

Strategy of The Principal in Improving The Compensation System and Teacher Performance at MI Raudlatusshibyan Bogor City

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Abstract— This research is motivated by the modern paradigm in the world of education, namely the management model of educational institutions which was developed on the basis of industrial management. The principal's strategy is an effort by the leadership of educational institutions to improve the quality of education, including the quality of teacher performance on the basis of business management. The quality of a teacher's work is influenced by internal and external factors. Compensation is one of the external factors that can improve teacher performance. Thus, by building a good compensation system, teacher performance can also be improved. Therefore, by implementing a good compensation system, teacher performance can also have an impact on improving educational services for students. This study aims to: explain the principal's strategy in improving performance and compensation for teachers, to explain the components of the teacher compensation system, to determine teacher performance after the compensation system is implemented. The approach used in this study is a qualitative descriptive approach with the type of research used is a case study. Data collection techniques using: interviews, observation and documentation.

Keywords— *Principal strategy; compensation system; teacher performance*

INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential. In the 2003 National Education System Law, it is explained that the purpose of education is to develop abilities and shape character so that they become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become citizens of a democratic and responsible state. Schools are places where individuals obtain education and knowledge, schools as a manifestation of an educational institution are also required to make changes and developments continuously

and sustainably to meet community needs for better education in order to achieve educational goals.

The principal is a leader who has a significant contribution to the development and progress of the school. The development and progress of the school can be seen from the performance of the professional principal and the principal who is able to utilize human resources effectively and efficiently. The position of the teacher as an education provider has an important and strategic role in the overall effort of educational attainment because it is the teacher who is in direct contact with students to provide guidance whose estuary will produce the graduates expected by the school. For this reason, teacher performance needs to be improved. Efforts to improve performance are usually carried out by providing motivation, salary according to needs, providing incentives, providing good opportunities for career development and providing benefits.

Human Resources (HR) in education, namely teachers are part of the elements of educational organizations whose quality must continue to be improved to achieve the goals of the school or madrasa. The quality of human resources owned by a teacher is shown by the performance results by an employee in carrying out their duties in accordance with the responsibilities given to him. Teacher performance does not just happen, but is influenced by certain factors, both internal and external factors that influence including abilities, skills, personality, perceptions and motivations.

During this time, if looking at the welfare aspect, the teacher's condition is very worrying. Teachers' income that is not sufficient for their daily needs affects the performance of a teacher. If a teacher is given an inadequate salary, it is likely that

the teacher will look for teaching work outside so that the performance of the teacher teaching in the school is neglected.

Therefore, it is necessary to have a good compensation system, where teachers are rewarded according to their work. In education, compensation is often referred to as remuneration, either directly in the form of money (financial) or indirectly in the form of awards (non-financial) (Puji, 2014) [1]. The compensation system is very closely related to employees or teachers in schools, if the compensation system is not considered, it will have an impact on the low quality of performance and teacher motivation in teaching. The low performance of teachers and teacher motivation is caused by inadequate salaries, lack of incentives, and the absence of teacher allowances. Salaries, incentives and allowances are all rights that must be obtained by a teacher. Rights are basically what should be obtained after a person carries out his duties and obligations.

Therefore, by providing compensation in accordance with the duties of a teacher, it is necessary for schools to have a good compensation system. Good compensation is a compensation system that is able to provide satisfaction to its human resources so that the organization can maintain existing human resources. With a good compensation system, it is possible for teachers' needs to be met as appropriate and teachers can carry out their duties consistently and actively in carrying out learning with students.

I. LITERATURE REVIEW

Strategy is the framework that guides and controls the choices that determine the direction and direction of an organization. Strategy is the key to success in achieving school goals. A good principal is a principal who has a precise strategy in advancing his school. Without a strategy, the school program will not run. Strategy is the first and most important step when leaders intend to advance the school. No matter how great a leader is if he doesn't have a good and accurate strategy then the program will be meaningless. Leadership does not only rely on the ability of the leader but also on the strategy of the leader.

