

The relationship of teacher certification, work motivation, and the working period with the performance of physical education teachers of elementary schools

Christianus Yanuarli Agung Pratama¹, Yustinus Sukarmin²

Abstract

Aim: This study aims to determine the relationship between teacher certification, work motivation, and working period with the performance of elementary school physical education teachers individually and simultaneously in the Yogyakarta West Region UPT.

Methods: This research is a quantitative correlational research. The population in this study were all teachers of state and private elementary schools in the Western Yogyakarta UPT with a total of 26 teachers. Data collection was carried out using documentation, observations and questionnaires that had been tested for their validity and reliability. The data analysis technique used was product moment correlation with a significance level of 5%, which was tested using the help of SPSS version 22.0.

Result: The results showed that: (1) there was a relationship between teacher certification and the performance of elementary school physical education teachers in the Yogyakarta West Region UPT, as proven by the r count of 0.496; significance value 0.010 <0.05; and the amount of relationship was 24.6%; (2) there was a relationship between work motivation and the performance of elementary school physical education teachers in the Yogyakarta West Region UPT, as indicated by the r count of 0.621; significance value of 0.001 <0.05; and the amount of relationship was 38.5%; (3) there was a relationship between the working period and the performance of elementary school physical education teachers in the Yogyakarta West Region UPT, as indicated by the r count of 0.481; significance value of 0.013 <0.05; and the amount of relationship was 23.2%; and (4) there was simultaneous a relationship between teacher certification, work motivation, and work period with the performance of elementary school physical education teachers in the Western Region Yogyakarta UPT, as proven by an F count of 12,511; significance value of 0.000 <0.05; and the amount of relationship was 63.0%.

Keywords

*teacher certification,
work motivation,
working period,
teacher performance*

Conclusion: The result of the research is 1) There is a correlation between teacher certification and the performance of the Physical Education teachers of Primary School in the UPT Yogyakarta in the Western Region. 2) There is a correlation between work motivation and the performance of Physical Education teachers of a primary school in the UPT Yogyakarta in the Western Region. 3) There is a correlation between the work period and the work of the Physical Education teachers of the primary school in the UPT Yogyakarta in the Western Region. 4) There is a correlation together with teacher certification, work motivation, and working period with the staff of Physical Education teachers of a primary school in the UPT Yogyakarta in the Western Region.

INTRODUCTION

Quality of education is an absolute requirement that should exist in the nation so that the prosperity of the nation is better. Education is the process of sowing the basic of cultural and human life which is limited by the development of values or vision and in social development (Sanaky, 2017). According to Chu et al (Mahdiannur, 2018), the world of education is currently experiencing changes related to the quality and relevance of education and the mastery of skills with increasingly sophisticated technology. Therefore, one of the implementations is improving the quality of human resources through education. Prawirosentono (Hakim, 2013) defines performance as the work that can be achieved by a person or group of people in an organization in an effort to achieve goals legally.

1 *Corresponding Author*: Post Graduate Program, Sport Science, Universitas Negeri Yogyakarta, Indonesia.

2 Faculty of Sport Science, Universitas Negeri Yogyakarta, Indonesia.

Physical Education (PE) can be seen conventionally and modern (Tomoliyus, Margono, & Sujarwo, 2014). Conventional education is education through physical activity based on the view that humans consist of two components, physical and spiritual aspects. Modern PE is education through physical activity based on the view that human life is a physical and spiritual totality. According to Spranger (Naul & Hardman, 2013), PE teacher are trained and shows his skills in a sporting lifestyle that is consistent with the achievement of education. According to Abdullah and Manadji (Wibawa, 2017), the purpose of PE is to develop optimally each individual who is full and capable of adjusting physically, socially and mentally through guided lessons and participation in selected sports. A PE teacher should have competence in accordance with his educational qualifications.

Efforts to improve teacher quality are increasingly being carried out by the government so that legal instruments and operational policies are arranged. It could begin through improving the quality of teachers to standardizing teacher professionalism through a government program as teacher certification. Kunandar (Murwati, 2013) states that teacher professional certification is

the process of giving certificates to teachers who have fulfilled the qualification standards and competency standards. According to Yamin (Budiharto, 2013) certification is the process of providing educator certificates for teachers and lecturers or formal evidence as recognition given to teachers and lecturers as professionals. In general teacher certification is a mandate of Law No. 20 of 2003 concerning the National Education System. In particular teacher certification refers to Law No. 14 of 2005 concerning Article 8 and 11 Teachers and Lecturers. The Ministry of National Education (Sutopo, 2017) the government's goal of holding teacher certification, are: (1) determining the feasibility of teachers in carrying out their duties as professional educators, (2) improving the process and quality of education outcomes, (3) improving teacher dignity, and (4) improving teacher professionalism. Realizing this, teachers should prepare themselves by learning to gain teacher certification. Based on this method, teacher certification will have a positive impact on improving the quality of teachers.

