

ANALYSIS OF FACTORS DETERMINING THE LEVEL OF JOB SATISFACTION OF PRIVATE COLLEGE LECTURERS IN BANJARMASIN

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ARTICLE INFO

Article History:

Received : 20-March-2022

Revised : 30-March-2022

Accepted : 25-April-2022

Keyword:

Job Satisfaction;
Lecturers;
Private College.

ABSTRACT

Job satisfaction is a factor that really needs to be considered in various work organizations, including educational organizations, because job satisfaction has been shown to have big influence on various organizational outputs, especially on work performance. This study aims to find out the level of job satisfaction of private college lecturers and the factors that have the greatest role in shaping lecturers' job satisfaction in Banjarmasin City, South Kalimantan. Respondents in this study were 314 permanent lecturers of numerous private colleges which are still active in Banjarmasin City. Job satisfaction was measured by 5 indicators, each described by a few items. The data were analysed using Spearman's Correlation to determine the correlation of each indicator to its total variable. The results of the study show that the most satisfying factor according to the lecturers is the work environment, while the factor that has the biggest role in shaping job satisfaction is workplace guidance, especially the role of the leaders in directing and providing input for the lecturers. It is expected that through this research, lecturers' job satisfaction can be maintained and has a positive impact on various other organizational outputs.

How to Cite:

Zagladi, A.N.(2022). Analysis of Factors Determining the Level of Job Satisfaction of Private College Lecturers in Banjarmasin, *Paedagogia: Jurnal Pendidikan*, 11(2), 173-184.



<https://doi.org/10.24239/pdg.Vol11.Iss2.237>

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INTRODUCTION

Human resource management basically seeks to learn how to manage workers so that they are able to optimally work together to achieve various organizational goals. Research from Purcell¹ believes that human resource management is created as a result of the concentration of power in the hands of the management. Therefore, the management as the manager of the organization must be able to motivate its workers to want to work in accordance with the provisions that have been regulated by the organization.

One of the aspects that needs to be considered is the level of work turnover. Companies with high turnover rate tend to be difficult to develop because a lot of the company's budget is taken up to develop the skills and abilities of new employees. Armstrong² stated that one of the strategies that must be implemented properly in human resource management is talent management. Organizations must understand the talent possessed by their employees, and must strive to recruit people who have good talent to develop, then retain them so that they can be utilized optimally by the organization for as long as possible.

Feeling of content in an organization can be developed by increasing worker's job satisfaction. Increases in job satisfaction and flexibility will lead to higher performance and productivity³. Many studies have stated that job satisfaction plays a significant role in shaping employee motivation, achieving employee goals, and creating enthusiasm in a workplace⁴. In the response model to job dissatisfaction by Robbins⁵, it is shown that one of the 4 possible effects as a result of job dissatisfaction is exit, or quitting work. It will be very unfortunate if employees who have been trained for a long time finally choose to resign voluntarily because the organization is not able to create job satisfaction.

Like any private sector in general, leaders of a private college also need to pay attention to the level of satisfaction among its lecturers. The current high competition between colleges requires leaders of private colleges to be more creative in an effort to keep their lecturers from moving to other colleges.

¹ Personnel Management, "Personnel Earns a Place on the Board," *Personnel*, no. February (1994): 26–29.

² Michael Armstrong, *Strategic Human Resource Management: A Guide to Action*, *Strategic Human Resource Management: A Guide to Action* (Philadelphia: Thomson-Shore, Inc, 2021).

³ Michael Armstrong, *Strategic Human Resource Management: A Guide to Action*, *Strategic Human Resource Management: A Guide to Action* (Philadelphia: Thomson-Shore, Inc, 2021).

⁴ Susan M Heathfield, "How (and Why) to Foster Employee Satisfaction," *The Balance Careers*, last modified 2018, <https://www.thebalancecareers.com/employee-satisfaction-1918014>.

⁵ Stephen Robbins, *Organizational Behavior*, *Organizational Behavior* (New Jersey: Pearson Education, Inc, 2003).