The principal's strategy is one of the efforts to improve teacher performance in the learning process. The principal functions and serves as an Educator, Manager, Administrator, Supervisor, Leadership, and Motivator (EMASLIM). This is in accordance with the opinion (Murniati, 2008) [2] that the role of the principal is as “(1) Educator, (2) Supervisor, (3) Leader, (4) Manager, (5) Administrator, (6) Innovators, and (7) Motivators.”

The principal's strategy is a key strategy for success in achieving school goals. Therefore, to achieve a goal, it is necessary to have a good compensation system, where teachers are rewarded according to their work. Compensation is one of the important functions in human resource management. Cases that occur in employment relationships contain compensation issues and various related aspects, such as benefits, compensation increases, compensation structures, and compensation scales. The compensation system helps in reinforcing the key values of the organization and facilitates the achievement of organizational goals. The intended compensation is as a company *reward* for the sacrifice of time, energy, and thoughts that have been given by employees to the company (Hamali, 2016) [6].

according to Simamora in (Abdussamad, 2014) [7] The compensation variable has 4 indicators, namely: (1) Salary is a reward for services expressed in the form of money by superiors to employees or employees, which is paid in accordance with work agreements, agreements, and laws and regulations. (2) Incentives are types of compensation other than the salary or wages provided by the organization, which are seen from the work results. (3) Allowances (Health & Holiday Allowances (THR)) That is a type of compensation in the form of *non-financial*, such as health and life insurance, holidays covered by the company, pension programs, and other benefits related to employment relations. (4) Facility is a type of non-financial compensation that can represent a substantial amount of compensation, especially for exclusives that are paid handsomely by the company.

According to (Hasibuan, 2017) [8] the compensation program (recompense) must be established on the principles of fairness and justice and with due observance of the applicable hunting

laws. The principle of fairness and worth must receive the best possible attention so that the remuneration to be provided stimulates the passion and job satisfaction of employees. (1) The Fair Principle, which is based on the compensation paid to each employee, must be adjusted to work performance, and meet the internal consistency requirements. (2) Decent and Fair Principles, namely the compensation received by employees can meet the needs at an ideal normative level. The benchmark is relative, the determination of the amount of compensation is based on the government's minimum wage limit and the applicable external consistency.

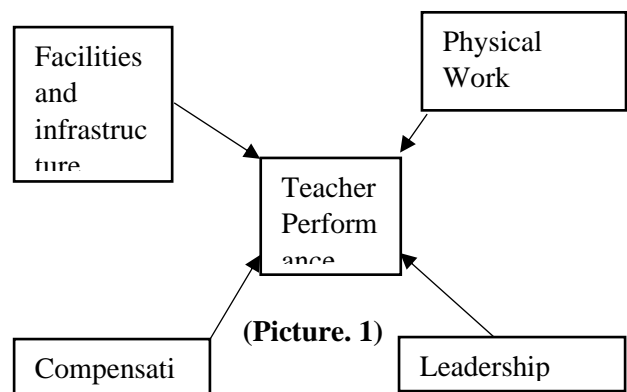
According to Notoatmodjo that performance depends on innate ability (ability), ability that can be developed (capacity), assistance for the realization of performance (help), material and non-material incentives (incentive), environment (environment), and evaluation (evaluation). Performance is influenced by individual physical qualities (skills and abilities, education and compatibility), environment (including incentives and non-incentives) and technology

Performance comes from the notion of performance. There are also those who provide performance as a result of work or work performance. However, actually performance has a broader meaning, not only the results of work, but including how the work process takes place (Wibowo, 2017) [3].

According to Moheriono in (Ulfah & K, 2016) [4], namely: (1) Effective is this indicator measuring the degree of conformity produced in achieving something desired. (2) Efficient, This indicator measures the degree of suitability of the process to produce output using the lowest possible cost. (3) Quality is this indicator measuring the degree of conformity between the quality of the product or service produced with the needs and expectations of consumers. (4) Timeliness is an indicator that measures whether the work has been completed correctly and on time. (5) Productivity is an indicator that measures the level of effectiveness of an organization. (6) Safety is an indicator that measures the overall health of the organization and the work environment of the employees in terms of health aspects.

