



# The influence of incentives and motivation on teacher performance with supervision as an intervening variable at SMK PGRI Serang city

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## ARTICLE INFO

### Article history:

Received Dec 08, 2023  
Revised Dec 18, 2023  
Accepted Dec 22, 2023

### Keywords:

Incentives;  
Motivation;  
Supervision;  
Teacher Performance.

## ABSTRACT

Performance is a logical effect of a person which is caused by several factors, both internal and external, the only management strategy that is most effective for improving a teacher's work is giving him encouragement by providing incentives, and motivation is an effective way to improve teacher performance and supervision has a positive effect on teacher performance, the more supervised the teacher's performance will increase. To discuss and analyze improving teacher performance by providing incentives and motivation, identifying obstacles and barriers to teacher performance, as well as providing solutions and recommendations for teacher performance problems. In this research, no previous research has been found that discusses improving teacher performance with incentives, motivation and supervision at PGRI Vocational School, Serang City. The limitation of this research is only to analyze efforts to improve teacher performance with incentives and motivation as well as supervision as intervening variables at SMK PGRI Serang City. This research uses descriptive quantitative methods. There are 2 types of data sources used in this research, namely primary data and secondary data. The primary data used was a questionnaire sent to PGRI Vocational School teachers in Serang City. There were 95 samples from 211 total populations. The secondary data used is a document in the form of a 2022 teacher performance survey. Analysis was carried out with the help of SmartPLS software version 4. The research results explain that incentives and motivation as well as supervision have a positive and significant effect on teacher performance at PGRI Vocational School, Serang City.

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## INTRODUCTION

In this research, the author conducted a case study at the PGRI Vocational School in Serang City, which is a Vocational High School (SMK) which is under the auspices of the Indonesian Republic of Indonesia Teachers Association Education Institution Trustees Foundation (YPLP-PGRI)

representing Banten Province which is located on Jl. Raya Jakarta No.01 Kemang Serang City (Taufik, n.d.). PGRI Vocational Schools in Serang City consist of 4 vocational schools, namely, PGRI 1 Vocational School, Serang City, PGRI 2 Vocational School, Serang City, PGRI 3 Vocational School, Serang City and PGRI 4 Vocational School, Serang City. With a total of 211 teachers or teaching staff in 2022 (MUSFAH & ASRORI, n.d.).

Teacher performance will be good if the teacher has carried out the elements consisting of loyalty and high commitment to teaching tasks, mastering and developing learning materials, discipline in teaching and other tasks, creativity in implementing teaching, collaboration with all school members, the teacher is a role model for students, good personality, honesty and purpose in guiding students, as well as responsibility for their work. A teacher's responsibility is to assess academic work (Kartini & Kristiawan, 2019). This action is important because it is a means of motivation for students to become more active in studying. Performance is a person's logistical effect caused by several factors, both internal and external to the organization. The single most effective management strategy to improve a teacher's work is to provide him with encouragement, inspiration, and motivation (Lestari, 2020).

Many problems arise during the educational process, especially those related to the quality and quality of schools (Baro'ah, 2020). These issues must be recognized by educational institutions as a whole as well as by the wider community and the government. If the problems that arise in the teaching staff can be overcome, then all these problems will be resolved (Widodo, 2021).

Incentives and motivation have a close relationship with teacher work because teacher work is a noble job (Pianda, 2018). On the other hand, teacher welfare is still a concern, especially for private teachers, incentives and motivation are the single most important factors that influence teacher work. The quality of teaching will be highly correlated with the quality of education. In order for educational institutions to achieve the desired level of achievement, every type of problem must be overcome, either through answers or other forms of obstacles. As a result, teachers are a factor that is permanently needed for children with various characters and characteristics, as well as age ranges and later in life (Ruleti, 2020).

Oleh therefore, incentives and motivation are possible solutions that can improve the performance of teaching staff because incentives and motivation are one of the factors that influence the quality of education (Renata, Wardiah, & Kristiawan, 2018), (Al Dari, Jabeen, & Papastathopoulos, 2018).

