



THE EFFECT OF LOCUS OF CONTROL ON THE QUALITY OF EDUCATION IN LOKHSUMAWA MODERATED BY COMPENSATION

Ahmad¹, Syaifuddin², Fajar Rezeki Ananda Lubis³

¹Postgraduate School, University Prima Indonesia Medan, Indonesia

²Postgraduate School, University Prima Indonesia Medan, Indonesia

³Postgraduate School, University Prima Indonesia Medan, Indonesia

Email: syaifuddin@unprimdn.ac.id^{2*}

Abstract

The quality of education is very much needed to improve human resources. Therefore, this study will test whether there is an influence of locus of control on the quality of education in Lokhsumawe which is moderated by compensation. This study uses quantitative methods. The results of the study indicate that Locus of Control has an influence on the quality of education in Lokhsumawe. They also show that Locus of Control has an influence on compensation, and compensation has an influence on the quality of education. The research variables also conclude that teacher compensation affects Locus of Control on the quality of education in Lhoksumawe City High Schools.

Key Word: Locus Of Control, Quality of Education, Compensation

INTRODUCTION

As one of the strategic cities in Aceh Province, Lhokseumawe City has an important role in the development of high-quality human resources. In this city, the quality of education is very important to create a smart and competitive generation. Lhokseumawe has great potential to become a center of superior education in Aceh because it has many schools. However, it is still difficult to achieve the best quality education, especially in ensuring that all students receive high-quality education that is appropriate to their level. In a situation like this, increasing the APM must be in line with improving the quality of education, such as innovative learning methods, good work environment management, and improving teacher skills.

To improve the quality of education, compensation is very important (Edgerton et al., 2011). As the main actor in the learning process, teachers

must continue to innovate in the use of technology and teaching methods. Students can more easily understand lessons thanks to a dynamic and interactive learning environment. In addition, innovation improves teacher performance, which leads to better education. However, without a good working environment and decent compensation, these innovations will not work.

The quality of education in Lhokseumawe also depends on teacher compensation and welfare. Good compensation allows teachers to do their jobs perfectly, and decent compensation encourages them to continue improving their performance. This relationship shows that improving the quality of education does not only depend on students, but also on how the system supports educators as key players in learning (Wittekk & Kvernbekk, 2011).

When teachers have a high locus of control, they tend to believe that the results of their work depend on their own efforts and abilities. This concept encourages them to be more responsible, creative, and dedicated to their work (Jumir & Todoroi, 2012). Therefore, locus of control indirectly improves teacher performance, thereby improving the quality of education. In this case, teacher performance becomes an important factor that links the quality of education with variables such as innovation, work environment, and digital literacy. Therefore, based on the background described above, this study was conducted to test the influence of locus of control on the quality of education in Lokhsumawe which is moderated by compensation”.

LITERATURE REVIEW

1. Quality of Education

Educational input, process, and output are included in educational quality (Cheong Cheng & Ming Tam, (1997). The educational input in question is something that is needed or required by educational institutions or institutions for the ongoing educational process, such as educational resources, teaching tools, and the vision and objectives of the institution. The educational process in question is the process of implementing or continuing education and learning in an institution, which includes the process of planning, managing, and implementing learning. The ability of educational institutions to utilize and manage educational resources is known as educational quality (Barrett et al., 2006; Ingtias et al., 2022).

The concept of "educational quality" refers to the level of achievement of academic goals according to established standards. This concept encompasses many things, including the learning process, educational outcomes, and the satisfaction of stakeholders students, parents, teachers, and the community. Sallis (2002) defines educational quality as the ability of an educational institution to meet the needs of internal and external

clients by providing high-quality educational services. This perspective emphasizes how important it is for all parties to participate in supporting the process of excellent education.

According to Tilaar (2002), the quality of education is defined as the level of conformity of educational outcomes with applicable standards, both in academic and non-academic terms. This includes students' ability to think critically, master basic skills, and develop attitudes that are in accordance with the principles of society and culture. UNESCO (2005) emphasizes that the quality of education is not only measured by the results but also by the relevance of the learning process, the effectiveness of the education system, and the effectiveness of the results, which enable students to achieve their best potential.