Heriana & Wahyudi⁶ stated that the leaders of an educational institution must be able to understand that the people who work in the institution, in this case the lecturers, have their own needs and feelings that need to be considered by the institution. These feelings need to get extra attention so that its work performance can be maintained. When a lecturer is happy with his/her job, he/she will tend to perform better⁷. Therefore, this study seeks to understand the factors that play a role in determining the job satisfaction of lecturers, so that the university management can keep their lecturers from moving to other universities.

Job satisfaction can be described as a positive and pleasant emotional condition that comes from an employee's assessment or experience of his/her work⁸. Another understanding about job satisfaction from Aziri⁹ states that job satisfaction can be understood as an effective orientation of an individual to the comfortable feeling that he values from his working conditions. Job satisfaction is considered important in shaping self-actualization, because employees who do not get job satisfaction are believed to never reach psychological maturity, and in turn will become frustrated¹⁰.

Measuring job satisfaction can be done using job satisfaction indicators from Luthans¹¹, namely:

1. The work itself. This indicator describes job satisfaction from the extent to which a job is able to provide a person with interesting challenges, opportunities to learn and develop, and provide opportunities to accept responsibility.
2. Pay (wages). This indicator explains job satisfaction from the level of compensation given, especially about the fairness of the compensation.

⁶ P Heriana, W Wahyudi, and H M Chiar, "Pengaruh Gaya Kepemimpinan Dan Iklim Organisasi Terhadap Kinerja Dosen Sekolah Tinggi Ilmu Kesehatan," *Jurnal Pendidikan dan Pembelajaran Khatulistiwa* 5, no. 11 (2016): 1–10, <https://www.neliti.com/publications/212757/pengaruh-gaya-kepemimpinan-dan-iklim-organisasi-terhadap-kinerja-dosen-sekolah-t>.

⁷ Suleyman Davut Göker, "Impact of EFL Teachers' Collective Efficacy and Job Stress on Job Satisfaction," *Theory and Practice in Language Studies* 2, no. 8 (2012): 1545–1551; Rinduan Zain and Anaas Tri Ridlo Dina Yuliana, "Pengaruh Kompensasi Dan Kepuasan Kerja Terhadap Kinerja Dosen Di Fakultas Ilmu Tarbiyah Dan Keguruan UIN Sunan Kalijaga Yogyakarta," *MANAGERIA: Jurnal Manajemen Pendidikan Islam* 2, no. 1 (2017): 107–126.

⁸ Frennd Luthans, *Organizational Behavior, Organizational Behavior*, 12th ed. (New York: McGraw Hill, 2011).

⁹ B Aziri, "Job Satisfaction, a Literature Review," *Management Research and Practice* 3, no. 1 (2011): 77–90.

¹⁰ T Hani Handoko, *Manajemen Personalia Dan Sumber Daya Manusia, Edisi Kedua, Yogyakarta: BPFE (Yogyakarta: Liberty, 1995)*.

¹¹ Frennd Luthans, *Organizational Behavior, Organizational Behavior*, 12th ed. (New York: McGraw Hill, 2011).

3. Promotion opportunities (opportunities for promotion). This indicator describes job satisfaction from the opportunities for growth available in an organization
4. Supervision (supervision). This indicator explains job satisfaction from the extent to which the leader can provide assistance and support to his subordinates
5. Coworkers (coworkers). This indicator explains job satisfaction from the extent to which coworkers are able to be supportive and have adequate work skills

Robbins¹² stated that there are several ways that can be done by a worker to express his dissatisfaction with the work he has done so far, where the most detrimental for the organization is quitting his job. Besides that, it is also possible for workers to take a series of actions that are harmful to the organization such as disobeying existing rules, stealing office property or reducing their roles and responsibilities within the organization. The response to job dissatisfaction is highly dependent on the nature and behavior of the person concerned. Active employees will respond to job dissatisfaction in a different way than passive employees. There are employees who vent their dissatisfaction with a destructive response, while there are also those who respond constructively. This response to job dissatisfaction is shown in a chart as shown in Figure 1.