Business Phenomenon that occurs Teachers are the most important component of every educational organization. Therefore, it is sad and concerned about the income of teachers, especially teachers in private schools, where they receive less income than students' pocket money (Afifi, 2019). This problem is still often found in areas in Indonesia, even the income of honorary teachers is very far compared to the income of factory workers, with the ratio of 1 month of factory worker's income being the same as 1 year of honorary teacher's income, even though teachers' duties are very important for the future of the nation (Yoza, 2021), (Yuliani, 2019). However, the government has not done anything very meaningful for teachers, especially regarding the welfare issues that they should have received as honorary teachers, their monthly income has not even had a minimum standard set by the government so that quite a few educational institutions/foundations have had their teachers abandoned for welfare reasons, they are required to be professional but their income is very minimal (Musfah, 2021), (Damopolii, 2015).

PaIn 2021, the Banten Provincial Government through the Provincial Education and Culture Office issued Banten Governor Regulation No. 5 of 2021 concerning the provision of incentives for SMA/SMK/SKh education staff organized by the community with the aim of improving the quality of education in Banten Province (Ridwan, Faletahan, & Fariyanti, 2021), (Mahpudin, 2020).

The business phenomenon that the author presents in Figure 1.1 is data on the performance of PGRI Vocational School teachers in Serang City in 2022. This data was taken from

teacher performance data sourced from data from the Educational Institutions Development Foundation (YPLP) of the Teachers' Association of the Republic of Indonesia (PGRI) in 2022 (Amrillah, 2022), (Khasanah, 2023).

Referring to previous research conducted by Rahmatul Magfirani, (2018), this research explains that work motivation has a positive impact on employee performance, Fera Talita (2017) Work motivation has a positive impact on employee performance, Roni Binsar Tua Pasaribu, (2020) Compensation and Motivation positive impact on employee performance, Sherlie, Hikmah (2020) motivation, work discipline and convention have a positive impact on employee performance, Erni Yuningsih, Sri Harini, M. Gusnul Rifki, (2020) Work motivation and convention have a positive impact on employee performance (Sherlie, 2020), (Sumiatik, Sarkum, & Ritonga, 2021).

In contrast to research conducted by Hidayat (2021) entitled The Influence of Motivation, Compensation and Work Discipline on Performance at PT. Surya Yoda Indonesia. Where the results of this research state that motivation indirectly has no positive effect on employee performance (Fitriani & Suhermin, 2023).

Referring to the research gap which proves that there are several different and inconsistent research results, the researcher intends to conduct research to find the root cause of the problem referring to the business phenomenon data that has been collected. The title of the research carried out is The Influence of Incentives and Motivation on Teacher Performance with Supervision as an Intervening Variable at PGRI Vocational School, Serang City. It is hoped that researchers can provide suggestions for solving problems faced by organizations (Nurdin & Hartati, 2019).

Hasibuan, (2019:10) Human Resource Management is the science and art of managing the relationships and roles of the workforce so that they are effective and efficient in helping to realize the goals of the company, employees and society (Jannah, 2021).

According to the Minister of National Education Regulation (Permendiknas) No. 41 of 2007, Teacher Performance is teaching achievement resulting from activities carried out by Teacher in their main duties and functions in concrete realization is a logical consequence as a professional in the field of education (Hannum, 2021).

According to Hasibuan (2017) incentives are incentives that are given to certain employees based on work performance so that employees are encouraged to improve their work performance. Meanwhile, incentives according to Sedarmayanti (2017) are a link between compensation and work performance by providing rewards for work performance, not seniority or working hours (Hatuwe, 2022).

According to Afin Murtie in Santika and Antari (2019), motivation is a force within an individual that influences, directs and maintains individual behavior in achieving desired goals. Motivation is an impulse that encourages individuals to carry out certain actions or behaviors directed at achieving goals (SUPIANTO, 2022).

Satriadi (2016) supervision is checking, matching and ensuring that work is carried out in accordance with predetermined plans and the desired results. Based on the business phenomena presented, as well as research gaps in previous research, problem formulations, thought frameworks and theories presented, the author concludes the following hypothesis.

## RESEARCH METHOD

In conducting this research, the author used descriptive quantitative research methods. According to Sugiyono (2019), quantitative research methods are research methods that use a systematic approach to collect data that can be measured numerically, and then analyzed using statistical techniques to gain a deeper understanding of a phenomenon. This research is also descriptive in nature. According to Sugiyono (2019), descriptive research is a type of research that aims to describe or describe a phenomenon or situation that exists in a population or research sample, without any manipulation or control of variables. There are 2 types of data sources used in this

research, namely primary data and secondary data. Primary data is data collected directly by researchers from the first source, through distributing questionnaires sent to teaching staff and teachers at SMK PGRI Serang City. The secondary data that the author uses are documents in the form of teacher performance data for 2022. This research consists of four variables, namely Incentives ( $X_1$ ), Motivation ( $X_2$ ), Supervision ( $Z$ ) and Teacher Performance ( $Y$ ).