According to (Sedarmayanti in Sulaksono, 2017) [5], the factors that affect employee performance are as follows: (1) The mental attitude of an employee will have an influence on his performance. Mental attitudes that can affect employee performance are work motivation, work discipline and work ethic that an employee has. (2) An employee's education affects the employee's performance. The higher the education of an employee, the higher the probability of his performance. (3) Employees who have skills will have better performance than employees who do not have skills. (4) Manager leadership has an influence on the performance of its employees.

Managers who have good leadership will be able to improve the performance of their subordinates: (1) The level of income is that employees have an effect on employee performance. Employees will be motivated to improve their performance if they have the appropriate income. (2) Discipline is conducive and comfortable will be able to improve employee performance. (3) Communication is that employees and managers must always create harmonious and good communication. With good communication, it will be easier to carry out the duties of the agency. (4) Pre-Facility Facilities, namely the agency must provide facilities or facilities and infrastructure that can support employee performance. (5) Achievement Opportunities, namely the existence of achievement opportunities in the company can motivate employees to always improve their performance. The following depiction of external factors that affect teacher performance is shown in the chart:



(Picture. 1)

II. RESEARCH METHODOLOGY

This research is a descriptive study using a qualitative approach. (Mulyana, 2008) [10] says that "qualitative research has the advantage of being

easier if it is expected with multiple activities, more accurate if it is presented directly on the nature of the relationship between researchers and respondents and more able to adjust to the many influences on the patterns of values encountered."

This research was conducted at MI RaudlatuSSHibyan, Bogor City. The subjects in this study were school principals, vice principals in the field of curriculum, and teachers.

The data analysis technique used in this research is through observation (observation), interviews, and documentation. Data analysis carried out is data reduction, data display, researchers at this stage create and verify data.

III. DISCUSSIONS

The results of this study based on interviews and observations showed that the principal improved his strategy to improve the compensation system so that the performance of the education staff could also increase. That way, it can allow education personnel to renew themselves so that organizational goals are achieved. The following is the principal's strategy:

A. Principal's Strategy in Improving Performance and compensation for teachers at MI RaudlatuSSHibyan, Bogor city

The results of this study based on interviews and observations showed that the principal improved his strategy to improve the compensation system so that the performance of the education staff could also increase. That way, it can allow education personnel to renew themselves so that organizational goals are achieved. The following is the principal's strategy:

In (educator) guidance to teachers to improve the compensation system and teacher performance. This is as stated by Mr. H. Kodir Jailani as chairman of the MI RaudlatuSSHibyan Foundation in Bogor. As follows:

The MI RaudlatuSSHibyan School already has standardized staffing rules and is used to guide teachers in all matters related to personnel working in educational institutions. In improving performance as an educator, especially in

improving the performance of educational staff and learning achievement of students, it is to involve teachers in further education by encouraging teachers to start creatively and excel.

Guidance for teachers to improve teacher performance and compensation for teachers, the chairman of the MI RaudlatuSSHibyan Foundation often provides guidance regarding the performance of these teachers. Especially in improving the performance of education personnel and student achievement in order to achieve school goals.

In (manager) as the head of the school, which has the function of planning, coordinating activities, supervising, evaluating activities, holding meetings, making decisions, regulating the learning process, managing administration, and managing administration, students, personnel, facilities and infrastructure, finance (Sabirin, 2012) [9].

As a principal, you are required to have the readiness to manage the school, the ability and willingness to emerge when a principal can open up widely. The head of the MI Foundation, RaudlatuSSHibyan, coordinated the education staff working at the school well.

In (administrator) the principal is responsible for the smooth running of all administrative work and activities in his school. This is as stated by Mr. H. Kodir Jailani as chairman of the MI RaudlatuSSHibyan Foundation.

The principal's statement was strengthened by Sutiana Nugraha as a teacher at MI RaudlatuSSHibyan. He joined MI RaudlatuSSHibyan since 2002 until now. At the beginning of joining he was motivated to contribute his knowledge in the field of education. At that time he was not married, so the economic burden still depended on his parents. However, since 2004 he began to think about looking for additional income outside of teaching in order to meet the needs of his family. Alhamdulillah, with the passage of time after MI RaudlatuSSHibyan established the staffing rules which also regulates compensation for teachers, I feel that it is helpful for me to fulfill the family's economy.

