



## Improving Educational Personnel Quality Through Empowerment and Delegation to Enhance Work Motivation

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**Abstract:** Job enrichment and delegation of authority are widely recognized as effective strategies to enhance the performance of educational staff and increase organizational productivity. However, at the Tanah Datar Regency Education and Culture Office, these strategies are not yet being implemented as expected. This study aims to optimize worker education by examining the contributions of job enrichment and delegation of authority to work motivation. The study tests three hypotheses: (1) job enrichment contributes to the work motivation of educational staff; (2) delegation of authority contributes to the work motivation of educational staff; and (3) job enrichment and delegation of authority together contribute to the work motivation of educational staff. The research involved 140 educational staff members, with a random sample of 57 selected using a stratified proportional random sampling technique based on educational level, class, and length of service. Data were collected using a validated and reliable Likert scale questionnaire. The findings reveal that job enrichment contributes 16% to work motivation, delegation of authority contributes 28.09%, and the combined contribution of both factors is 42%. The current levels of job enrichment and delegation of authority at the Tanah Datar Education and Culture Office are considered sufficient, while the work motivation of educational staff is rated as good. The study underscores the importance of enhancing job enrichment and delegation of authority to further boost staff motivation and achieve better organizational outcomes.

**Abstrak:** Pengayaan pekerjaan dan pendeklegasian wewenang diakui secara luas sebagai strategi yang efektif untuk meningkatkan kinerja staf kependidikan dan meningkatkan produktivitas organisasi. Namun di Dinas Pendidikan dan Kebudayaan Kabupaten Tanah Datar, strategi tersebut belum terlaksana sesuai harapan. Penelitian ini bertujuan untuk mengoptimalkan pendidikan pekerja dengan menguji kontribusi pengayaan pekerjaan dan pendeklegasian wewenang terhadap motivasi kerja. Penelitian ini menguji tiga hipotesis: (1) pengayaan pekerjaan berkontribusi terhadap motivasi kerja tenaga kependidikan; (2) pendeklegasian wewenang memberikan kontribusi terhadap motivasi kerja tenaga kependidikan; dan (3) pengayaan pekerjaan dan pendeklegasian wewenang secara bersama-sama

memberikan kontribusi terhadap motivasi kerja tenaga kependidikan. Penelitian ini melibatkan 140 orang tenaga kependidikan, dengan sampel acak sebanyak 57 orang yang dipilih dengan menggunakan teknik stratified proporsional random sampling berdasarkan tingkat pendidikan, kelas, dan masa kerja. Data dikumpulkan dengan menggunakan kuesioner skala Likert yang tervalidasi dan reliabel. Hasil penelitian menunjukkan bahwa pengayaan pekerjaan memberikan kontribusi sebesar 16% terhadap motivasi kerja, delegasi wewenang memberikan kontribusi sebesar 28,09%, dan kontribusi gabungan kedua faktor tersebut sebesar 42%. Tingkat pengayaan pekerjaan dan pelimpahan wewenang pada Dinas Pendidikan dan Kebudayaan Tanah Datar saat ini dinilai cukup, sedangkan motivasi kerja tenaga kependidikan dinilai baik. Studi ini menggarisbawahi pentingnya meningkatkan pengayaan pekerjaan dan pendelegasian wewenang untuk lebih meningkatkan motivasi staf dan mencapai hasil organisasi yang lebih baik.

**Keywords:** Job enrichment, delegation of authority, work motivation, educational staff

## INTRODUCTION

In an organization, the role of leaders in an educational institution to direct the mission and goals of the organization is important (Sahadi et al., 2020). The success of a leader is largely influenced by the abilities and skills of subordinates, who are the spearheads of all activities in an organization (Wijono, 2018). For this reason, the reliability of the leaders of an educational institution in motivating the work of subordinates, especially the working education staff, is very necessary (Juliani, 2016). A leader may be able to observe that subordinates who have the same skills and abilities but have different work achievements have different motivation (Prayogi, 2020). One of the causes is the difference in the quality of motivation possessed by educational staff as subordinates. Therefore, leaders need to know about motivation issues. Motivation is a very important factor in every effort of a group of people who work together to achieve certain goals, because organizational activities do not function effectively if subordinates working in an educational institution do not have the desire to develop their business to fulfill the tasks assigned to them (Aziz & Hidayat, 2017). Increasing the work motivation of workers in educational institutions can only be achieved with mutual awareness of the