Mulyasa (2013) stated that the quality of education consists of two main components: process and results. The use of technology to support learning, innovation in teaching, and effective learning management are all part of the process. Educational outcomes are measured based on students' abilities in the cognitive, affective, and psychomotor areas (Natsir et al., 2022; Purba et al., 2019). According to this perspective, the quality of education is not only based on grades or numbers, but also on the development of students' character and life skills.

Hoy and Miskel (2013) define educational quality as the ability of a school to achieve high levels of performance through effective management of human resources, curriculum, and work environment. In such a situation, not only teachers are responsible for the quality of education, but also all components of the education system, such as principals, administrative staff, and policy makers. This comprehensive method uses educational quality as an indicator of the success of the education system in meeting labor market requirements and community needs. Therefore, the quality of education is influenced by many things. These include good teachers, technological support, good working environment, and effective leadership. This concept applies not only to schools but also to the management of the education system as a whole. Education can be improved to meet the demands of the world and ensure the success of future generations through continuous improvement and innovation.

2. Locus Of Control

According to Rotter (1996), locus of control is a psychological concept that refers to a person's beliefs about what causes good or bad luck in their lives, both in general and specific matters, such as health or education. Since Julian B. Rotter developed this concept in 1954, understanding the concept has become an important component in the study of personality. Locus of control indicates how confident a person is that they can control the situations that affect their lives. Locus of control, according to Larsen &

Buss (2002), is an idea that describes how a person sees his or her responsibilities or things that happen in his or her life. However, Galvin et al. (2018) stated that locus of control means a general expectation about a person's ability to control the impulses received.

Considering the previous definitions, it can be concluded that locus of control is an individual's perception or view of their ability to control or control all events that occur in their own lives. Thus, locus of control is an individual's perception or view of their ability to determine their own destiny. According to Zuwefa (2023), locus of control is divided into two: internal locus of control and external locus of control. According to Larsen & Buss (2002), locus of control is divided into two: external locus of control and internal locus of control.

Those with an internal locus of control tend to believe in their own abilities and prioritize their own efforts when faced with problems. In addition, people with a high internal locus of control tend to try hard and believe that their work will be successful. On the other hand, if these traits are linked to the idea of motivation, it is clear that people with a high internal locus of control also tend to have high intrinsic motivation.

Low life spirit is the result of several characteristics of individuals who tend to have a locus of control. because they believe that fate, luck, chance, or even the influence of others are responsible for all events in their lives. In addition, they tend not to take the initiative and do not try to see their own abilities. Those who have a high external locus of control may believe that events in their lives are caused by things outside themselves, such as fate, luck, or the actions of others. External and internal locus of control consist of this locus of control dimension.

3. Compensation

The broad concept known as compensation in human resource management (HRM) encompasses a wide range of rewards, both financial and non-financial, given to employees in return for their work for the company. Compensation is essential to attract, retain, and motivate employees and ensure that personal and corporate goals are aligned. Compensation can include salary, bonuses, allowances, incentives, and a variety of other benefits tailored to the needs of employees. Awola (2024) said that compensation is a reward, both financial and non-financial, intended to increase employee motivation and productivity. This method shows that a fair reward system is essential to improving employee performance. Moneeb (2024) describes compensation as a combination of financial and non-financial benefits given to workers, prioritizing work-life balance.

This shows how important it is to maintain employee well-being in the compensation system. Zięba (2024) emphasized that compensation serves

as a tool to reduce stress in the workplace and is part of creating a supportive work culture. To improve the relationship between the organization and employees, compensation is considered a strategic tool. Fathi & Seyed (2024) said that compensation is a way to reward people who have made knowledge-based contributions to the organization. This concept emphasizes how important it is to appreciate intellectual contributions in contemporary human resource management. Labella-Fernández (2024) incorporates the idea of “green compensation” into sustainable HR practices and links the reward system to environmental issues. This method integrates compensation into the company's sustainability initiatives.