The population in this study were teachers and teaching staff at SMK PGRI Serang City. The sample calculation formula uses the opinion of Ferdinand (2002), the sample size is 5-10 times the number of research indicators, respondents from a population of 211 people with an indicator of 19 times 5 are 95 respondents. Samples were obtained from respondents by distributing questionnaires via Google Form.

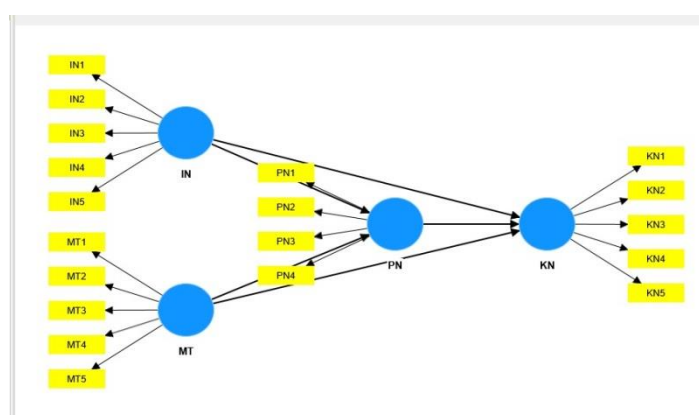


Figure 1. Structural Equation Models  
 Source: Data Processing in Research with SmartPLS 4, 2023

## RESULTS AND DISCUSSIONS

For data analysis in this research, researchers used the help of SmartPLS4 software. The number of respondents who provided feedback was 95 respondents. Based on gender, the majority of respondents were female, 59%. Then, if we look at age, the majority of respondents are respondents aged 31 - 40 as much as 38% and if we look at educational background, the majority of respondents are Bachelor's degrees as much as 78% and if we look at their work period, they are respondents whose work period is 11 - 15 years. as much as 38%.

The first stage was a data quality test using the SEM PLS algorithm. The test results are displayed in the following image.

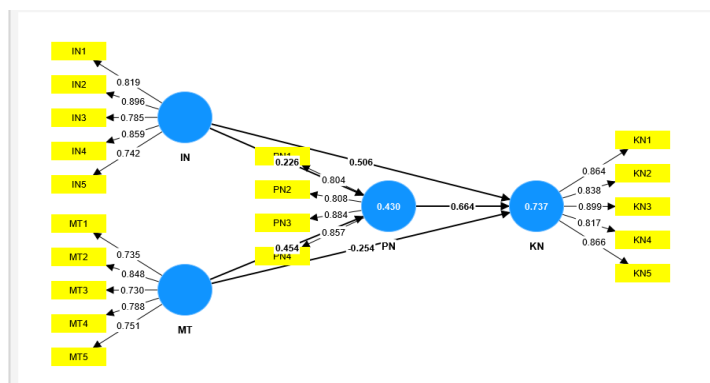


Figure 2. Outer Model Test Results  
 Source: Data Processing in research with SmartPLS4, 2023

A summary of the outer model test results is shown in the following table:

**Table 1. SEM PLS Algorithm Test Results**

HTMT	Construct Reliability And Validity-Overview				Discriminant Validity - Fornell Lacker Criterion				Collinearity Statistics-VIF Inner Model	
	Cronbach's Alpha	Composite Reliability (Rho_A)	Composite Reliability (Rho_C)	Average Variance Extracted (AVE)	INCENTIVE	TEACHER PERFORMANCE	MOTIVATION	TRAINING		
Incentive	0.985	0.883	0.946	0.912	0.676	0.822			3,541	
Motivation	0.651	0.909	0.912	0.933	0.735	0.696	0.857		3,451	
Supervision	0.909	0.835	0.871	0.880	0.596	0.843	0.600	0.772	3,812	
Teacher Performance	0.712	0.859	0.862	0.905	0.704	0.608	0.080	0.644	0.839	1,754

