

The Influence of Competence, Compensation, and Commitment on the Performance of Military Polytechnic Army Teachers

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Abstract

Competence, Compensation and Commitment are important factors in improving *Gumil* performance so that it influences the fluency of the teaching and learning process in educational institutions, especially the Army Polytechnic. The aims of this study are: i) To analysis the effect of Competence on the Performance of the Army Polytechnic *Gumil*; ii) To analysis the effect of Compensation on the Performance of the Army Polytechnic *Gumil*; iii) To analyze the effect of Commitment on the Performance of the Army Polytechnic *Gumil*; iv) To analyze the influence of Compensation, Compensation and Commitment simultaneously on the Performance of the Army Polytechnic *Gumil*. This study uses a survey system by distributing questionnaires to predetermined respondents. This type of research uses explanatory research. The population of this study is 74 *Gumil* people who teach at the Army Polytechnic. The sample in this study is the entire population of 74 people or a saturated sample. The statistical analysis used in this study is Multiple Linear Regression with the help of SPSS Version 25. The results of this study indicate that: i) Competence influences the performance of Army Polytechnic *Gumil*; ii) Compensation has no effect on the Performance of the Army Polytechnic *Gumil*; iii) Commitment influences the performance of the Army Polytechnic *Gumil*; iv). Competence, Compensation and Commitment have a Simultaneous effect on the Performance of the Army Polytechnic *Gumil*.

Keywords: *Competence, Compensation, Commitment, Performance, Gumil*

I. INTRODUCTION

Military instructors, or *Gumil*, play a critical role in the development of students' quality at the Indonesian Army Education Institutions. In the 1990s, the *Gumil* position was less attractive due to inadequate welfare and the limited dynamic experiences compared to roles in Combat Units and Territorial Commands. During that time, teaching was mainly conducted in a face-to-face, monologue format, with *Gumil* serving as the dominant source of information. This situation gave the impression that practical skills and knowledge would be primarily obtained in the field through assignments and experiences in military units, rather than through academic instruction at educational institutions. This paradigm persisted

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for quite a long time until the early 2000s, when educational technology and teaching methods began to evolve. The shift from a "teacher-centered learning" approach to "student-centred learning" and the introduction of visual learning methods aimed at sparking student interest and engagement led to a more interactive, two-way communication system (discussion-based learning). As a result, students began to contribute more actively to knowledge exchange, alongside *Gumil*.

At the Indonesian Army's education centres, the requirements to become a *Gumil* differ from those in civilian higher education institutions. In the Army, there is a special school, *Pusdik Pengmilum* (Military General Knowledge Education Centre), where *Gumil* receive training in teaching methods and guidelines for their roles, whether as officers or non-commissioned officers. In addition to *Pusdik Pengmilum*, there are specialized branch education centres that train instructors in specific fields, both officers and non-commissioned officers. Competence for becoming a *Gumil* generally includes attending a training course specific to the instructor role. In contrast, civilian educational institutions typically require a bachelor's degree for teaching positions. *Poltekad*, as a military academic institution, operates within the framework of both military education policies and higher education principles, following the Three Pillars of Higher Education, while also adhering to the Three Basic Education in the Indonesian Army, which encompasses attitude, academic performance, and physical fitness.

To improve the quality of *Gumil*, appropriate strategies are needed. These include timely and optimal compensation payments and offering opportunities for *Gumil*, both officers and non-commissioned officers, to pursue further academic education (master's or doctoral degrees). This can be supported through operational funding and flexible time allowances for higher education. *Gumil* at *Poltekad* must meet certain competency requirements, including a minimum of a master's degree (S2). Hence, it is crucial to enhance the standards of compensation (instructor honoraria and Brevet benefits), competence, and organizational commitment to improve *Gumil* performance. The work of *Gumil* is not solely physical but demands considerable mental effort, including broadening perspectives, preparing teaching materials, and engaging with academic fields related to the subjects they teach. Additionally, *Gumil* are required to conduct research, at least once a year, either in the form of journal publications or research participation in Army-related research and development activities.