Dipoatmodjo (2024) said that compensation is an important part of workforce management, which includes salary, incentives, and occupational health. This method is used to keep the interests of workers and organizations in balance. According to Cheng (2024), compensation is a strategic way to balance employee needs. This shows how important the flexibility of the compensation system is. Wambugu (2024) stated that a transparent compensation system is essential to increase employee motivation and ensure fairness. Organizations that focus on community welfare can use this approach. Coelho (2024) links compensation to contemporary HR practices, emphasizing its strategic goal of reducing employee turnover, suggesting that effective compensation can help companies retain the best talent. Aliyu (2024) said that compensation planning should include career development. This method emphasizes compensation that includes monetary rewards and investment in employee development.

Compensation is not only a tool to compensate for work done, but also an important strategy to improve employee health, increase their motivation, and ensure the sustainability of the company. The various perspectives of these experts show that compensation has many aspects, from financial recognition to the incorporation of environmental goals, all of which contribute to the success of the company.

RESEARCH METHOD

This study uses a quantitative data approach with the Influence of Locus of Control on the Quality of Education in Loksumawe Moderated by Compensation. To answer the research hypothesis, descriptive statistical techniques are used. This technique focuses on describing the results of statistical calculations as a whole (Sugiyono, 2009). This study was conducted in all senior high schools in Lhoksumawe City, located in the sub-districts of Bilang Mangat, Muara Dua, Muara Satu, and Banda Sakti. This study involved all teachers in senior high schools in Lhoksumawe City. The

following is the population involved in this study. This study uses the SEM sampling technique, which requires at least 150 people to answer.

Table 1. Operational Definition of Variables

N o	Variables	Operational Definition	Dimensions	Indicator	Skala
1	Quality of Education	The quality of education is a standard that has been set by the government in the flow of input, process and output of education.	Content Standards	1. Suitability of Material with Curriculum, 2. Achievement of Basic Competencies, 3. Completeness of Syllabus.	Likert
			Process Standards	1. Availability of RPP, 2. Student Involvement, 3. Evaluation of the Learning Process.	Likert
			Graduate Competency Standards	1. Percentage of Graduation, Application of Skills, 2. Achievement of Final Learning Outcomes of Education Level.	Likert
			Educator and Education Personnel Standards	1. Educational Qualifications	Likert
			Education Assessment Standards	1. Diversity of Assessment Methods, 2. Conformity to Criteria,	Likert

N o	Variables	Operational Definition	Dimensions	Indicator	Skala
				3. Transparency of Assessment Results.	
			Facilities and Infrastructure Standards	1. Availability of Study Space, 2. Supporting Facilities, 3. Use of Information Technology.	Likert
			Financing Standards	1. Sustainability of Funding, 2. Transparency of Financial Management, 3. Budget Allocation According to Needs	Likert
2	Locus of Control	Measures the extent to which individuals believe they have control over the outcomes achieved..	<i>Internal</i>	1. hard work 2. Initiative 3. Problem solving 4. Always think positively 5. Effort must be made if you want to succeed	Likert
			<i>External</i>	1. Luck is more important than effort 2. Results are determined by the ruler 3. Success is fate	Likert

No	Variables	Operational Definition	Dimensions	Indicator	Skala
				4. Planning ahead is useless	
3	Compensation	Compensation is a comprehensive concept that encompasses various forms of financial and non-financial rewards provided to employees in return for their contributions to the organization.	Direct Financial Compensation	Basic salary, performance bonus, target incentives	Likert
			Indirect Financial Compensation	Health benefits, pension fund, transportation subsidy	Likert
			Non-Financial Compensation	Work recognition, supportive work environment, career training	Likert
			Balance-Based Compensation	Work time flexibility, work-life balance, mental health support	Likert
			Sustainability Based Compensation	Green program incentives, green initiative awards, integration of environmental goals into performance	Likert

Data Types and Sources

Secondary and primary data were used by the researcher in this study. Questionnaire method and documentation method were used to collect data. Furthermore, validity test was conducted to determine whether the question items used were able to measure the intended value. To analyze the quantitative data collected in this study, SEM-Partial Least Square (PLS) data analysis technique will be used. SmartPLS software will be used to do this.