In addition to teacher certification, which influences the performance of PE teachers is work motivation. According to Anshel (Komarudin, 2015) motivation means a tendency to the direction and selectivity of behavior that is monitored by its connection to the consequences and its tendency to maintain the goal until it is achieved. In general, work motivation can be interpreted as a motive or encouragement to do something. Another opinion expressed by According to Duica (Robescu & Iancu, 2016) motivation is defined as the driving force that comes from internal and external individuals to carry out an activity that is oriented towards a particular goal. Another side, work motivation is something may lead to moral or encouragement in work.

According to (Weinberg & Gould, 2011) suggest several types of motivation, are intrinsic motivation and extrinsic motivation. According to Ryan and Deci (Yoo, Han, & Huang, 2012) extrinsic motivation and intrinsic motivation are interconnected, but everyone has different motivations. Harter (Harackiewicz & Sansone, 2000) argues that intrinsic motivation and extrinsic motivation make it possible to collaborate with each other. For example, extrinsically employees who are motivated to do their work are ways to get their income. The same thing was also stated by Pinder (Taylor, Elias, Smith, & Barney, 2013) intrinsic motivation and extrinsic motivation has proven important for improving employee performance.

Another factor that can affect the performance of a teacher in teaching is the period of work. Work period is a period of time or duration of an employee in devoting himself to a company or organization (Kurniawati, 2014). Siagian (Koesindratmono & Septarini, 2011) states that the period of work is the whole lesson obtained by someone from the events that are passed through in the ways of his life.

The teacher's working period in teaching is calculated from the time the teacher is first appointed as a teacher to an education unit. This also agrees with Komang (Yacoub, Miranti, & Herkulana, 2016) that the longer the tendency to work will be the more experience that the workforce has and the better the performance will be. If you have limited working experience, your skill and skill level will be low. A person's working period is also influenced by age. According to Mahendra and Woyanti (Aprilyanti, 2017), someone who is still in a productive period has a higher level of productivity than someone who is old with physical limitations. On the other hand, a long working period without a variety of work and promotion will encourage a lack of morale. The job as a teacher is very little chance to get a job promotion. This condition will have an impact on the lack of morale so that the performance of teaching a PE teacher decreases.

The teacher certification program is basically to improve the quality of teachers, apparently not as expected. Some PE teachers who have passed the teacher certification mainly only want to get a professional allowance to make ends meet. Their motivation to participate in the teacher certification program varies, but in general, the reason is to receive professional allowances so that the teacher's performance has not been seen optimally. Based on the various problems concerning the performance of primary school in the Yogyakarta West Region UPT, researchers interested in studying "The Relationship Of Teacher Certification, Work Motivation, And The Working Period With The Performance Of Physical Education Teachers".

MATERIAL & METHODOLOGY

1. Types of Research

This type of research is quantitative correlational. Quantitative research methods can be interpreted as research methods that are based on the philosophy of positivism, used to examine certain populations or samples, sampling techniques are generally done randomly, data collection uses research instruments, data analysis is quantitative/statistical in order to test hypotheses that have been determined (Sugiyono, 2015)

2. Research Subject

In this study the population taken was all PE teachers of public and private primary schools in the UPT Yogyakarta in the Western Region, there are 59 teachers. The sample in this study were all primary school teachers contained in the scope of the Yogyakarta West Region UPT, teachers who were already civil servants. The results of observations and supporting data

reported that there were 26 PE teachers of the primary school in the Yogyakarta West Region UPT that have been already being a civil servant.

3. Data Collection Techniques and Instruments

Data collection techniques using questionnaires, documentation, and observation. Questionnaires are data collection techniques carried out by giving a set of questions or written statements to respondents to answer (Sugiyono, 2015). The second technique/method used the method of documentation which is looking for data on things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meetings, agendas, etc.(Arikunto, 2013). The last method/technique is observation is a complex process of biological and psychological processes, the most important is the observation and memory process (Sugiyono, 2015).

4. Data Analysis Technique

Validity testing involves the opinions of experts (judgment experts). Test reliability using formulas Cronbach Alpha. Instruments are declared to be reliable if Alpha coefficient Cronbach is greater than 0.5. The analysis technique used product moment correlation analysis.