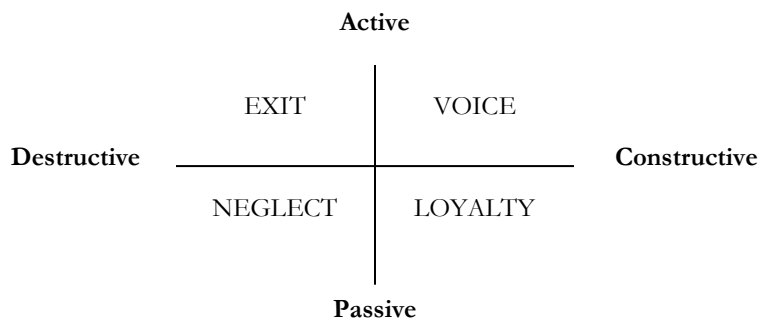


Figure 1 : Responses to job dissatisfaction

Source: Robbins¹³

Figure 1 shows 4 responses that can occur as a result of job dissatisfaction, depending on the nature and behavior of the worker himself. The explanation of each column in Figure 1 can be described as follows:

1. Exit, namely an action taken by a worker to leave his current job, either leaving the organization or looking for a new position in the organization.

¹² Stephen Robbins, *Organizational Behavior, Organizational Behavior* (New Jersey: Pearson Education, Inc, 2003).

¹³ Stephen Robbins, *Organizational Behavior, Organizational Behavior* (New Jersey: Pearson Education, Inc, 2003).

2. Voice, namely the actions of workers who feel job dissatisfaction and actively seek the means to suggest various improvements for the organization, either individually, through groups, through supervisors, or through unions.
3. Loyalty, namely the passive behavior of someone who feels job dissatisfaction to wait optimistically for an improved conditions at work.
4. Neglect, namely the behavior of a worker who feels dissatisfied with his/her work so that he/she begins to ignore various rules that exist in the organization, such as increase in absenteeism at work, arriving late, and committing various other violations.

From Figure 1 it can be understood that all responses to job dissatisfaction will have a negative impact on the organization. Therefore, it is important for an organization to understand the determinants of the job satisfaction of its members, so that the organization can maintain and even increase the job satisfaction of its members, and ultimately avoid the organization from the negative and harmful impacts of job dissatisfaction.

Methods

This research is a quantitative descriptive study that seeks to obtain a more complete picture of a phenomenon. The variable studied is job satisfaction which is measured using 5 Job Satisfaction Indicators from Luthans¹⁴, which include:

- Satisfaction with job security (2 items)
- Satisfaction with wages received (2 items)
- Satisfaction with social life at work (2 items)
- Satisfaction with guidance at work (3 items)
- Satisfaction with career development at work (2 items)

The population of this study were all permanent lecturers of in all private college in Banjarmasin City. Based on data from the database of the Ministry of Education and Culture, there are 1,456 permanent lecturers spread across 22 universities that are active in Banjarmasin City. Because the population is known, the Slovin formula with an error percentage of 5% is used in order to determine the ideal sample size.

$$n = \frac{N}{1+N(e)^2} = \frac{1456}{1+1456(0,05)^2} = 313,79 \text{ or rounded up to 314 lecturers.}$$

Considering the population large and spreaded, the sampling technique used is voluntary sampling where samples will continue to be collected based on the number of participants who are willing to fill out the online questionnaire provided until 314 respondents are collected.

The analytical technique used in this research is descriptive analysis and correlation analysis. Descriptive analysis was conducted to assess the current level of lecturer satisfaction, while correlation analysis was conducted to obtain

¹⁴ Frened Luthans, *Organizational Behavior, Organizational Behavior*, 12th ed. (New York: McGraw Hill, 2011).

information about how much each job satisfaction factor plays a role in creating a feeling of satisfaction working as a lecturer. The combination of these two analyzes will provide information about which job satisfaction factors need to be improved and maintained.