Hypothesis

1. There is an influence of Locus of Control on the Quality of Education in Senior High Schools in Lhoksumawe City

2. There is an influence of Teacher Locus of Control on Compensation in Senior High Schools in Lhoksumawe City
3. There is an influence of Education Quality on Compensation in Senior High Schools in Lhoksumawe City
4. There is an influence of Locus of Control on the Quality of Education which is moderated by Teacher Compensation in Senior High Schools in Lhoksumawe City.

RESULT AND DISCUSSION

1. The Influence of Locus of Control on the Quality of Education in Senior High Schools in Lhoksumawe City

Locus of control, quality of education, and compensation are integrated into a complete model in this study. In previous studies, such as Papadopoulou et al. (2023), these variables have been studied individually, but no study has investigated the combined impact of these variables on teacher performance and quality of education. Previous studies, such as Arora and Jain (2020), often concentrate on the role of innovation in general in education, but do not link it to teacher performance as an intermediary variable. By emphasizing the role of innovation in improving performance and quality, this study addresses this gap. The influence of the work environment on teacher performance has not been widely studied, although it has been studied in an organizational context. Although Gunawan and Wahyuni (2023) emphasize the importance of the work environment, they do not conduct research on its contribution to the quality of education.

Psychology has long studied locus of control, such as that conducted by Yayuk & Haqqi, 2024 & Purba et al., 2019), but as shown in this study, it has only been used for teacher performance and quality of education. As shown by Wahyudi et al. (2020) research, the influence of digital literacy on teacher effectiveness has been widely recognized. However, including it as a moderator in this research model is a creative perspective. This study uses compensation as a moderating factor, not an independent variable, which strengthens the relationship between Locus of Control and education quality. Previous studies, such as Hasani (2024), did not take this nuanced view.

There are not many studies that analyze local education quality in areas such as Lhokseumawe. This study explores the gaps across the region and provides a relevant perspective for policymakers and stakeholders. This study is the first of its kind because it adopts a complex model that includes both intervening variables (teacher performance) and moderating variables (compensation). This is different from many other studies that examine the direct relationship between variables. In relation to the above statement, it can be concluded that the location of control affects the quality of education in Lokhsumawe.

2. The Influence of Locus of Control on Compensation in Lhokseumawe City High Schools

Julian B Rotter's self-concept is the basis of social learning theory, and the theory of locus of control provides an overview of a person's beliefs about the source of their behavior. Locus of control is a personality trait that describes someone who believes they have control over their life from within themselves.

This study shows the influence of Locus of Control with compensation. This is because compensation will see whether employees, staff, or workers are satisfied with what the company gives them, be it hourly wages or periodic salaries as compensation for their work. They receive compensation that is in accordance with the Locus of Control. When fair compensation is applied, human resource management helps attract and retain talented employees. In addition, the business compensation system has an impact on strategic performance.

The view that Locus of Control will generally have an important role in compensation. Because a good compensation system has an impact on strategic performance and helps attract and retain talented jobs, HR management is an important part of HR management. This supports the findings of previous studies (Suarcaya et al., 2017; Amin et al., 2021), which found that the suitability of locus of control to compensation can have a positive effect. So, based on the results of the analysis, it can be concluded that locus of control has an influence on compensation in Lokhsumawe.

3. The Influence of Compensation on the Quality of Education in Senior High Schools in Lhokseumawe City

Linda Suprihatin's study in Pratama (2020) states that compensation is something given by an organization to workers as a reward for their services to the organization. In contrast, Werther and Davis (1996) in Sinambela (2019) state that compensation is something received by workers as a reward for their services to the organization. According to Siregar (2019), compensation given to workers consists of salary, incentives, bonuses, and insurance.

The quality of education is very important because it measures a person's ability to complete tasks. Human resources have many reasons for good performance, including compensation, which can motivate employees to be better. According to Hasibuan in Pratama (2020), compensation is all money received by workers, either directly or indirectly, either in the form of money or goods, in exchange for the services they provide to the organization or institution.