Previous research has focused on improving civilian teachers or employees, but the situation for *Gumil* is distinct, especially in *Poltekad*, where the instructors are military personnel with different backgrounds compared to civilian staff. Furthermore, *Poltekad* must comply with accreditation requirements set by the Ministry of Education, which requires adherence to educational policies established by the Ministry. To enhance *Gumil* competence, *Poltekad* leaders allow instructors to pursue higher education (S2 and S3) at universities such as UGM, Unibraw, Polinema, and Unjani, with the aim of improving the institution's accreditation. The roles of *Gumil* are defined not only by their operational or functional duties but also by the requirements to serve in positions that involve a "tour of

duty" and "tour of area" mandates. This causes a discrepancy between the roles of *Gumil* who are compensated with honoraria and Brevet benefits, which are regulated by the Chief of Staff of the Indonesian Army's guidelines. According to Dessler (2005), "Compensation is any form of payment or reward given to employees for their work. It is one of the primary reasons employees seek employment."

II. LITERATURE REVIEW

Human Resources (HR)

Human resources refer to the potential within individuals to achieve social goals as human beings. It encompasses an individual's intellectual and physical abilities, which are shaped by their genetics and environment. Humans work because they are motivated by their desire to fulfill personal satisfaction. Human resources are unique because they possess intellect, emotions, skills, knowledge, and creativity. The role of each individual in society is essential for environmental development, fostering well-being, and continuously improving the community. The primary function of human resources is to enhance productivity within an organization to make it more competitive and achieve its objectives.

Competence of *Gumil* at Poltekad

Every organization strives to achieve its established performance objectives. While various factors contribute to its success or failure, competence within human resources plays a significant role. Whether they are officers, non-commissioned officers (NCOs), or civil servants (*PNS*), *Gumil* at Poltekad are required to have academic competence to teach courses within their departments. Each department has its own qualifications based on workload, which becomes the primary responsibility of the department. As such, improving human resources by considering academic qualifications has become a priority within each department. Beyond routine teaching responsibilities, *Gumil* at Poltekad are also expected to conduct research, either independently or as part of Army-sponsored research programs. *Gumil* must also collaborate with students in research initiatives to advance science and technology related to defence.

Competence and Compensation

Compensation is a crucial factor that influences why individuals choose to work for one organization over another (Indah, 2007). Employers must consider competitive compensation to attract and retain skilled employees. According to Handoko (2011), compensation is everything employees receive in exchange for their work. Mathis and Jackson (2006) state that compensation significantly affects why people work for one organization rather than another, while Dessler (2005) notes that compensation refers to any reward given to employees arising from their work. At Poltekad, compensation takes the form of financial rewards (honoraria and Brevet benefits) as well as non-financial benefits, with both direct and indirect components. Poltekad enforces a reward-and-punishment policy within its educational functions. *Gumil* who wish to pursue further education are given time flexibility and financial support, especially for those actively involved as *Gumil*. On the other hand,

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Gumil with subpar performance may be grounded to ensure the teaching process is not impeded.

Poltekad also ensures that honoraria and Brevet benefits are distributed accurately and in a timely manner, with strict oversight of the budget to increase trust and commitment among *Gumil*.

Commitment

Organizational commitment refers to the level of engagement and dedication an individual feels toward their organization. An individual with high commitment is determined to maintain their membership and work hard to achieve the organization's goals.

In Poltekad, a notable phenomenon is the tendency of individuals to remain in the organization as *Gumil*, even when their military rank might not correspond with the typical career progression. Many *Gumil*, despite being non-commissioned officers (NCOs), have earned a master's degree (S2) and prefer the comfort of their teaching roles over promotion in the military ranks. This "comfort zone" makes *Gumil* more likely to pursue further education rather than advancing to positions such as *Secapa* (Officer Training Center) or *Diklapa* (Non-Commissioned Officer Education Centre). *Gumil* feel that their position allows them to provide well-being for themselves and their families, as the position offers compensation in the form of honoraria and Brevet benefits.