RESULTS AND DISCUSSION

Results

The results of the data analysis are presented as follows:

1. Teacher Certification

The description of the characteristics of respondents based on teacher certification is presented in the following table:

Table 1. Teacher Certification

Teacher Certification	F	Percentage (%)
Not yet certified	4	15.4
Certification	22	84.6
total	26	100.0

The table shows that teachers status is not certified by 4 teachers (15.4%) and teachers with the status of certification by 22 teachers (84.6 %). It can be concluded that the majority of the primary school of PE teachers in the Yogyakarta West Region UPT certification status (84.6%).

2. Work Motivation

Work motivation variables are categorized into three categories as follows:

Table 2. Work Motivation Variables

No.	Category	F	Percentage (%)	Category
1.	$X \geq 114,00$	24	92,3	High
2.	$76,00 \leq X < 114,00$	2	7,7	Medium
3.	$X < 76,00$	0	0,0	Low
Total		26	100,0	

Based on the table above it is known that the teacher by work motivation in the high category as much 24 teachers (92.3 %), teachers with work motivation the category of medium as much as 2 teachers (7.7%), and there are no teachers with motivation to work in the low category (0.0 %). It can be concluded that the majority of primary school PE teachers in the Yogyakarta West Region UPT have the motivation to work in the high category (92.3 %).

3. Work Period

Description of characteristics of respondents based on the period of work presented in the following table:

Table 3. Work Period

No.	Work Period	F	Percentage (%)
1.	2 – 4 Years	0	0,0
2.	5 – 7 Years	0	0,0
3.	8 – 10 Years	1	3,8
4.	11 - 13 Years	3	11,5
5.	14 – 16 Years	2	7,7
6.	17 – 19 Years	0	0,0
7.	20 – 22 Years	0	0,0
8.	23 – 25 Years	0	0,0
9.	>25 Years	20	76,9
Total		26	100,0%

The table above shows that there are no teachers with 2-4 years, 5-7 years, 17-19 years, 20-22 years, and 23-25 years or as much as (0%). Meanwhile, teachers with a working period of 8-10 years were 1 teacher (3.8%), teachers with a working period of 11-13 years were 3 teachers

(11.5%), teachers with a work period of 14-16 years were 2 teachers (7.7%), and teachers with more than 20 years of period as many as 20 teachers (76.9%). It can be concluded that the majority of primary school PE teachers in the Yogyakarta West Region UPT have period life of more than 20 years (76.9%).

4. Teacher Performance

Teacher performance variables can be categorized into three categories as follows:

Table 4. Teacher Performance Variables

No.	Category	F	Percentage (%)	Category
1.	$X \geq 3.67$	26	100.0	High
2.	$2,33 \leq X < 3,67$	0	0,0	Medium
3.	$X < 2.33$	0	0,0	Low
Total		26	100.0	

Based on the table above, teacher performance that is in the high category as many as 26 teachers (100.0 %) and no teacher with performance in the medium and low category (0.0 %). It can be concluded that the majority of teacher performance of PE Teacher in Primary Schools in the Yogyakarta West Region UPT is in the high category (100.0 %).

Hypothesis Testing

Testing the hypothesis in this study used the Product Moment correlation analysis technique from Karl Pearson Explanation of the results of testing the hypothesis in this study as follows:

1. Product Moment Correlation Analysis

Product Moment correlation analysis from Karl Pearson for the first hypothesis to the fourth hypothesis. The product moment correlation test results are presented in the table below:

Table 5. Product Moment Correlation Results

Variable	Correlation	r	R ²	Sig.	Tot.
Teacher Certification	Partial correlation	0.496	0.246	0.010	Significant
Work motivation	Partial correlation	0.621	0.385	0.001	Significant
Work Period	Partial correlation	0.481	0.232	0,013	Significant

Coefficient correlation r_{x1y} showed a value of 0, 496 which indicates that the certification has a positive correlation by the teacher's performance of PE teachers of the primary schools in the Yogyakarta West Region UPT. The coefficient of determination r^2_{x1y} of 0, 246 means that the

correlation of teacher certification on teacher performance of 24.6% and the rest influenced by other factors. The significant value of 0.010 less than 0.05 ($0.010 < 0.05$), means that there is a correlation between teacher certification and teacher performance of PE teachers in primary schools in the Yogyakarta West Region UPT so that the first hypothesis is accepted.