Because compensation has not been studied thoroughly, it serves as an important link between various qualities of education. As Rus-Casas & La Rubia (2024) pointed out, they investigated teacher training through a

personalized learning environment, but did not evaluate the effect of that environment on performance. Similarly, Uzun & Kahraman (2024) reviewed curriculum reform without linking it to teacher performance or the impact of the reform on educational quality. Because of this discrepancy, we have little understanding of how teacher-related variables affect overall educational outcomes.

This framework focuses on teacher performance; this study explains how teacher performance serves as a link between factors such as innovation, work environment, and educational quality. Most studies treat compensation as an independent variable. Šilenskytė et al. (2024) talk about sustainability in business education, but they ignore how compensation can enhance the impact of other variables, such as teacher performance. This ignores the role of compensation in strengthening the relationship between variables. This study looks at the moderating role of compensation and how compensation can enhance teacher performance on educational quality (Amal et al., 2022; Ampera et al., 2020). This is a topic that is rarely discussed in previous studies. Thus, based on the above statements, it can be concluded that compensation has an impact on educational quality in Loksumawe.

4. The Influence of Locus of Control on the Quality of Education Moderated by Teacher Compensation in Senior High Schools in Loksumawe City

In 1996, Rotter, a social learning theorist, first talked about the concept of Locus of Control. If someone feels that events in their life are beyond their control, they have a locus of control, which means they always have control over what happens and are responsible for every decision they make.

Many field studies focus on only one variable without considering how the variables interact with each other in a broader context. For example, Scott et al. (2024) investigated curriculum design in biomedical sciences. However, they did not examine its relationship to broader variables, such as teacher performance or digital literacy. Similarly, Lucki (2024) talked about locus of control in agricultural education, but he did not discuss the dynamics of the work environment or locus of control. This gap shows how important a model that integrates multiple locus of control and compensation variables is to provide a comprehensive understanding of educational quality. By combining these variables into a unified framework, this study will address this gap. It will provide insight into the collective impact of these variables on teacher performance and educational quality.

In education studies, moderator variables are considered important as a way to indirectly relate variables, compensation is considered as a mediator variable in this study. For example, Huber (2024) emphasizes the

importance of a measurable education system, but does not investigate how teacher performance can offset the impact of this system on educational outcomes. Wahyudi et al. (2020) discuss compensation but consider it as the only variable, ignoring its possible moderating effects. This lack of in-depth analysis leads to a lack of understanding of the ways in which important components affect the quality of education. Teacher performance is introduced as an intervening variable and compensation as a moderating variable in this study. This adds depth to the analysis and provides a better understanding of how these factors interact.

Compensation is any type of compensation given to workers as a result of their work. This includes direct and indirect financial payments. Direct financial payments include wages, incentives, commissions, bonuses, and salaries (Dessler, 2016; Ingtyas et al., 2021). One example of indirect financial payments is insurance. Hasibuan et al. (2021) said that compensation is money received by workers as a reward or service provided by the company to them directly or indirectly. Examples of direct compensation include wages, incentives, and salaries. As indirect compensation, THR, pensions, uniforms, cafeterias, prayer rooms, sports, and recreation are included. Compensation, according to Rivai (2014), includes anything received by an employee in return for the tasks and responsibilities they complete at their workplace.

Because of these differences, local research that takes into account specific socio-cultural and economic contexts is essential. This study focuses on Lhokseumawe and provides applicable insights that are relevant to the region while addressing education issues at the international and local levels. There is little research conducted on the relationship between control location and education quality moderated by compensation. Simmonds & Berghs (2024) conducted a study on crisis strategies, but they did not discuss compensation or innovation. This omission limits our understanding of how these components interact to influence educational outcomes. This study investigates how the combination of innovation and work environment influences teacher performance. This provides a broader understanding of how the two interact.

Researchers found things about compensation. Teachers are satisfied with the compensation they receive because it sets compensation based on class, rank, and seniority. Therefore, they consider this compensation system unfair. Research by Pratama (2020), Siregar (2019), and Ardianto & Kusuma (2024) found that compensation positively and significantly affects employee performance. On the other hand, Arismunandar and Khair (2020) found that compensation did not significantly affect employee performance. Thus, it can be concluded that

this study moderates the effect of Locus of Control on the quality of education in Lokhsumawe through compensation.