Performance

Poltekad's performance is guided by two key documents: the *Perjanjian Kinerja* (Performance Agreement) and the *Laporan Kinerja* (Performance Report).

a. Performance Agreement

To ensure effective, transparent, and accountable governance with a results-oriented approach, the Poltekad Commander signs a Performance Agreement document, which is reviewed by the Kodiklat (Army Education and Training Command) Commander. The document outlines the activities and performance indicators for the year, detailing the programs that need to be implemented and their targets. While this document outlines general performance targets for the organization, it does not provide detailed information on the performance of *Gumil*, though it includes aspects related to teaching, human resource development, discipline, and professionalism.

b. Performance Report

The Performance Report is used to ensure continuity and consistency in the organization's development. Regular evaluations of Poltekad's performance are conducted to improve its effectiveness, efficiency, and accountability. This includes evaluating the performance of *Gumil* in their roles. Indicators of improved performance include the successful implementation of the teaching and learning process (PBM), the improvement of educational outcomes, and achieving educational objectives, both qualitatively and quantitatively.

c. Indicators of *Gumil* Performance

Key performance indicators for *Gumil* at Poltekad include:

1. **Quantity of Work:** This is measured by the punctuality, accuracy, and proficiency with which *Gumil* conduct their teaching sessions.
2. **Quality of Teaching:** The effectiveness of *Gumil* in teaching is evaluated based on the outcomes of their students' performance in military duties. The quality can be assessed through feedback on the learning process and the success of students in their respective units.

Previous Research and Hypotheses

Previous research by Letda Inf Kasiyanto (2019) on *Gumil* at Poltekad indicated that competence has a significant positive impact on *Gumil* performance. Compensation, mediated by work motivation, also indirectly influences performance. Based on this, the following hypotheses were developed for this study:

- a. The influence of competence on the performance of *Gumil* at Poltekad.
- b. The influence of compensation on the performance of *Gumil* at Poltekad.
- c. The influence of organizational commitment on the performance of *Gumil* at Poltekad.
- d. The simultaneous influence of competence, compensation, and commitment on the performance of *Gumil* at Poltekad.

These hypotheses aim to explore the complex relationship between these factors and *Gumil* performance, contributing to the improvement of education and training at Poltekad.

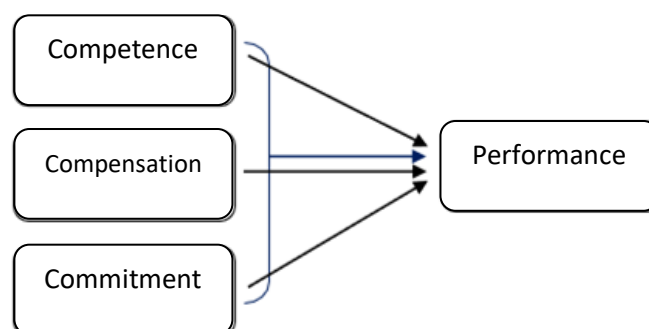


Figure 1 Research Paradigm

III. RESEARCH METHOD

The first step in this study is observation or examination of the research object to identify its characteristics and current conditions. The next step involves identifying the problems or phenomena observed in the research object, which will serve as the basis for formulating the research questions or phenomena to be investigated. The subsequent stage involves reviewing prior studies, including both national and international journals, to strengthen the theoretical foundation of this research. The hypothesis is then formed based on a solid theoretical basis.

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The research was conducted between September and November 2022 at the Indonesian Army Polytechnic (Poltekad) to understand how independent variables, namely Competence, Compensation, and Commitment, impact the dependent variable, which is the performance of Gumil Poltekad. The population in this study consists of all Gumil at Poltekad, total 74 individuals. This study employs a Multiple Linear Regression method. Questionnaires were distributed to the selected research samples. The collected primary data was then analysis, and the results were interpreted.

