dedication since the factors that pushing him have been earned. A person owning the job satisfaction will never think about quitting the organization he is working at, and he will try to be fully committed to make the organization becomes better and developed. Job satisfaction becomes an obligated requirement for the companies if they want to have the employees that fully committed to the organization. From the description above, the following hypothesis is proposed:  
H3: Job satisfaction could increase the organizational commitment

The research diagram with three hypotheses can be seen in the figure below.

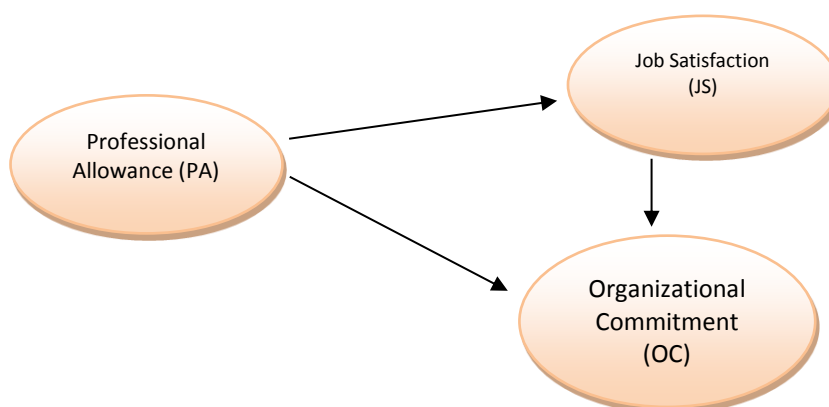


Figure 1  
Research Model

### 3. RESEARCH METHODS

This was an explanatory research. In explanatory research, the hypotheses test was done to explain the effect of job satisfaction toward work discipline and organizational commitment. this research method used the quantitative approach. It was started with the validity and reliability tests. It was done by Structural Equation Modelling (SEM).

#### Populations dan Samples

The population in this research was all the certificated-teacher of private Islamic junior high schools in the Districts of Balaraja, Sukamulya and Kresek, Tangerang Regency. With the total respondents of 130 people.

#### 4. RESULT AND DISCUSSION

In validity test, if KMO value is under 0.5 then the analysis factors cannot be accepted or be used, and the expected anti-image value is minimum 0.5. The variable of professional allowance has the KMO value of 0,903 and anti-image value of  $>0.5$ , where smallest value is 0,850 and the biggest value is 0.967. while the variable of job satisfaction has the KMO value of 0.934 and anti-image value of  $>0.5$  where the smallest value is 0.908 and the biggest value is 0.963. While the variable of organizational commitment has the KMO value of 0.929 and anti-image value of  $>0.5$  where the smallest value is 0.884 and the biggest value is 0.973. In reliability test, if the alpha reliability coefficient is bigger than 0.6 then the variable is already reliable. The reliability coefficient value of teacher professional allowance was 0.980, job satisfaction was 0.980 and organizational commitment was 0.975. From the definition mentioned before, thus all the variables were reliable to be used in this research.

Construct Validity Test as recommended by Heir, *et al.* (2013) stated that the observed variables that reliable to be used as operational toward the constructs or other latent variables must have bigger loading factor than 0.5 so the model used will have good compatibility, beside the t-value must be bigger than the critic value ( $>1.96$ ). all the indicators can be said to be valid since the loading factor value has the increasing compatibility ( $>0,50$ ). The t-value was bigger than the t-table (1,96). The good construct reliability test and extracted variance has *Construct Reliability*  $> 0,6$  and *Variance Extracted*  $> 0,5$ . All variables have met the reliability requirements, including the teacher professional allowance, job satisfaction and organizational commitment, they have *Construct Reliability*  $> 0,6$  and *Variance Extracted*  $> 0,5$ . Based on the assessment on Group 1 to 7, some assessments shown the compatibility are close fit characterized, they are RMSEA, Confidence Interval and P value, then the good fit characterized including Chi Square, NCP, ECVI, AIC, CAIC, AIC model, NFI, CPI, NNFI, IFI, RFI, PNFI, Standardized RMR, GPI, PGPI. There was also the result with *marginal fit* characterized such as AGFI. As for the *poor fit* characterized result shown in *Critical N*. From the results above, it can be concluded that the compatibility of all models was in good fit or met the criteria (*goodness of fit*). Then the research produced the path diagram as shown below:

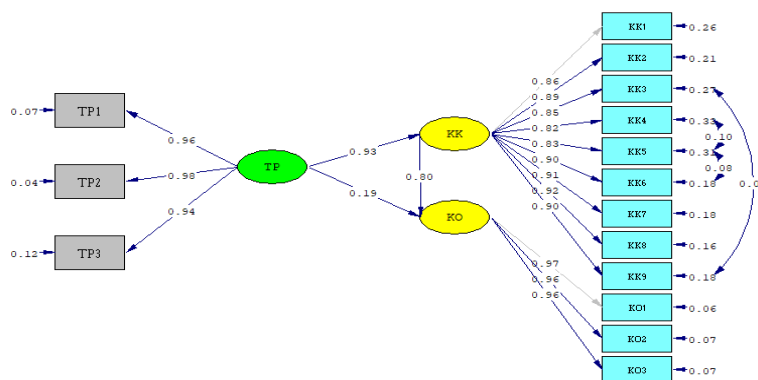


Figure 2 Standard Solution

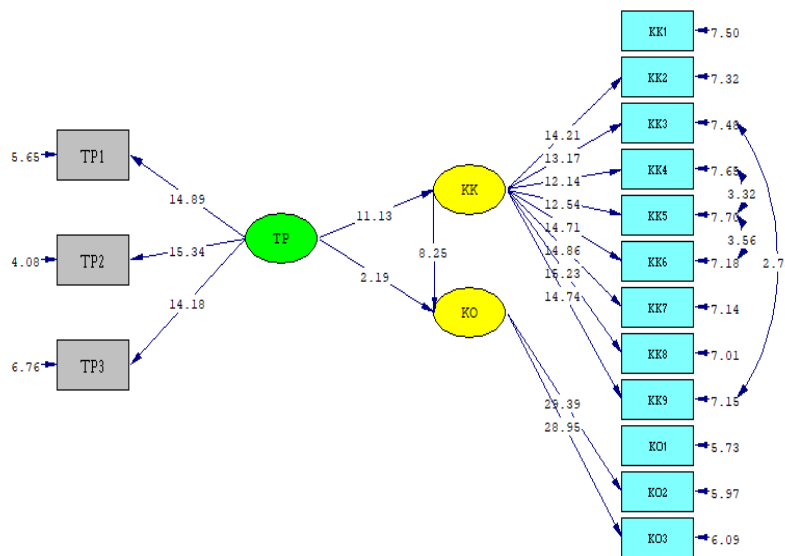


Figure 3 *Diagram of t-value*

Based on the pictures above, there were 3 hypotheses tested and based on the test results, it can be concluded that the three hypotheses were supported by data.

Table 1  
Tests of Research Model Hypotheses

Hypothesis	Hypothesis Statement	T-Value	Description
H 1	Professional Allowance Could Increase the Organizational Commitment	2,19	Hypothesis Accepted
H2	Professional Allowance Could Increase Job Satisfaction	11,13	Hypothesis Accepted
H3	Job Satisfaction Could Increase Organizational Commitment	8,25	Hypothesis Accepted

In this research, there was a direct effect between the variable of professional allowance (PA) toward organizational commitment (OC) and indirect effect between professional allowance (PA) toward organizational commitment (OC) through job satisfaction (JS). Based on the value in *Diagram Standard Solution*, with the calculation model as written below:

PA toward OC (*Direct*) : 0,19  
 PA toward OC through JS (*Indirect*) : 0,744 (0,93x0,80)  
 Indirect > Direct

Based on the calculation above, the indirect effect of professional allowance toward the organizational commitment through job satisfaction is



bigger than the direct effect of professional allowance toward organizational commitment ( $0,744 > 0,19$ ). Thus, job satisfaction variable can be mentioned as the intervening variable.

#### 4.DISCUSSION

##### **The Relation between Teacher Professional Allowance Toward Organizational Commitment**

In the first test of ( $H_1$ ) stating that teacher professional allowance could increase the organizational commitment, it can be found that the data analysis supported the hypothesis of  $H_1$ . This shown that the higher the professional allowance, the bigger the organizational commitment. The professional allowance is a form of support from Indonesian Government toward teachers in Indonesia. This policy has brought massive effect toward the development of education in all regions.

In line with this research result, the previous research by Ahmad, *et al.* (2016) which stated that there is significant relation between compensation giving and organizational commitment, and so was the research by Vincent and Maggie (2016) stating that the compensation in form of giving incentive could affect the employees' organizational commitment.

Other research supporting this research is one by Anvari (2011) stating that the compensation strategy run by the companies will directly affect the employee organizational commitment, a research by Arista (2011) stating that the certificated-teachers have high commitment in executing their teaching duties in State Senior high School of Pauh Padang District. In this case, the professional allowance is given as another form of compensation to the teacher as the education workers, and can be assumed to be the as the compensation given by the companies toward the employees.

##### **The Relation Between Teacher Professional Allowance and Job Satisfaction**

The second test of ( $H_2$ ) stating that the professional allowance could increase the job satisfaction. This shown that the allowance would increase the job satisfaction, the higher the dimension of professional allowance, the bigger the job satisfaction and vice versa, the lower the dimension of professional allowance, the lower the job satisfaction.