importance of the role of motivators. Motivators can play their role as leaders who are able to show the right direction so that they can help and build awareness to always try to perfect the implementation of their duties in motivating their subordinates (Anwar & Umar, 2021).

In everyday life, we sometimes find educational staff who work less enthusiastically, even though they can complete their work (Riyanto & Anto, 2022) (Nur Aishah Mohd Noor et al., 2021). However, if you observe carefully, the way they work seems simple, and there is no encouragement or motivation to further improve the results of their work (Chandra, 2018). Motivation to work arises from oneself, but this is not the case with educational staff who are bored and frustrated and who still need help from other parties, namely a kind of encouragement so that they can work without any burden on themselves (Umar, 2012). Providing motivation will usually be successful if it is done by someone close to the person concerned, but the role of leadership is really needed in this case (Sutrisno et al., 2022).

Education staff who have high work motivation will always try to understand and master their work well so that they can help achieve organizational goals in accordance

with the tasks assigned to them (Sitorus & others, 2020). Factors that are thought to have a relationship with work motivation include, first, job enrichment. Job enrichment is an approach taken to redesign work to make it more interesting, challenging, and a place to develop their potential, and to provide freedom for employees to complete work without strict supervision from the leadership (Kastawi et al., 2021). The second factor that is thought to be related to the work motivation of educational staff is the delegation of authority (Kusuma, 2017). Every educational staff member who works wants to be someone who is trusted by their leadership. The trust given by the leadership is a joy in itself for those who work and ultimately try to prove that they are able to complete every task given by the leadership, so that delegation of authority is thought to be able to trigger the work motivation of educational staff (Prasetyo et al., 2018).

Motivation is an important thing for employees because it is an incentive to do good work so that goals can be achieved satisfactorily. Motivation can arise due to influencing factors, namely intrinsic and extrinsic factors. According to Terry (2012), the factors that influence motivation are: 1) certainty regarding work; 2) opportunity to express opinions; 3) opportunities to develop; 4) information about changes that affect them; and 5) fair wages. 6). awards for achievements; 7). proper treatment; 8). effective supervision (Habibie, 2020). Another factor that can influence the work motivation of education staff is the work itself; it can even improve the work performance of education staff. In this regard, according to Indrawijaya (2002), there are several things that need to be considered so that educational staff are motivated at work, including: 1) work that suits your talents and skills; 2) work that provides adequate equipment and information; 3) work that provides a challenge to further develop yourself; 4) work that provides sufficient income; and 5) work that provides a sense of security and calm at work (Setiawati, 2021).

There are several views that job enrichment can increase work motivation (Lisan, 2016). In job enrichment, there are elements of responsibility, challenges, and scope of work that are increased to a higher level according to employee needs so that it can improve employee work performance. Furthermore, Anoroga (1995) stated that work motivation can be influenced by the recognition and trust given by the leadership and the delegation of authority given to employees (Kadir, 2020).

Based on this description, it can be concluded that the factors that can influence employee work motivation are; 1) Certainty regarding work: educational staff as workers want sufficient information regarding the tasks to be carried out; this aims to convince employees that the tasks carried out have important meaning for the organization. 2) Supervision aims to provide supervision and advice to educational staff; supervision and providing solutions to the problems of educational staff are given so that educational staff can complete their tasks well and purposefully. 3) Rewards for the achievements of educational staff: achievements are a manifestation of the sincerity of educational staff in their work, and of course the leadership gives awards commensurate with the achievements they have achieved so that achievements can be achieved. will increase further in the future, 4) Job enrichment: in job enrichment, educational staff are given the freedom to be creative and innovative so that employees are motivated to carry out the tasks given by the leadership. 5) Delegation of authority: delegation of authority is a form of trust given by the leadership so that staff education strives to improve their insight and skills so that the tasks given can be completed well. 6) Work safety and protection, work security and protection, which concerns the safety of education personnel at work, both physical and non-physical disturbances. Education staff who receive protection and security can work well. 7) Incentives: education staff who excel should receive better incentives so that work motivation arises for them as workers.