In (supervising) the principal is a professional assistance to the teacher, through a cycle of systematic planning, careful observation and

objective feedback, so that the teacher can use the feedback to improve his teaching performance. At the MI RaudlatuSSHibyan school, Rudi Haryadi, M.Pd.I as the principal of the MI RaudlatuSSHibyan school has implemented supervision in his school in order to improve teacher performance and improve student achievement to become the best graduates.

I do supervision planning at the beginning of the school year and at the end of the school year. The form of planning is through observation of KBM when the teacher is carrying out learning activities. Then another form of planning is through sharing with teachers and also in school work meetings. Usually the teacher conveys the problems experienced in learning activities which will later become input for me.

In (Leadership) one of the management functions is to influence, direct, motivate and supervise others to complete the tasks that have been planned to achieve school goals and objectives. The principal of MI RaudlatuSSHibyan provides guidance to teachers in the form of involving teachers in training or seminars and encouraging teachers to continue higher education.

Yes, that's right, I ordered the teachers in this school to attend some kind of training and seminars to improve their quality. In this way it allows teachers to become even better so that they can achieve the desired goals of the school and the achievement of student achievement.

In the (motivator) strategy of the principal by providing encouragement or driving force to motivate education staff by doing something good, at the MI RaudlatuSSHibyan school a principal motivates education staff by choosing the right learning method. Teachers are demanded to be able to choose the right learning method for teaching. If the teacher can choose the right learning method, the learning objectives will be achieved more easily.

Yes, it is true that I encourage teachers at this school, and motivate teachers to choose the right learning method. For example, the quiz team method is an active learning model developed by Silberman, in which students are divided into three teams. Each student on the team is responsible for preparing a short answer quiz, and the rest of the

team takes the time to check notes. This method allows students to develop well and can improve their performance for the better.

B. Components of the teacher compensation system at MI RaudlatuSSHibyan, Bogor City

Using the principal's strategy is one of the efforts to improve teacher performance in the learning process. The principal functions and serves as an Educator, Manager, Administrator, Supervisor, Leadership, and Motivator (EMASLIM). Educational staff can improve themselves well, because the strategies used by school principals are considered effective and efficient. In this way, the performance of education personnel can be improved. Components of the teacher compensation system at MI RaudlatuSSHibyan, Bogor City

In giving the form of compensation at MI RaudlatuSSHibyan, it is regulated according to the provisions that have been determined in the staffing rules of the MI RaudlatuSSHibyan Foundation. This is as stated by Mr. H. Kodir Jailani as chairman of the MI RaudlatuSSHibyan Foundation as follows:

The MI RaudlatuSSHibyan Foundation already has staffing regulations that apply and are used to regulate everything related to personnel working in educational institutions that are sheltered by MI RaudlatuSSHibyan. This is intended to be a guide in determining the rules for all existing personnel. The rules made by the chairman of MI RaudlatuSSHibyan include the selection and requirements of employees, appointment and career development as well as the form of compensation that an employee is entitled to receive.

From the explanation above, it can be seen that all activities for staffing at the MI RaudlatuSSHibyan foundation refer to the rules that have been set which are contained in the staffing rules of the MI RaudlatuSSHibyan foundation. In providing the form of compensation as stated by Rudi Haryadi, M.Pd.I as the principal of the MI RaudlatuSSHibyan school as follows:

The compensation system applied within the scope of MI RaudlatuSSHibyan is in accordance with the provisions of the staffing rules set by the

management of the MI RaudlatuSSHibyan Foundation. All forms of compensation received by all teachers have referred to the rules set by the MI RaudlatuSSHibyan Foundation.

The form of compensation stipulated in MI RaudlatuSSHibyan which is written in the staff rule book of the MI RaudlatuSSHibyan Foundation is mentioned in article 4 regarding other definitions in the staff rule book of the MI RaudlatuSSHibyan Foundation which states that compensation is something received by employees as a reward or remuneration for their work. At MI RaudlatuSSHibyan a form of compensation in the form of allowances is given to teachers to appreciate the performance given as shown in the following interview results:

Allowance is another form of compensation given to the teacher in question given. There are 3 types of benefits, namely structural allowances, functional allowances, and family allowances. Structural allowances are given to teachers who have positions. Functional allowances in the form of compensation in the form of money given to teachers. Special family allowances are given to all male teachers who already have a certain position status. This is considered because men are the main breadwinners in the family.