Source: Data Processing in Smart PLS4, 2023

**Table 2. SEM PLS Algorithm Test Results**

	OUTER LOADING	COLLINEARITY STATISTICS - VIF OUTER MODEL
IN1<- INCENTIVE	0.819	1,660
IN2<- INCENTIVE	0.896	5,754
IN3<- INCENTIVE	0.785	2,566
IN4<- INCENTIVE	0.859	3,705
IN5<- INCENTIVE	0.742	1,865
KN1<-TEACHER PERFORMANCE	0.864	3,048
KN2<-TEACHER PERFORMANCE	0.838	2,605
KN3<-TEACHER PERFORMANCE	0.899	3,760
KN4<-TEACHER PERFORMANCE	0.817	2,251
KN5<-TEACHER PERFORMANCE	0.866	3,202
MT1<-MOTIVATION	0.735	2,966
MT2<-MOTIVATION	0.848	3,881
MT3<-MOTIVATION	0.730	2,318
MT4<-MOTIVATION	0.788	2,604
MT5<-MOTIVATION	0.751	1,309
PN1<-SUPERVISION	0.804	1,870
PN2<-SUPERVISION	0.808	2,222
PN3<-SUPERVISION	0.884	2,623
PN4<-SUPERVISION	0.857	2,220

The validity test results prove that each indicator is acceptable and able to explain the latent variable. Referring to table 1.3, the indicator loading value obtained is  $\geq 0.70$  for all indicators, so the indicators already have good convergent validity values. This is also supported by the results of measuring the Average Variance Extracted (AVE) value, the value of which is  $> 0.50$  according to the results presented in table 1.2. With these results, the indicators have good convergent validity values.

Meanwhile, the results of the reliability testing presented in table 1.2 show that Cronbach's Alpha and Composite Reliability values are  $> 0.70$ , so it can be concluded that the latent variable has good reliability values, has good reliability in making measurements. This result is also supported by the FORNER LACKER CRITERION measurement results which are presented in table 1.2. The measurement results show that the top value is greater than the correlation between latent variables, so it can be said to have good discriminant validity. It can be seen that the correlation between Teacher Performance and Incentives and Motivation is smaller than the root AVE of

Teacher Performance, namely 0.899. Likewise with the root AVE of other variables. Next, the inner model test was carried out using bootstrapping. The test results are displayed in the following image

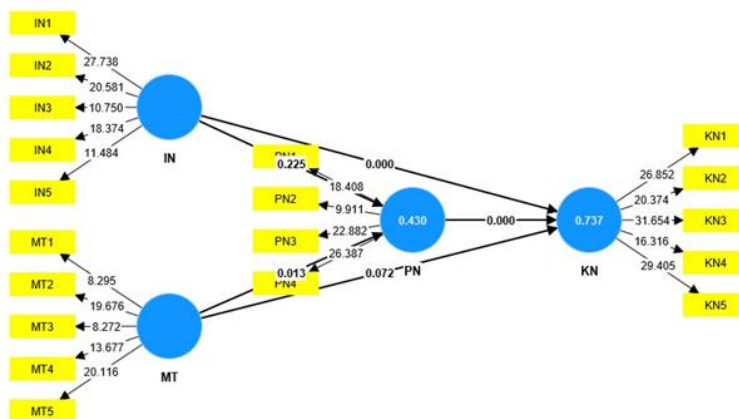


Figure 3. Inner Model

Source: Data Processing in research with SmartPLS4

Below is a summary of the results of the inner model (bootstrapping) test:

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ( O/STDEV )	P values
IN -> KN	0.506	0.498	0.144	3.505	0.000
IN -> PN	0.226	0.232	0.186	1.214	0.225
MT -> KN	-0.254	-0.247	0.141	1.799	0.072
MT -> PN	0.454	0.457	0.182	2.494	0.013
PN -> KN	0.664	0.667	0.081	8.197	0.000

Table 4 Inner Model Test Results (Bootstrapping)

Source: Data Processing in Smart PLS4, 2023

Based on the inner model scheme presented in table 1.4, the path coefficient can explain the largest to smallest influences. It can be explained that the greatest influence is shown by the influence of incentives on supervision with a value of 0.255. Then the second biggest influence is the influence of the Motivation variable on Teacher Performance with a value of 0.072. Furthermore, the smallest influence is the Incentive variable on Teacher Performance with a value of 0.000. To determine whether it is significant or not, it can be seen in table 1.4, namely in the p value column.