## METHOD

The method used in this research is quantitative research with an Expost Facto research type. According to Sugiyono (2013), ex post facto research aims to identify the cause that allows for the evolution of an individual's behavior, a phenomenon or event caused by a particular event, an individual's behavior, or variables that have changed over time but are still observable (Subakti & Handayani, 2021). The research was conducted at the Tanah Datar Regency Education and Culture Office, which consists of 12 research locations with details: one Tanah Datar Regency Education and Culture Office and 11 service UPTDs, which are work units that are part of the Tanah Datar Regency Education and Culture Office.

Meanwhile, the population is all employees of the Education and Culture department who have Civil Servant (PNS) status, totaling 140 people, while the sample calculation in the research used a professional stratified random sampling technique, namely random sampling by paying attention to the proportion of each population strata group. In this way, each individual in the population group has the same opportunity to be selected as a sample. There are three stages in the sampling process, namely: a) identifying population characteristics; b) determining the sample size; and c) determining the subjects.

Population characteristics that are thought to have an influence on work motivation are education, class, and length of service. The proportion of each strata, based on the calculation results, is: 1) for education level strata, the proportion is obtained from  $S0-P1=112/140=0.8$  and  $S1=Q1=1-0.8=0.2$ ; 2) for strata rank/class, the proportion is obtained from  $<III=P2=76/140=0.5$  and  $>III=Q2=1-0.5=0.5$ ; 3) and for length of service, the proportion is obtained from  $<10=P3=103/140=0.7$  and  $>10=Q3=1-0.7=0.3$ .

To determine the sample size using the Cochran formula. The sample obtained from calculations according to population characteristics is as follows:

**Table 1. population characteristics**

No	Classification	p	q	no	n
1.	Level of education	0,8	0,2	61	43
2.	Rank Group	0,5	0,5	96	57
3.	Years of service	0,7	0,3	81	51

From the calculation results, the number 57 was obtained, the highest of the 'group' strata selected as the sample. Based on the number of samples above, samples were taken randomly based on the proportions of each stratum.

## RESULTS AND DISCUSSION

### Results

#### *Job Enrichment*

The first hypothesis in this research is that job enrichment contributes to employee work motivation. To determine the contribution of job enrichment to employee work motivation, a correlation analysis was first carried out. The results of the calculations obtained a coefficient of determination for job enrichment with work motivation of 0.40 and a coefficient of determination of 0.16. To test the significance of the correlation coefficient, the T test is carried out as shown in the following table:

**Table 2. of Correlation Analysis Results and t Test on Job Enrichment and Work Motivation variables**

Correlati on	Correlati on Coefficie nt (r)	Determinat ion coefficient (r <sup>2</sup> )	T count	T table	
				$\alpha=0,0 5$	$\alpha=0,0 1$
ry1	0,41	0,16	3,24	2,01	2,68

In the table above,  $T \text{ count} > T \text{ table}$ , and this shows that there is a significant relationship between job enrichment and employee work motivation. The magnitude of the correlation coefficient is 0.40, and the coefficient of determination is 0.16. To find out whether the relationship between job enrichment and work motivation is predictive or not, a regression analysis was carried out on the results of these calculations to obtain a regression equation for job enrichment and employee work motivation,  $Y = 83.95 + 0.36$  with the F test, and the results can be seen in the table below.