The research utilized a written questionnaire, which was directed to the designated respondents. The questionnaire used a Likert scale for measuring latent variables. According to Sugiyono (2008: 132), "The Likert scale is used to measure attitudes, opinions, and perceptions of individuals or groups of people regarding a specific social phenomenon that has been defined as the research variable." This study's Likert scale offers five answer variations for each item in the questionnaire: (1) strongly disagree, (2) disagree, (3) somewhat agree, (4) agree, and (5) strongly agree.

Before conducting data analysis, validity tests were performed to assess the validity of each statement in the questionnaire. Subsequently, a reliability test was carried out to determine the consistency of the questionnaire if it were administered multiple times. Prior to conducting multiple linear regression analysis for the research hypothesis, classical assumption tests were conducted, including heteroscedasticity, multicollinearity, and normality tests.

To assess the model's ability to explain variations in the dependent variable, the coefficient of determination value was calculated, which ranges from 0 to 1. If the value approaches 1, the independent variables (X) provide nearly all the necessary information to predict the variation in the dependent variable (Y).

The equation for multiple linear regression is:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3$$

Where:

- **a** = constant
- **b1** = regression coefficient for variable X1 on Y
- **b2** = regression coefficient for variable X2 on Y
- **b3** = regression coefficient for variable X3 on Y

IV. Research Results and Discussion

Gumil Poltekad refers to the personnel who are permanent members of Poltekad, either military or ASN (civilian government employees), with academic qualifications of Bachelor's (S1), Master's (S2), or Doctorate (S3). These individuals, whether structurally or definitively, hold the position of Gumil (Instructor/Lecturer) or other positions that meet the qualifications for Gumil. The policy of the Commander of Poltekad allows students to engage in academic activities outside the institution, such as Technology Creation Competitions, Tree Minutes Speech Innovations, and Scientific Writing Competitions organized by universities or

research institutions. This policy provides valuable experience and technical skills to students during their educational process.

The research data can be seen in the tables below, which provide the results of the validity tests conducted on the instructors at the Indonesian Army Polytechnic (Poltekad). One such result can be found in Table 4.45, which illustrates the findings from the validity tests for the teaching staff.

Table 1
Result of Validity Test

Variable	Indicator	Correlation	P-value	Hasil Uji
Competence (X1)	X1.1	0,846	0,000	Valid
	X1.2	0,804	0,000	Valid
	X1.3	0,888	0,000	Valid
	X1.4	0,819	0,000	Valid
	X1.5	0,801	0,000	Valid
	X1.6	0,882	0,000	Valid
	X1.7	0,886	0,000	Valid
	X1.8	0,776	0,000	Valid
	X1.9	0,778	0,000	Valid
	X1.10	0,647	0,000	Valid
Compensation (X2)	X2.1	0,749	0,000	Valid
	X2.2	0,743	0,000	Valid
	X2.3	0,633	0,000	Valid
	X2.4	0,660	0,000	Valid
	X2.5	0,642	0,000	Valid
	X2.6	0,664	0,000	Valid
	X2.7	0,653	0,000	Valid
	X2.8	0,742	0,000	Valid
	X2.9	0,667	0,000	Valid
	X2.10	0,729	0,000	Valid
Commitment (X3)	X3.1	0,789	0,000	Valid
	X3.2	0,763	0,000	Valid
	X3.3	0,803	0,000	Valid
	X3.4	0,755	0,000	Valid
	X3.5	0,808	0,000	Valid
	X3.6	0,702	0,000	Valid
	X3.7	0,809	0,000	Valid
	X3.8	0,701	0,000	Valid
	X3.9	0,787	0,000	Valid
	X3.10	0,726	0,000	Valid
Performance (Y)	Y1	0,777	0,000	Valid
	Y2	0,653	0,000	Valid
	Y3	0,712	0,000	Valid
	Y4	0,678	0,000	Valid
	Y5	0,695	0,000	Valid
	Y6	0,758	0,000	Valid
	Y7	0,776	0,000	Valid

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Y8	0,699	0,000	Valid
Y9	0,539	0,000	Valid
Y10	0,564	0,000	Valid

Source : Primer Data

The reliability test results conducted on the educators at the Indonesian Army Polytechnic (Politeknik Angkatan Darat) are presented in Table 2 below.