Coefficient correlation r_{x_2y} showed a value of 0,621 that indicates about motivation has a positive correlation with the teacher's performance PE teachers in primary schools in the Yogyakarta West Region UPT. The coefficient of determination $r^2_{x_2y}$ of 0,385 means the correlation work motivation on teacher performance of 38.5% and the rest influenced by other factors. 01 0.0 significance value of less than 0.05 ($0.001 < 0.05$), means that there is a correlation between motivation and performance of PE teachers in primary schools in the Yogyakarta West Region UPT. Based on these results, the second hypothesis in this study was accepted.

The coefficient of correlation r_{x_3y} 81 showed a value of 0.4 which means that the period life has a positive correlation with the teacher's performance PE teachers in primary schools in the Yogyakarta West Region UPT. The coefficient of determination $r^2_{x_3y}$ of 0,232 means the correlation tenure on teacher performance and the remaining 23.2% is influenced by other factors. The significant value of 0.013 less than 0.05 ($0.013 < 0.05$), this means that a da correlation between tenure and teacher performance PE teachers in primary schools in the Yogyakarta West Region UPT. Based on these results, the third hypothesis in this study was accepted.

2. Multiple Regression Analysis

Multiple regression analysis was selected to analyze the submission of the fourth hypothesis. The following are the results of multiple regression analysis.

Table 6. Summary of Results of Multiple Regression

Variable	Regression Coefficient (b)	Sig.	Conclusion
Teacher Certification	0.123	0.029	Significant
Work motivation	0.009	0.001	Significant
Period of work	0.001	0.032	Significant
Constants = 3.315			
$R^2 = 0,630$			
F count = 12,511			
Sig. = 0,000			

Based on the test results, it was obtained the value of F calculate equal to 12,511 with a significance level of 0,000. Hence the significance value less than 0.05 ($0.000 < 0.05$), it can be concluded that the eighth hypothesis which states "There is a correlation teacher certification, motivation, and a teacher's performance of PE Teachers in primary school in the Yogyakarta West Region UPT" accepted.

The results of the R^2 test in this study obtained a value of 0, 630. This shows that the teacher's performance influenced by variables teacher certification, work motivation, and work period of 63%, while the remaining 37% is influenced by other factors not included in this study.

DISCUSSION

1. Correlation between Teacher Certification of PE teachers in primary schools and Teacher Performance in the Yogyakarta West Region UPT

The results of the study show that there is a correlation between teacher certification and teacher performance of PE teachers in Elementary School in the Yogyakarta West Region UPT. The first factor that influences teacher performance is teacher certification. According to Yamin (Budiharto, 2013) certification is the process of providing educator certificates for teachers and lecturers or formal evidence in recognition given to teachers and lecturers as professionals. Certification can guarantee and provide certainty about his professional status as a teacher and the licensee or certificate shows certain abilities in providing educational services to the community.

The government suggests that if a teacher participates in teacher certification, the main goal is not to get a professional allowance, but to show that having competence is in accordance with teacher competency standards. Ministry of National Education (Sutopo, 2017) the government's goal of holding teacher certification, they are: (1) determining the feasibility of teachers in carrying out their duties as professional educators, (2) improving the process and quality of education outcomes, (3) increasing teacher dignity, and (4) increasing teacher professionalism. Realizing this, teachers should prepare themselves by learning to take teacher certification. Based on this method, teacher certification will have a positive impact on improving the quality of teachers.

The results of this study support previous research conducted by (Isroni, 2009) by the title "Correlation between Work Motivation, Work Period, and Welfare of Teachers with Professionalism of Public Primary School Teachers in Grabag District, Magelang Regency". The results of this study are that there is a positive correlation between teacher welfare variables and teacher professionalism.

2. Correlation of Work Motivation and Teacher Performance of PE teachers in primary schools in the Yogyakarta West Region UPT

The results of the study show that there is a correlation between motivation and teacher performance PE teachers in primary schools in the Yogyakarta West Region UPT. The second factor that influences teacher performance is work motivation. According to Anshel motivation means a tendency to the direction and selectivity of behavior that is controlled by its connection to the consequences and its tendency to maintain the goal until it reaches (Komarudin, 2015). Duica (Robescu & Iancu, 2016) Motivation is defined as the driving force that comes from internal and external individuals to carry out an activity that is oriented towards a particular goal. It could be stated that work motivation is something that can lead to morale or encouragement in work. Harter (Harackiewicz & Sansone, 2000) argues that intrinsic motivation and extrinsic motivation make it possible to collaborate with each other. When an extrinsic person motivated, they will do some instrumental actions. Everyone has their own life needs which encourage the desire to strive to achieve and fulfill those needs. In practice, work motivation decreases for the PE teacher can arise from the job satisfaction of the PE teacher .it may lead to affection the performance of PE teachers in the learning process for their students. The efforts of the PE teacher in fulfilling encouraging needs to work better. The motivation that the teacher has will improve performance at work. PE teachers that work professionally will have high motivation. Teachers who have high motivation in teaching will carry out their obligations with enthusiasm.