**Table 3. of Severity and Linearity Tests for Equations X1 and Y**

Source	JK	Db	RK	F count	F table		Linear regression	840,88	1	840,08	21,19	4,02	7,12
					$\alpha=0,05$	$\alpha=0,01$							
Linear regression	463,54	1	463,54	9,97	4,02	7,12	Linear residue	2,180,49	55	39,65			
Linear residue	2,557	55	46,49				Profit Residue	25,72	1	25,72	0,64	4,02	7,12
Profit Residue	29,82	1	29,82	0,64	4,02	7,12	2,154,77	55	39,90				

In the table above, the calculated F is 9.97  $> F$  table at  $\alpha = 0.05$  and  $\alpha = 0.01$ , thus the regression equation  $Y = 83.95 + 0.36 X_1$  is significant at the 99% confidence level, and the form of the equation is linear. The F calculated is greater than the F table, and this equation can be used to predict employee work motivation through job enrichment.

#### *Delegation of authority*

The second hypothesis is that delegation of authority contributes to employee motivation. To determine the contribution of delegation of authority to employee work motivation, a simple correlation analysis is first used. The results of the analysis obtained a correlation coefficient of 0.53 and a determination coefficient of 0.28. To test the significance of the correlation coefficient, the t test is carried out in the table below:

**Table 4. of analysis results and t test on the variables delegation of authority and employee work motivation**

Correlat ion	Correlatio n coefficient (r)	Determina tion coefficient (r <sup>2</sup> )	T count	T table	
				$\alpha=0,05$	$\alpha=0,01$
Ry2	0,53	0,28	4,96	2,01	2,68

The table above shows that delegation of authority (X2) has a significant relationship with employee work motivation (Y). The correlation coefficient is 0.53, and the determination coefficient is 0.28. To find out whether the relationship between delegation of authority and work motivation is predictive or not, a simple regression analysis was carried out. From the calculation results, it is obtained that the regression equation for delegation of authority and employee work motivation is  $Y = 62.51 + 0.48$ .

**Table 5. Significance and Linearity test for X2 Regression on Y**

Source	JK	Db	RK	F count	F table	
					$\alpha=0,05$	$\alpha=0,01$

In the table above, the calculated F is 21.19  $> F$  table at  $\alpha = 0.05$  and  $\alpha = 0.01$ . Thus, the regression equation  $Y = 67.51 + 0.48X_2$  is significant at the 99% confidence level, and the form of the equation is linear. This equation can be used to predict employee work motivation through delegation of authority. Based on the analysis above, it can be concluded that delegation of authority contributes to employee work motivation by 28%.

#### *Job Enrichment and Delegation of Authority*

The third hypothesis in this research is that job enrichment and delegation of authority jointly contribute to employee work motivation. The contribution of job enrichment (X1) and delegation of authority (X2) together to employee work motivation (Y) can be determined using correlation and multiple regression analysis. After analysis, a double coefficient between (X1) and (X2) with (Y) was obtained of 0.65%. Details of the results of the correlation analysis and the correlation coefficient significance test can be seen in the table below:

**Table 6. Double Correlation Coefficient Significance Test**

Correlat ion	Correlatio n coefficient (r)	Determina tion coefficient (r <sup>2</sup> )	T count	F table	
				$\alpha=0,05$	$\alpha=0,01$
Ry12	0,65	0,42	19,73	3,17	5,01

The results of the analysis in the table above show that the double correlation coefficient between job enrichment, delegation of authority, and employee work motivation (Ry12) is 0.65 and  $F_{count} = 19.73 > F_{table} 5.01$  for  $\alpha = 0.01$ , meaning that the double correlation coefficient is significant.

The coefficient of determination shows that the contribution of job enrichment together with delegation of authority to employee work motivation is 42%, and the remaining 58% is estimated to come from

other variables. Based on the analysis above, it can be concluded that enriching the work carried out and delegation of authority given by the leadership have a significant relationship with employee work motivation.

Next, to find out whether the multiple relationship between the independent variable and the dependent variable is in the form of a predictive relationship or not, multiple regression analysis was carried out. The results of the analysis obtained the regression equation  $Y=30.68+0.35X1+0.47X2$ . The summary of the results of the multiple regression analysis tested the significance of the multiple regression equation, as can be seen in the table below.