The average value (mean) obtained from the respondents' answers will be divided based on the following categories:

- Very Dissatisfied = 1 to 1.8
- Dissatisfied = 1.8 to 2.6
- Average = 2.6 to 3.4
- Satisfied = 3.4 to 4.2
- Very Satisfied = 4.2 to 5

Data analysis was performed using the SPSS computer application. The process from data collection until writing the paper was carried out for about 4 months.

RESULT AND DISCUSSION

The first step of the analysis process is to test the normality of the data. This test is needed to determine the next analytical tool, parametric or non-parametric tests. The results of the data normality test are shown in Table 1.

Table 1. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
X1	.229	314	.000	.886	314	.000
X2	.210	314	.000	.910	314	.000
X3	.231	314	.000	.775	314	.000
X4	.252	314	.000	.867	314	.000
X5	.324	314	.000	.845	314	.000

a. Lilliefors Significance Correction

The test results with Kolmogorov Smirnov and Saphiro Wilks in Table 1 showed that the data were not normally distributed. Therefore, the next test will be carried out using a non-parametric test. In order to be analyzed, the data collected must first be tested for the quality of the instrument using a reliability test and instrument validity test. The results of the first order reliability test show a high Cronbach's Alpha value, as shown in Table 2.

Table 2. First-Order Reliability Test for Job Satisfaction Indicators

Reliability Statistics	
Cronbach's Alpha	N of Items
.865	5

The next step is testing the validity of the instrument. Validity test is done by looking for the correlation between each indicator and the total variable. The test results found that all indicators have a strong correlation with the total variable. Testing is done by performing Spearman correlation analysis for non-parametric data.

Table 3. Spearman Correlation Test Results between job satisfaction and its indicators

			X
Spearman's rho	X1	Correlation Coefficient	.763**
		Sig. (2-tailed)	.000
		N	314
	X2	Correlation Coefficient	.650**
		Sig. (2-tailed)	.000
		N	314
	X3	Correlation Coefficient	.703**
		Sig. (2-tailed)	.000
		N	314
	X4	Correlation Coefficient	.780**
		Sig. (2-tailed)	.000
		N	314
	X5	Correlation Coefficient	.750**
		Sig. (2-tailed)	.000
		N	314
	X	Correlation Coefficient	1.000
		Sig. (2-tailed)	.
		N	314

Table 3 shows that all indicators have a strong correlation to their variables, which means that all indicators are valid indicators. Through the data on the Spearman correlation magnitude in Table 3, we can order the magnitude of the closeness of each indicator to the job satisfaction variable, so that we can detect which indicators have the greatest role in shaping job satisfaction.

Table 4. Rank of Interest Level of Job Satisfaction Indicator

Ranking	Indicator	Correlation Coefficient
1	X4 : Satisfaction with guidance at work	78,0 %
2	X1 : Satisfaction with job security	76,3 %
3	X5 : Satisfaction with career development	75,0 %
4	X3 : Social satisfaction at work	70,3 %
5	X2 : Satisfaction with wages received	65,0 %

Based on table 4, it can be seen that satisfaction with guidance at work ranks first in its level of closeness with job satisfaction, which means that job satisfaction is largely determined by satisfaction with guidance at work. Indicator X4 has 3 items in the questionnaire, which if analyzed the correlation at the second order level can produce additional relevant information for this study.