Table 2
Reliability Test Result

No.	Variable	Cronbach Alpha	Result
1.	Competence (X1)	0,942	Reliable
2.	Compensation (X2)	0,845	Reliable
3.	Commitment (X3)	0,921	Reliable
4.	Performance (Y)	0,872	Reliable

Source : Primer Data

After obtaining valid and reliable data, the next step was to perform multiple linear regression testing using SPSS 25 software. The tests conducted included classical assumption tests up to multiple linear regression tests to determine the relationship between independent variables and the dependent variable, as well as to assess the scale of influence, which can be observed from the linear regression equation derived.

Table 3
The correlation between the independent variables and the dependent variable

Variable	Standardized Coefficients (Beta)	Value Sig.	Criteria Value Sig.	Add
Competence (X1)	0,414	0,007	0,05	Positive
Compensation (X2)	-0,069	-0,635	0,05	Negative
Commitment (X3)	0,245	0,021	0,05	Positive

Source : Primer Data

- The independent variable of competence (X1) has an effect on the dependent variable of performance (Y) with a coefficient value of 0.414 and a significance value of $\alpha = 0.007$, which is less than 0.05, indicating a significant influence between variable X1 and variable Y.
- The independent variable of compensation (X2) does not have an effect on the dependent variable of performance (Y) with a coefficient value of -0.069 and a significance value of $\alpha = -0.635$, which is less than 0.05, indicating that variable X2 does not affect variable Y.
- The independent variable of commitment (X3) has an effect on the dependent variable of performance (Y) with a coefficient value of 0.245 and a significance value of $\alpha = 0.021$, which is less than 0.05, indicating a significant influence between variable X3 and variable Y.

Table 5
Summary of Hypothesis Testing Result

No	Influence	Hypothesis	t-value	Sig	Conclusion
1	X1 to Y	H0	2.797	0.007	Accepted
2	X1 to Y	H1	2.797	0.007	Rejected
3	X2 to Y	H0	-0.477	-0.635	Rejected
4	X2 to Y	H1	-0.477	-0.635	Accepted
5	X3 to Y	H0	2.353	0.021	Accepted
6	X3 to Y	H1	2.353	0.021	Rejected

Source : Primer Data

Based on the analysis of the hypothesis from the data in Table 4.48, the following conclusions can be drawn:

- a. **H0 for the variable Competence:** It is accepted because for X1 (Competence), the t-value of $2.797 > 1.994437$, indicating that it has an influence on Y (Performance).
- b. **H0 for the variable Compensation:** It is rejected because for X2 (Compensation), the t-value of $-0.477 < 1.994437$, indicating no influence on Y (Performance). Therefore, the alternative hypothesis H1, which opposes H0, is accepted.
- c. **H0 for the variable Commitment:** It is accepted because for X3 (Commitment), the t-value of $2.352 > 1.994437$, indicating that it has an influence on Y (Performance).

Description of the Competency Variable's Influence on Performance at Poltekad Army Polytechnic

The competency variable influences the performance of instructors (Gumil) at the Army Polytechnic (Poltekad), meaning that an instructor's competency level can significantly affect their performance. The implementation of optimal work efforts directly impacts performance outcomes. High competency levels, along with excellent performance results, are recognized and appreciated by the institution. Poltekad supports instructors in enhancing their competencies by providing flexible study time and financial assistance for education. By acquiring higher competencies, instructors at Poltekad can further improve their performance.