This incentive is in the form of additional compensation received by MI teacher RaudlatuSSHibyan for performing more. Incentives are received for teachers who are judged to be able to perform an additional performance. So that teachers can spur the spirit of showing themselves capable of being given more assignments and can be calculated excess working hours and can receive a form of compensation in the form of incentives. The form of a non-financial compensation system given to teachers at MI RaudlatuSSHibyan.

Nur Cahyani explained the provisions regarding leave in the interview as follows: maternity leave as a form of convenience for teachers who cannot carry out their teaching obligations due to important reasons. Leave can be taken by a teacher to carry out his interests without having to resign or leave MI RaudlatuSSHibyan.

Leave is a form of convenience provided by schools for teachers who cannot carry out their

teaching obligations due to important reasons. the author found a form of compensation in the form of a UKS room (School Health Business). in the room there are cots and bed mattresses and medical equipment. All compensation received comes from the clinic where he works, as he stated below:

I became a UKS officer at MI RaudlatuSSHibyan on an assignment from the clinic where I worked. I provide services for students or teachers who are sick. Apart from students, teachers often come to UKS, for example for blood pressure, and ask for vitamins or other medicines if they are unwell.

The health of teachers is also a concern at MI RaudlatuSSHibyan. The existence of special health service officers is very helpful for teachers who are not healthy in carrying out their teaching duties so that they can be handled immediately. Therefore, with the existence of health services in the UKS room, you can immediately recover if there are students and teachers who are unwell.

There are 4 forms of compensation received by teachers at MI RaudlatuSSHibyan, namely salaries, allowances, incentives and compensation. Nur Cahyani said that in providing compensation to teachers the amount received by the teacher was calculated according to the regulations at MI RaudlatuSSHibyan. As in the following interview:

Regarding the amount of compensation received by each teacher, it is calculated according to the provisions at MI RaudlatuSSHibyan. The source of funds for teacher compensation is determined from student tuition fees and also BOS funds. The amount of compensation given to teachers may vary according to the number of students in the current fiscal year.

From Nur Cahyani's explanation, it can be said that the forms of compensation received by teachers at MI RaudlatuSSHibyan are in the form of salaries, allowances, incentives. The calculation of the form of compensation is sourced from the student tuition fees and BOS funds. The two sources above are managed with settings that are adjusted to the provisions of MI RaudlatuSSHibyan.

Teacher performance after the compensation system wa implemented at MI RaudlatuSSHibyan

The establishment of the MI RaudlatuSSHibyan

Foundation staffing rules which also applies to MI RaudlatuSSHibyan teachers can be said to be effective in improving the performance of educators. The presence of teachers in providing services for students is better than before the rules are set. Teachers feel more responsible for carrying out their duties and performance appraisals that can improve employment status can have an impact on the welfare obtained and continue to motivate teachers in carrying out their duties. The better the performance assessment of a teacher, the teacher can be considered for an increase in status and the compensation received.

Teacher performance seems to be getting better after the enactment of the applicable staffing rules at MI RaudlatuSSHibyan. The existence of arrangements regarding teacher status until the compensation received provides its own motivation in improving its performance. Teacher performance can improve after the enactment of the compensation system in MI RaudlatuSSHibyan including. As explained by Mrs. Siti Annisa as the coordinator of the curriculum as follows:

I joined MI RaudlatuSSHibyan since 2000, now I accept Amanah as curriculum coordinator at MI RaudlatuSSHibyan. The task that I carry out is managing learning, as well as managing the teachers who teach. Before there was a rule regarding teachers, I found it difficult to reprimand teachers who did not meet the learning hours. There is a bad feeling if I reprimand later feel offended. This is an obstacle for me. Sometimes there are friends who report why A rarely comes in as if there was no warning? Even though the rights (compensation) received are the same, the teacher is often left alone. I had a hard time answering the teacher who asked the question. However, after the enactment of the rules for teachers, I have guidelines for controlling teacher performance. I can provide an assessment report to the principal regarding the performance of each teacher based on staffing guidelines. In assessing the performance of a teacher I involve the assessment of fellow teachers. This is to provide a more objective assessment result for me. Sometimes I ask teacher A how teacher B is doing, and so on. How is the presence of the teacher in teaching, the attitude possessed can be assessed based on the assessment of fellow teachers based on the rules at MI RaudlatuSSHibyan and synchronized with the commitment signed directly by the teacher. So this makes my job a lot easier. On the other hand, this rule makes teachers more enthusiastic in providing services to students. Teachers have their respective

responsibilities according to their status. If you want to be able to increase your status, you have to give more performance so that the compensation you receive can also be more.