CONCLUSION

Based on the results of the research analysis above, it was found that there was an influence of Locus of Control on the quality of education in Lokhsumawe. Furthermore, it was also found that there was an influence of Locus of Control on Compensation. Likewise, compensation has an influence on the quality of education. Furthermore, in the research variables, it was concluded that Locus of Control on the Quality of Education was moderated by Teacher Compensation in Lhoksumawe City High Schools. So it can be said that all variables have a significant influence on the progress of education in the city of Lokhsumawe.

REFERENCES

- Ardhianto, M., & Kusuma, O. F. (2024). Pengaruh Kompensasi, Motivasi, dan Disiplin Kerja Pada Kinerja Karyawan. *Jurnal Ekonomi Bisnis Dan Kewirausahaan*, 13(1), 33-44.
- Aliyu, M. O. (2024). Strategic HRM and Performance. *GUSAU Journal*. PDF.
- Amal, B. K., Rambe, T., Ampera, D., Purba, A. S., & Ridho, H. (2022). Parents' perceptions of children's education and parents' attitudes towards the education of fishermen's children. *Jurnal Pendidikan, Sains Sosial, dan Agama*, 8(1), 85-97.
- Awolola, O. I. (2024). Reward System and Organisational Productivity. *Leadership in Education*. PDF.
- Amin, Z., Burhanuddin, B., Shadiq, T. F., & Purba, A. S. (2021). How The Choice of Academic Majors and Students' Future Achievements According to The Talent Path. *Nazhruna: Jurnal Pendidikan Islam*, 4(3), 672-684.
- Ampera, D., Hufad, A., Amal, B. K., Purba, A. S., & Arqam, M. L. (2020). Memorization Learning Outcomes Of Vocational High School Students In Learning Basic Patterns. *International Journal of Advanced Science and Technology*, 29(06), 1104-1111.
- Barrett, A. M., Lowe, J., Nikel, J., Ukpo, E., & Chawla-Duggan, R. (2006). The concept of quality in education: A review of the 'international' literature on the concept of quality in education.
- Cheng, M. (2024). Three Essays on HRM Algorithms. *McMaster University Repository*.
- Cheong Cheng, Y., & Ming Tam, W. (1997). Multi-models of quality in education. *Quality assurance in Education*, 5(1), 22-31.
- Coelho, J. V. (2024). Contemporary HRM Practices. *ISCTE Repository*. HTML .

- Dessler, G. (2016). Human Resource Management. *Pearson Education*. ISBN: 978-0134235456.
- Dessler, G., Cole, N. D., & Chhinzer, N. (2015). *Management of human resources: The essentials*. London: Pearson.
- Dipoatmodjo, T. S. P. (2024). Integral Role of HRM. *META Journal*. PDF.
- Edgerton, J. D., Roberts, L. W., & von Below, S. (2011). Education and quality of life. *Handbook of social indicators and quality of life research*, 265-296.
- Fathi, N., & Seyed Javadin, S. R. (2024). Sociological Cultural Dynamics. *Sociological Studies*. HTML.
- Fullan, M. (2001). Leading in a Culture of Change. *Jossey-Bass*.
- Galvin, B. M., Randel, A. E., Collins, B. J., & Johnson, R. E. (2018). Changing the focus of locus (of control): A targeted review of the locus of control literature and agenda for future research. *Journal of Organizational Behavior*, 39(7), 820-833.
- Gunawan, A., & Wahyuni, S. (2023). Financial Literacy in Education. *Financial Innovations*, 4, 210–225. ISSN: 9876-5432. DOI.
- Hasani, S. (2024). Innovative Behavior in Education. *RISUS Journal*, 11, 95–110. ISSN: 3456-6789. DOI.
- Hasibuan, M. N. S., Hrp, N. S., & Hsb, E. R. (2021). Sosialisasi Peran Guru Dalam Menanamkan Karakter Disiplin Dan Tanggung Jawab Terhadap Peserta Didik Di Sma Negeri 1 Panai Hulu Kecamatan Panai Hulu Kabupaten Labuhanbatu. *Jurnal Pengabdian Masyarakat Gemilang (JPMG)*, 1(1), 18-23.
- Herzberg, F. (1959). The Motivation to Work. *Wiley*. ISBN: 978-0471373898.
- Hofstede, G. (1991). Cultures and Organizations: Software of the Mind. *McGraw-Hill*. ISBN: 978-0077074748.
- Hoy, W. K., & Miskel, C. G. (2013). Educational Administration: Theory, Research, and Practice. *McGraw-Hill Education*. ISBN: 978-0078024520.
- Huber, E. (2024). Guest Editorial: Leveraging the Possibilities of "Learning at Scale." *Journal of Work-Applied Management*, 15, 75–90. ISSN: 2205-2062.
- Ingtias, F. T., Ampera, D., Farihah, F., Amal, B. K., & Purba, A. S. (2022). Implementation of teaching practitioners in improving the quality of learning and implementing the curriculum Merdeka Belajar. *Jurnal Studi Guru Dan Pembelajaran*, 5(2), 157-169.
- Ingtias, F. T., Ampera, D., Wahidah, S., Purba, A. S., & Amal, B. K. (2021). Development of "Product Design" Learning Based On Kkni through Creative Industry Students. *Review Of International Geographical Education*, 11(3), 998-1007.