Table 5. Second order Spearman Correlation Test Results between X4 and its items

			Correlations			
			x41	x42	x43	X4
Spearman's rho	x41	Correlation Coefficient	1.000	.586**	.751**	.832**
		Sig. (2-tailed)	.	.000	.000	.000
		N	314	314	314	314
	x42	Correlation Coefficient	.586**	1.000	.562**	.777**
		Sig. (2-tailed)	.000	.	.000	.000
		N	314	314	314	314

	N	314	314	314	314
x43	Correlation Coefficient	.751**	.562**	1.000	.913**
	Sig. (2-tailed)	.000	.000	.	.000
	N	314	314	314	314
X4	Correlation Coefficient	.832**	.777**	.913**	1.000
	Sig. (2-tailed)	.000	.000	.000	.
	N	314	314	314	314

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the data in Table 5, the strongest item in forming an indicator of satisfaction with guidance in the workplace is item x43 with the statement "Leaders at my campus often provide positive suggestions and input for their lecturers". Followed by X41, namely "I feel that the leadership at my campus really respects me" and the lowest correlation of all is X42, namely "When I was a new lecturer, I was often given valuable input from my senior lecturers on how to to be a good teacher."

To add more information obtained from this research, a descriptive statistical analysis of each indicator is made, so that the average value can be known, as shown in Table 6.

Table 6. Description of Each Item

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
X1	314	1.00	5.00	3.8089	.84792
X2	314	1.00	5.00	3.5860	.77021
X3	314	1.00	5.00	4.2277	.72928
X4	314	1.00	5.00	3.8397	.79455
X5	314	1.00	5.00	3.7994	.86899
X	314	1.27	4.83	3.8523	.64736
Valid N (listwise)	314				

Table 6 shows that the average level of job satisfaction of lecturers in Banjarmasin is 3.85 which can be categorized as satisfied. If you look closely, only the X3 indicator (satisfaction with social life at work) has a very satisfactory value, while all other indicators are only satisfactory. Of all these indicators, the indicator with the lowest level of satisfaction is the indicator of satisfaction with the wages received.

The results of the analysis show that the job satisfaction of lecturers in Banjarmasin City tends to be high, especially in terms of satisfaction with social life at work. This condition is supported by two things, namely the satisfaction of lecturers with their interactions with other lecturers, and the satisfaction of lecturers with their interactions with students. Although it is often considered a job with a high level of stress, it turns out that work as a lecturer or teacher often when measured does show a high level of job satisfaction¹⁵.

¹⁵ Roland P. Chaplain, "Stress and Psychological Distress among Trainee Secondary Teachers in England," *Educational Psychology* 28, no. 2 (2008): 195–209; Göker, "Impact of EFL Teachers' Collective Efficacy and Job Stress on Job Satisfaction."

This finding is in line with the results of research from Shahab & Nisa¹⁶ who found that behavior towards work as a manifestation of interactions at work has a significant positive effect on one's job satisfaction. Basically, there are certain educational qualifications that must be possessed by a lecturer, such as having a linear master degree and must be in the same field as his homebase in the college. This condition causes lecturers in one department to have an equivalent education level in the same field, making it easy for lecturers to get along and discuss with other lecturers. A job as a lecturer also has a high social status in society. Generally, a job as a lecturer causes a person to be more respected, especially by students.

It was found that the indicator that has the biggest role in shaping job satisfaction is satisfaction with guidance in the workplace, especially in terms of leader's involvement in providing advice and input to lecturers. The findings of this study are in line with the results of research from Abdullah¹⁷ which found that of the many factors studied, one of the factors that had a significant positive effect on lecturer job satisfaction was the positive behavior of the leadership. Another finding from Anwar, Chandrarin, Darsono, & Respati¹⁸ shows that a transformative leader will encourage a better institution through knowledge transfer. Other studies also have found that job satisfaction can be explained through several things, one of which is the main one is leadership in the organization¹⁹.

All lecturers, especially lecturers who are new to the world of higher education, really need direction and guidance from many parties, both from senior colleagues and from leaders who are represented by the academic officer. Guidance from co-workers is important, but it is only complementary because co-workers have no obligation to guide other co-workers. The responsibility to guide lecturers lies within the leaders and the academic officer.

Guidance from leaders to lecturers is very broad because it covers everything related to lecturer careers in the college. This guidance can be simple things, such as explaining the lecturers rights and obligations in the college, explaining lecturer ethics with student and other lecturers, and shows how the

¹⁶ Moh Ali Shahab and Inna Nisa, "The Influence of Leadership and Work Attitudes toward Job Satisfaction and Performance of Employee," *International Journal of Managerial Studies and Research* 2, no. 5 (2014): 69–77.