Based on the test results, the answer to the research hypothesis can be described as follows:

- a. H1: Incentives (X1) have a positive effect on teacher performance (Y) at PGRI Vocational School, Serang City.

From table 4.7 above, the results of measuring the hypothetical path of the relationship between incentives (X1) and teacher performance (Y), obtained an original sample value of 0.506, indicating that an increase of 1 value in incentives will increase teacher performance by 0.506. The T statistic value obtained is 3,505 > t table 1.96 and p value 0.000 < 0.05. then statistically Ho is rejected and Ha is accepted, meaning that the incentive variable has a positive and significant effect on teacher performance. It can be concluded that H1 is accepted.

- b. H2: Motivation (X2) has a positive effect on teacher performance (Y) at PGRI Vocational School, Serang City

From table 4.7 above, the results of measuring the hypothetical path of the relationship between Motivation (X1) and teacher performance (Y), obtained an original sample value of 0.254, indicating that an increase of 1 value in incentives will increase teacher performance by 0.254. The T statistic value obtained was  $1,799 > t$  table 1.96 and p value  $0.072 > 0.05$ . So statistically  $H_0$  is rejected and  $H_a$  is accepted, meaning that the Motivation variable has a positive and significant effect on teacher performance. It can be concluded that H2 is accepted.

- c. H3: Incentives (X1) have a positive effect on Supervision (Z) at PGRI Vocational School, Serang City

From table 4.7 above, the results of measuring the hypothesis of the relationship path between Incentives (X1) and Supervision (Z) show that the original sample value is 0.226, indicating that an increase of 1 value in incentives will increase teacher performance by 0.226. The T statistic value obtained is  $1.214 < t$  table 1.96 and p value  $0.225 > 0.05$ . then statistically  $H_0$  is rejected and  $H_a$  is accepted, meaning that the Incentive variable has a positive and significant effect on Supervision. It can be concluded that H3 is accepted.

- d. H4: Motivation (X2) has a positive effect on Supervision (Z) at PGRI Vocational School, Serang City

From table 4.7 above, the results of measuring the hypothetical path of the relationship between Motivation (X2) and Supervision (Z) show that the original sample value is 0.454, indicating that an increase of 1 value in incentives will increase teacher performance by 0.454. The T statistic value obtained was  $2,494 > t$  table 1.96 and p value  $0.013 < 0.05$ . then statistically  $H_0$  is rejected and  $H_a$  is accepted, meaning that the Motivation variable has a positive and significant effect on Supervision. It can be concluded that H4 is accepted.

- e. H3: Supervision (Z) has a positive effect on teacher performance (Y) at SMK PGRI Serang City

From table 4.7 above, the results of measuring the hypothesized relationship path between Supervision (Z) and teacher performance (Y), obtained an original sample value of 0.664, indicating that an increase of 1 value in incentives will increase teacher performance by 0.664. The T statistic value obtained was  $8,197 > t$  table 1.96 and p value  $0.000 < 0.05$ . then statistically  $H_0$  is rejected and  $H_a$  is accepted, meaning that the Supervision variable has a positive and significant effect on teacher performance. It can be concluded that H5 is accepted.

## CONCLUSION

Teacher performance at PGRI Vocational School in Serang City can be improved through the implementation of effective incentives and increasing teacher motivation. In accordance with the research output and discussion, the following conclusions are presented: There is a positive and significant influence of incentives on teacher performance. The more effective the provision of incentives, the more teacher performance will improve. There is a positive and significant influence of motivation on teacher performance. The more teacher work motivation increases, the more teacher performance will improve. There is a positive and significant influence of supervision on teacher performance. The more effective and quality the supervision, the more employee performance will increase.

The main implication is that there is an opportunity to improve teacher performance at PGRI Vocational School through the effective implementation of incentives and increasing teacher motivation and highlighting the important role of incentives in improving teacher

performance. Managing incentives more effectively could be key to stimulating improved performance. The findings may have particular relevance for vocational high schools or similar educational institutions, helping them understand the factors that influence teacher performance. Limitations may arise in identifying all the contextual factors that may influence teacher performance in different educational settings. Future research could explore the types of incentives that are most effective in improving teacher performance, such as financial incentives, professional development or recognition.

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