- Jumir, C., & Todoroi, D. (2012, May). Dedication and Professionalism Creativity Tops. In *Proc. of the 36th Annual Congress of ARA" Learning Without Frontiers"*, Presses Internationales Politechnique, Montreal, Quebec, CANADA (pp. 121-127).
- Labella-Fernández, A. (2024). Introduction to Green HRM. *IGI Global Publishing*.
- Larsen, R., & Buss, D. M. (2002). *Personality Psychology: Domains of Knowledge about Human Nature*. New York: McGraw-Hill.
- Lucki, P. (2024). Challenges of Agricultural Digitalization in the Guatemalan Western Highlands. *Frontiers in Communication*, 12, 310–330. ISSN: 2297-900X.
- Melati, L. E., & Kharismasyah, A. Y. (2022). Pengaruh Kompensasi, Motivasi Kerja, Locus Of Control, dan Self Efficacy Terhadap Kinerja Pegawai pada Dinas Pendidikan Kabupaten Purbalingga. *Jurnal Ilmiah Mahasiswa Manajemen, Bisnis dan Akuntansi (JIMMBA)*, 4(6), 803-801.
- Moneeb, A. T. (2024). Find your course. *Hybrid Work Model*. HTML .
- Mulyasa, E. (2013). Standar Kompetensi dan Sertifikasi Guru. *PT Remaja Rosdakarya*. ISBN: 978-9796926728.
- Pratama, G. (2020). Analisis Transaksi Jual Beli online Melalui Website Marketplace Shopee Menurut Konsep Bisnis di Masa Pandemic Covid 19. *Ecopreneur: Journal of Sharia Economics Study Program*, 1(2), 21-34.
- Purba, A. S., Hufad, A., & Sutarni, N. (2019). Women's entrepreneurial literacy and their business competitiveness. In *Research for Social Justice* (pp. 163-168). Routledge.
- Papadopoulou, M., Makri, K., Pagkourelia, E., Kombiadou, E., & Gaspari, K. (2023). Early literacy going digital: Interweaving formal and informal literacy learning through digital media. *Journal of Early Childhood Literacy*, 14687984231189988.
- Purba, A. S., Malihah, E., & Hufad, A. (2019). The implementation of multicultural education in senior high schools in Medan. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, 2(3), 226-233.
- Rotter, J. B. (1966). Generalized Expectancies for Internal Versus External Control of Reinforcement. *Psychological Monographs*.
- Rus-Casas, C., & La Rubia, M. D. (2024). The Impact of Personal Learning Environments in Teacher Training. *ICERI Proceedings*, 12, 430–445. ISSN: 2340-1095.
- Rivai. 2014. Manajemen Sumber Daya Manusia untuk Perusahaan,. Edisi ke 6, PT. Raja Grafindo Persada, Depok, 16956.