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Description of the Compensation Variable's Lack of Influence on the Performance of Poltekad Instructors

It is surprising that the compensation variable does not influence the performance of Poltekad instructors, as the null hypothesis (H0) predicting an effect of compensation on performance is not supported. Several factors contribute to this finding, including:

- It has become a paradigm within the Indonesian Army (TNI AD) that working in exchange for rewards or bonuses is uncommon.
- Soldiers feel content and prosperous when they receive educational recognition and have time to be close to their families.
- Instructors' performance is driven by a sense of duty to provide the best for the institution, alma mater, and unit, contributing to the advancement of the Indonesian

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	20.257	4.292		4.719	.000
	KOMPETENSI	.414	.148	.407	2.797	.007
	KOMPENSASI	-.069	.145	-.086	-.477	.635
	KOMITMEN	.245	.104	.354	2.353	.021

a. Dependent Variable: KINERJA Army

Figure 2. Coefficients Table

Figure 3 Anova Table

Interpretation of the ANOVA Table Results

Based on the interpretation of the ANOVA table in Figure 3, it can be concluded that the independent variables **X1, X2, and X3** simultaneously influence the dependent variable **Y**, as indicated by the calculated **F-value (14.128) > F-table (2.734)**.

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	209.909	3	69.970	14.128	.000 ^b
	Residual	346.686	70	4.953		
	Total	556.595	73			

a. Dependent Variable: KINERJA

b. Predictors: (Constant), KOMITMEN, KOMPETENSI, KOMPENSASI

In Figure 2, by examining the **B column** in the **Unstandardized Coefficients**, the regression equation can be determined as follows:

$$Y=20.257+0.414X1-0.069X2+0.245X3$$

The positive values of **X1 and X3** indicate that these independent variables have a positive influence on the dependent variable **Y**. Meanwhile, the independent variable **X2** does not

significantly affect the dependent variable **Y**. To determine the extent of this influence, Figure 4 **Model Summary Table** provides the **R Square** value, which is **0.377 (37.7%)**. This means that 37.7% of the variance in the dependent variable **Y** is explained by the independent variables **X1, X2, and X3**, while the remaining 62.3% is influenced by other factors not included in the model.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.614 ^a	.377	.350	2.225

a. Predictors: (Constant), KOMITMEN, KOMPETENSI, KOMPENSASI

b. Dependent Variable: KINERJA

Figure 4 Model Summary

V. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the data analysis and discussion, this study concludes the following:

1. **Competency Variable Influences the Performance of Poltekad Instructors (Gumil).**
This means that the higher the competency level of the instructors, the better their performance.
2. **Compensation Variable Does Not Influence the Performance of Poltekad Instructors.**
This indicates that improved compensation does not directly enhance instructor performance.
3. **Commitment Variable Influences the Performance of Poltekad Instructors.** A higher level of organizational commitment leads to better instructor performance.
4. **Competency, Compensation, and Commitment Variables Simultaneously Influence Instructor Performance.** This means that a collective improvement in these three independent variables will have an impact on instructor performance.

Recommendations

Based on the data analysis, the following recommendations are provided as considerations for the Poltekad unit in addressing the identified issues:

1. Given the **positive influence of competency on instructor performance**, leadership is encouraged to further enhance **support in terms of time and budget allocation** for instructors to improve their competencies through higher-level training and education.
2. While **compensation does not directly influence instructor performance**, it should not be eliminated. Instead, leadership may consider **prioritizing compensation improvements** in a way that aligns with organizational goals.
3. Since **commitment significantly affects instructor performance**, leadership should serve as **role models and motivators**, ensuring that instructors align with the institution's vision and mission.

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4. As the **three independent variables collectively influence performance**, continuous efforts should be made to **maintain and improve competency, compensation, and commitment** to sustain instructor performance in the long run.

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