From Siti Annisa's explanation, compensation also encourages better teacher performance. All teachers can be held accountable for their respective statuses and receive compensation according to their respective performance. Teachers who can show good performance loyalty can be recommended by the curriculum to school principals to improve their status, of course, taking into account the conditions that can be met by the teacher.

Tuti Handayani, a math teacher, said that she was a contract teacher and had just entered school after taking 12 weeks of leave due to childbirth. During his leave, he still receives his basic salary. In his presentation to researchers as follows:

I just entered this month after 3 months maternity leave. Alhamdulillah, I am happy to be able to get 3 months leave so that I can focus on taking care of my young child. This really helped me, sorry if I just gave birth then I live work. And it was very helpful even though I didn't come to work, but I still received the rights. I enjoy teaching at this school.

From several statements, it can be said that in general they are satisfied with the existing compensation system at MI RaudlatuSSHibyan by arranging various forms of compensation. The sense of justice felt by teachers makes them comfortable in carrying out their duties so that they can improve their performance in accordance with the expectations of the school/madrasah. However, there are also teachers who expect that the form of compensation given is not only limited to direct and indirect compensation but can also be in the form of rewards by participating in trainings.

The principal added that the compensation given to MI RaudlatuSSHibyan teachers is intended to make teachers feel comfortable at school so that we can retain existing teachers with the compensation needed to provide services to students. As in the following interview:

All arrangements for the compensation system given to teachers are expected to be a separate motivation for teachers in providing services to students. With teachers feeling comfortable working at MI RaudlatuSSHibyan, we can retain competent teachers in their fields to be able to provide the best service for students. So that schools can produce the best graduates.

From the principal's explanation, the existence

of a compensation system arrangement for teachers is expected to be able to encourage better teacher performance by providing optimal services to students. The comfort of a teacher's work is also considered so that the teacher can feel comfortable working at MI RaudlatuSSHibyan without the need to look for another job or move to another institution. So that competent teachers can stay at MI RaudlatuSSHibyan.

I. CONCLUSION

1. The principal's strategy in improving the compensation system and teacher performance at MI RaudlatuSSHibyan is to improve teacher performance in the learning process. The principal functions and serves as an Educator, Manager, Administrator, Supervisor, Leadership, and Motivator (EMASLIM).
2. The components of the compensation system built by MI RaudlatuSSHibyan in developing the compensation system are to determine the components of job analysis, determine the level of compensation and how to provide compensation. Job analysis is carried out as an effort to determine the required teacher positions and also the requirements for occupying these positions, so that they can obtain teachers who are in accordance with their competencies. After the job analysis is done, compensation is determined based on 3 components, namely (1) employment status and class, (2) structural positions held, (3) additional performance during school work hours.

The three conditions above have a great influence on the amount of rewards you receive. This arrangement can motivate teachers to improve their performance and can be evaluated as capable of carrying out their profession, so that teachers can fill positions that influence the decision that higher salaries will be selected.

There are 4 forms of compensation given to teachers at MI RaudlatuSSHibyan, namely (1) Salary, (2) Allowances, (3) Incentives, and (4) Compensation. Provisions on the form of compensation given to teachers are determined based on the staffing rules of the MI RaudlatuSSHibyan Foundation. All forms received by the teacher are in accordance with

the provisions of the MI RaudlatuSSHibyan Foundation.

3. Teacher performance after the implementation of the compensation system at MI RaudlatuSSHibyan seems to be getting better. It can be seen that the increase in teacher attendance in schools is better before the rules for teachers are set as well as the compensation received for the performance given. Teachers also feel comfortable and happy to work at MI RaudlatuSSHibyan with various compensations given and strive to meet the set performance standards.

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