**Table 7. Summary of Analysis Results and Partial Correlation Significance Test**

Correlation	Correlation Coefficient (r)	Determination coefficient (r <sup>2</sup> )	T count	F table	
				$\alpha=0,05$	$\alpha=0,01$
r <sub>1y-2</sub>	0,447	0,199	6,72	2,83	3,76
r <sub>2y-1</sub>	0,563	0,317	12,53	2,83	3,76

The table above shows that there is a relationship between variable (X1) and variable Y when variable (X2) is controlled, with the correlation coefficient (r<sub>1y-2</sub>) = 0.447 and the coefficient of determination = 0.199, meaning that job enrichment contributes to work motivation by 19.9 % if the delegation of authority is in a constant state. Likewise, the relationship between (X2) and variable Y at the same time (X1) is controlled; there is a correlation coefficient (r<sub>2y-1</sub>) = 0.563 and a determination coefficient of 0.317, meaning that delegation of authority contributes 31.7% to employee work motivation if job enrichment is in a constant state.

To see the contamination of variable (X2) on (X1) when (X1) makes a contribution to Y of 19.9% - 14.87 % = 5.03%, while the contamination of variable (X1) on (X2) when (X2) makes a contribution to Y of 31.7% - 27.35 % = 4.35%. Thus, it can be concluded that the results of the analysis of the effective contribution that occurs in the employee work motivation variable can be predicted by 14.87% because there is a job enrichment

variable and 27.356% because there is a delegation of authority variable.

Based on descriptive analysis, it shows that the level of job enrichment is in the sufficient category, delegation of authority is in the sufficient category, and employee work motivation is in the good category. The findings obtained based on a series of data analyses show that the contribution of job enrichment is 14.8% and the contribution of delegation of authority is 27.35%. The total contribution of the two variables together to employee work motivation is 42.22%. This shows that 42.22% of job enrichment and delegation of authority contribute to employee work motivation, and the remaining 57.78% is contributed by other variables that influence employee work motivation.

## Discussion

The findings of this research are supported by Dessler, who states that job enrichment can create motivation at work because it contains elements of responsibility, challenges, and work scope that are increased to a greater extent so that it can increase employee work performance (Lisan, 2016). Thus, to increase employee work motivation, leaders give them the freedom to innovate and design work so that it is effective to do (M. Nur et al., 2020).

Then, research by Ford (1973) stated that job enrichment is an important factor that supports better job performance and increases job satisfaction. This research was carried out by conducting 18 experiments on administrative employees, showing positive improvements after the job was enriched (Syafruddin et al., 2022). Furthermore, according to Simamora (2015), job enrichment is trying to design work in a way that satisfies needs, recognition, and responsibility. Job enrichment adds a source of satisfaction to the job. This method increases responsibility, autonomy, and control. This change will provide greater challenges for organizations and is expected to increase employee job satisfaction (N. Nur & Mardhatillah, 2020).

Then the research findings reveal that delegation of authority contributes to

employee work motivation. This finding is supported by the opinion of Anaroga (1995), who suggests that delegation of authority to employees will create feelings of trust so that work motivation will increase. Thus, increasing employee work motivation can be done by giving authority to employees based on the trust of the leadership.

## CONCLUSION

Job enrichment contributes to work motivation. If you want to increase work motivation, what needs to be done is to increase job satisfaction. This means redesigning jobs so that workers have more autonomy and giving greater responsibility to employees so that employees will be challenged to complete their work as well as possible because of recognition from them, superiors, thereby increasing motivation at work. Likewise, delegation of authority, which also contributes to work motivation. This means that if you want to increase employee work motivation, what needs to be done is to increase the intensity of delegation of authority, because if the delegation of authority increases, employees will have a sense of responsibility in carrying out the tasks given by the leadership. Likewise, job enrichment and delegation of authority together have a very significant relationship with work motivation. This means that if the two factors above are getting better, work motivation tends to be better.

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