¹⁷ Abdul Haris Abdullah, "The Contribution of Leadership Behavior through Work Environment and Individual Characteristics toward Lecturer Job Satisfaction," *Tadris: Jurnal Keguruan dan Ilmu Tarbiyah* 6, no. 2 (2021): 265–276.

¹⁸ Mahfuzil Anwar et al., "Lecturer Job Performance Study: Motivation, Emotional Intelligence, Organizational Culture and Transformational Leadership as Antecedents with Job Satisfaction as an Intervening," *IOSR Journal of Business and Management* 19, no. 06 (2017): 01–09.

¹⁹ Subarto Subarto, Dede Solihin, and Derita Qurbani, "Determinants of Job Satisfaction and Its Implications for the Lecturers Performance," in *Jurnal Pendidikan Ekonomi Dan Bisnis (JPEB)*, vol. 9, 2021, 163–178.

rules are executed, to complicated things that support the development of lecturers' careers in the future, such as assistance in counting and preparing credit scores, sending lecturers to trainings, and creating an academic atmosphere in the college.

Maintaining high level of job satisfaction is very important to do. In fact, research on job satisfaction has become one of the most frequently discussed issues in organizational psychology²⁰. Several other studies show the importance of maintaining job satisfaction because of its very strong influence on performance²¹. Luthans²² points out that there are many effects of job dissatisfaction, and all of them proven harmful to the organization, such as increased absenteeism, decreased performance, and increased turnover.

In contrast to state universities which have adequate facilities provided by the government, private colleges must survive from their own business, including taking care of the needs of their lecturers. This condition causes job satisfaction to become a more crucial issue in private college than in state universities. Therefore, the results of this study are expected to remind leaders of private college to continue to maintain and improve job satisfaction of their lecturers. The best way to do this is through satisfactory supervision, especially intensive guidance from the leadership to the lecturers. If the job satisfaction of lecturers has been maintained, then the college will feel great benefits in the future. These benefits can be financial or non-financial. From a financial point of view, the campus is protected from wasted lecturer development costs, and the more qualified lecturers will increase the prestige of the university as a whole. From a non-financial perspective, lecturers whose job satisfaction is maintained will lead to high loyalty to their campus, and are ready to work harder on the institution where they work as lecturers.

CONCLUSION

The results of this study indicate that the most satisfying factor for permanent lecturers of private college in Banjarmasin is social life at work. This condition is caused by the similarity of level of education and expertise between lecturers in one department, as well as the social status of work as a lecturer who is considered respectable by the community.

²⁰ Timothy A. Judge and John D. Kammeyer-Mueller, "Job Attitudes," *Annual Review of Psychology* 63 (2012): 341–367.

²¹ Abbas J Ali and Erdener Kaynak, "Global Managers," *Globalization of Business* 10, no. 4 (2021): 227–254; Gary Jon Springer, "A Study of Job Motivation , Satisfaction , and Performance among Bank Employees," *Journal of Global Business Issue* 5, no. 1 (2011): 29–42; Noermijati, "Kajian Terhadap Teori Dua Faktor Herzberg, Pengaruhnya Terhadap Kepuasan Kerja Dan Kinerja Spiritual Manajer Operasional Pada Perusahaan Kecil Rokok Skt Di Kota Dan Kabupaten Malang," in *National Conference on Management Research 2008*, 2008.

²² Luthans, *Organ. Behav.*

The findings of this study also indicate that a factor that needs extra attention to increase lecturers' job satisfaction is the level of supervision in college, especially in terms of how often leaders provide suggestions and input for their lecturers. Through good guidance, lecturers will feel more cared for and will have a positive impact on job satisfaction.

Because this study only measures 1 variable, namely job satisfaction, further researchers can develop this research by relating it to various variables produced by job satisfaction in organizations, such as organizational commitment, turnover, and performance.

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