The results of this study support the previous research conducted by (Cahya, 2016) entitled "The Effect of Compensation, Work Climate and Work Movements on the Performance of PE Teachers in Junior High Schools in Bandar Lampung." The results showed that there was an effect of work motivation on teacher performance variables.

3. Work Period correlation with Teacher Performance PE teachers in primary schools in the Yogyakarta West Region UPT

The results showed bring a da correlation between tenure and performance Penjas elementary teacher in the Yogyakarta West Region UPT. The second factor that influences teacher performance is the period of work. Siagian (Koesindratmono & Septarini, 2011) states that the period of work is the whole lesson obtained by someone from the events that were passed on in the course of his life. According to Nawawi (Ismanto, 2007) the period of work or experience is useful to support the knowledge possessed in dealing with problems, but some people are not ready to carry out new tasks and need time to solve them.

A longer working period has a positive impact on income levels. Longer work experience has an impact on the level of well-being. The working period can be stated as employee loyalty to the company. The working period is quite the same as people who have extensive experience in both obstacles and succeed. The longer a teacher teaches in school it can be assumed that the teacher has a lot of experience so that in delivering the material to students it can be well received.

In line with Komang (Yacoub et al., 2016) that the longer the tendency to work will be the more experience that the workforce has and the better the performance will be. If you have limited working experience, your skill and skill level will be low. A person's working period is also influenced by age. According to Mahendra and Woyanti (Aprilyanti, 2017) someone who is still in a productive period has a higher level of productivity than someone who is old with physical limitations.

The results of this study support previous research conducted by (Isoni, 2009) by the title "Correlation between Work Motivation, Work Period, and Welfare of Teachers with Professionalism of Public Primary School Teachers in Grabag District, Magelang Regency". The results of this study are that there is a positive correlation between work period variables and teacher professionalism of 5.5 %.

4. Correlation of Teacher Certification, Work Motivation and Future Work with Teacher Performance PE teachers in primary schools in the Yogyakarta West Region UPT

The results showed that there is a correlation between the certification of teachers, motivation, and a teacher's performance PE teachers working with primary schools in the Yogyakarta West Region UPT. The results of the R^2 test in this study obtained a value of 0,630. It shows that the teacher's performance influenced by variables teacher certification, work motivation, and work period of 63%, while the remaining 37% is influenced by other factors not included in this study.

Prawirosentono (Hakim, 2013) defines performance as the work that can be achieved by a person or group of people in an organization in an effort to achieve goals legally. The performance of physical education teachers is the ability of a teacher to carry out his duties as an educator or teacher, they are in learning activities, guidance, and relevant additional tasks based on the teacher's ability to educate students to achieve the learning goals set by the government. Physical Education is an educational process in an effort to develop all potential students so that PE teachers have a very important role.

The results of the study indicate that teacher performance is influenced by three factors, they are teacher certification, work motivation, and work period. Certification may guarantee and provide certainty about his professional status as a teacher and the licensee or certificate shows certain abilities in providing educational services to the community, so as to improve teacher performance. Another thing that is considered important for improving performance is motivation. Work motivation is encouragement or strength that comes from within or from outside an individual so that the individual can act well. Besides, by the existence of a long working period shows the teacher is more experienced in teaching. The working period provides work experience, knowledge, and work skills of an employee. The working period of a teacher is determined by the period of working as a teacher both as a civil servant and non-civil servant.

The results of this study support previous research conducted by (Isoni, 2009) with the title "Correlation between Work Motivation, Work Period, and Welfare of Teachers with Professionalism of Public Primary School Teachers in Grabag District, Magelang Regency". The results of this study are there is a positive correlation between work motivation, years of service, and teacher welfare with teacher professionalism.

CONCLUSION

Based on the results of data analysis in the research that has been carried out, the conclusions are:

1. There is a correlation between teacher certification and teacher performance of PE Teachers in primary school in the Yogyakarta West Region UPT.
2. There is a correlation between motivation and performance of PE Teachers in primary schools in the Yogyakarta West Region UPT.
3. There is a correlation between the work period and performance of the PE teachers in primary schools teachers in the Yogyakarta West Region UPT.
4. There is a correlation between teacher certification, motivation, and a teacher's performance work of PE teachers in primary schools in the Yogyakarta West Region UPT.

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