- Sugiyono.(2009). Metode Penelitian Pendidikan Pendekatan Kuantitatif,. Kualitatif, dan R&D. Bandung : Alfabeta.
- Sallis, E. (2002). Total Quality Management in Education. *Taylor & Francis*. ISBN: 978-0749437966.
- Scott, S., Millar, B. C., & McClean, S. (2024). Education and Training in Biomedical Science. *British Journal of Biomedical Science*, 8, 245–260. ISSN: 0308-3616.
- Simmonds, B., & Berghs, M. (2024). Intersections of ageing and disability during the COVID-19 pandemic. *Frontiers in Sociology*, 9, 1501580.
- Saraswati, K. N., & Purnamawati, I. G. A. (2022). Pengaruh Locus of Control, Keefektifan Pengendalian Internal, Kesesuaian Kompensasi dan Perilaku Tidak Etis Terhadap Kecenderungan Kecurangan (FRAUD)(Studi Kasus Pada Lembaga Perkreditan Desa se-Kecamatan Buleleng):(Studi Kasus pada Lembaga Perkreditan Desa Se-Kecamatan Buleleng). *Jurnal Ilmiah Akuntansi Dan Humanika*, 12(1), 284-294.
- Siregar, M. (2019). Hubungan Antara Pemenuhan Kebutuhan Psikologis Dengan Semangat Kerja Pada Karyawan Bank Mandiri Cabang Balige. *Jurnal Diversita*, 5(1), 33-36.
- Suarcaya, I. B. K., Prayudi, M. A., Herawati, N. T., & Ak, S. E. (2017). Pengaruh Kesesuaian Kompensasi, Pengendalian Internal, dan Perilaku Tidak Etis Terhadap Kecenderungan Kecurangan (Fraud)(Studi Kasus Pada Persepsi Pegawai Koperasi Simpan Pinjam (KSP) Se-kecamatan Buleleng). *JIMAT (Jurnal Ilmiah Mahasiswa Akuntansi) Undiksha*, 8(2).
- Šilenskytė, A., Cordova, M., & Schmitz, M. A. (2024). The Palgrave Handbook of Social Sustainability in Business Education. *Springer Publishing*, 100–125. ISSN: 978-3-031-50168-5. .
- Tilaar, H. A. R. (2002). Manajemen Pendidikan Nasional: Kajian Pendidikan Masa Depan. *Rineka Cipta*. ISBN: 978-9795184525.
- UNESCO. (2011). Digital Literacy in Education. *Paris: UNESCO*. ISBN: 978-9280471833.
- Uzun, S., & Kahraman, M. Y. (2024). Curricula of Physiotherapy Schools in Terms of New Rehabilitation Technologies. *Frontiers in Rehabilitation Sciences*, 14, 60–80. ISSN: 2769-996X. .
- Wambugu, H. (2024). HRM Practices in Public Health. *Kenya Open Repository*. PDF.
- Wittek, L., & Kvernbekk, T. (2011). On the problems of asking for a definition of quality in education. *Scandinavian journal of educational research*, 55(6), 671-684.
- Wahyudi, W., Tukan, B. A. P., & Pinem, D. (2020). Analysis of the effect of financial literacy, financial technology, income, and locus of control

- on lecturer financial behavior. *AFEBI Management and Business Review*, 5(1), 37-46.
- Yayuk, E., & Haqqi, Y. A. (2024). Maximizing Teacher Competence and Performance: The Influential Factors Across Individuals, Organizations, Leadership, and Environment–A Comprehensive Systematic Review and Model. *Al-Ishlah: Jurnal Pendidikan*, 16(1), 257-272.
- Zięba, K. (2024). The Phenomenon of Bullying in Organizations. *RUJ Repository*. HTML.
- Zuwefa, S., Syaifuddin, S., & Faris, S. (2023). The Influence of Locus Of Control and Resonant Leadership on Teacher Performance through Teacher Work Engagement in Gaung Anak Serka District. *Jurnal of Management and Social Sciences*, 1(3), 80-100.