In line with the previous research by Judge, *et al.* (2010) stating that the salary level has the correlation with job satisfaction and so is the research by Mbaso and Dlamini (2017) stating that there is significant effect between compensation and job satisfaction. Another research that supporting was Salisu, *et al.* (2015) stating that compensation has positive effect toward employees' job satisfaction. A research by Tessema, *at al.* (2013) stating that the salary and the bonus from the company profit have significant effect toward job satisfaction.

##### **The Relation between Job Satisfaction and Organizational Commitment**

The result of the third hypothesis ( $H_3$ ) test stating that the job satisfaction could increase organizational commitment was that the hypothesis can be accepted. Which means that the higher the job satisfaction, the higher the

organizational commitment of the teachers toward their schools and vice versa, the lower the job satisfaction, the lower the organizational commitment.

The statements and the hypothesis results are in line with the research by Bridges (2018) stating that there is positive correlation between the job satisfaction toward the organizational commitment. A research by Getafun (2016) stating that the teacher job satisfaction would affect their organizational commitment, and so was the research by Yucel and Bektas (2012) stating that there is a relation between the job satisfaction toward organizational commitments in young teachers in Turkey, while a research by Fatima and Eleswed (2013) stating that there is a positive effect between job satisfaction and employee organizational commitment.

### **Indirect Relation between Teacher Professional Allowance toward Teacher Organizational Commitment**

The direct effect of teacher professional allowance toward organizational commitment had a lower value compared to the indirect effect of professional allowance toward organizational commitment through job satisfaction. It means that the professional allowance will not automatically make the teachers to have organizational commitment, but the teachers will be committed to their organizations if there is job satisfaction.

The teachers who received the allowance will not have the commitment toward their organizations if their job satisfaction is not fulfilled. In the other words, the teacher professional allowance is not the direct factor in creating the organizational but they need the job satisfaction first as the intervening variable to create organizational commitment.

### **MANAGERIAL IMPLICATION**

The managerial matters that needed to increase the teacher professionalism including all programs that becoming the supporting power to increase the teacher commitment who received the professional commitment including : holding a training, encouraging the teachers to join the Subject Teachers Discussion Community, creating a better education management system, creating the work environment that filled with the sense of kinship and togetherness, having a good leadership and supervising the teachers continuously and consistently.

## **5. CONCLUSIONS AND RECOMMENDATIONS**

### **Conclusions**

This research assessed the effect of teacher professional allowance and job satisfaction toward the organizational commitment. This research used the SEM analysis with the total respondents of 130 people by filling out the questionnaires. The respondents were the teachers in private Islamic schools who received the professional allowance in the district of Balaraja, Kresek and Sukamulya. The following results were as written below.

First, the research shown that the teacher professional allowance could increase the organizational commitment, which means that in a condition where if the professional allowance is increasing, so is the organizational commitment and vice versa, if the allowance is decreasing, the organizational commitment is

decreasing too. Second, the professional allowance could increase the job satisfaction, in the other words, if the professional allowance would directly the increase teacher job satisfaction at work. The higher the allowance, the higher the job satisfaction will be and vice versa, if there is a decreasing or the omitting of professional allowance, it will affect the job satisfaction.

Third, the job satisfaction could increase the organizational commitment. The teachers who were satisfied with their work would have high loyalty and wanted to be remain as the part of the school organization. The teachers whose job satisfaction is increasing will automatically increase their organizational commitment. The level of job satisfaction will greatly affect the organizational commitment.

### **Research's Limitation**

This research has the limitation that can be taken into consideration for the next research. This research used the questionnaires as the measuring tools with the total respondents of 130 people so in the next research it is expected to add more respondents. As for the school level is limited for private Islamic junior high schools only, for the next research, other levels such as senior high school level. This research involved the private schools, in the next research, it can involve the teachers in state schools either the teachers with the status of civil servants or the honorary teachers.

The respondents in this research were only the teachers living in the Tangerang regency especially in the districts of Balaraja, Sukamulya and Kresek. For the next research, it can be expanded into wider or higher scope such as in the provincial or national level. This research is also limited in terms of describing the teachers who received the professional allowance. It is necessary to measure other things such as the teachers who received the regional allowance and functional allowance.

### **Recommendations for the Next Research**

For the next research that interested to do a deeper research could continue this research by taking the conclusions that been made. This research only assessed the professional allowance and job satisfaction toward organizational commitment. For the next research necessity could add more variables such as compensation, work motivation and can be made as the data source for a more complete research.

To expand the research's population in the next research can be done by adding the populations in the respondent numbers so it could create a better calculation. The next research could expand the areas not only in Tangerang but also all the regions in Indonesia by using the working group communities of Islamic schools that spread in all regions of Indonesia.

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