

The Influence of Principal's Leadership and Work Motivation on Teacher's Performance

Suharina

SDN 26 Banyuasin I, Indonesia
e-mail: suharina.rina@gmail.com

Nur Ahyani

Universitas PGRI Palembang, Indonesia
e-mail: nurahyani63@gmail.com

Mulyadi

Universitas PGRI Palembang, Indonesia
e-mail: mulyadi@univpgri-palembang.ac.id

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Abstract

This study aimed at determining the principal's leadership and work motivation on teacher's performance both partially and simultaneously. The study was done in SD Negeri Banyuasin I, with 93 teachers as sample. The results obtained indicate that principal's leadership and work motivation on teacher's performance both partially and simultaneously have significant influence. The research concludes that the principal must focus on his leadership and work motivation of teacher to improve teacher's performance. This study encourages school principals and teachers to focus on their leadership and work motivation to have good teacher's performance.

Keywords: Principal's Leadership, Teacher's Performance, Work Motivation.

A. Introduction

Education is a deliberate endeavor to persuade others, including individuals, organizations, and communities, to do what is expected of educational actors. According to the McGinnis and Goldstein (1997), education is the process of altering a person's or group's attitudes and behavior in order to develop individuals via teaching and training efforts, procedures, techniques, and educational acts.

Thus, education is a deliberate and organized endeavor to realize learning in order for students to actively develop their capacity for religious spirituality, self-control, personality, intelligence, noble character, and the skills required to fulfill educational goals. Education in schools must be tailored to the requirements of society. To produce excellent human resources, education in schools must be carefully handled. School administration is linked to educational management and growth (Ngalim, 2015).

To achieve the educational goals that the school community has jointly set, effective, conducive, and harmonious school conditions are required among the education staff in the

school, which includes school principals, teachers, administrative staff, and parents/community students, each of whom has a different role highly significant in accomplishing corporate goals (Aqib, 2014).

If the individuals who work in the organization can carry out their tasks and optimize their duties appropriately according to their fields and responsibilities, then a leader is required who can guide all resources and move educational organizations (schools) towards attaining goals. (Daryanto, 2017). Professional education personnel not only possess the necessary disciplines of knowledge, teaching materials, and methodologies, but they are also capable of motivating students, possess excellent talents, and have comprehensive insights into the world of education. The professionalism of educational professionals is regularly cited as one of the most significant variables influencing educational quality (Hamzah, 2012).

Professional educators may teach pupils successfully despite resource and environmental restrictions. However, producing professional instructors is also a difficult endeavor. In developing student learning processes, teachers must be more dynamic and innovative. Teachers must be competent in both type and content in order for the educational process to function properly and efficiently (Bafadal, 2014).

Leaders must treat people compassionately in order for the process to go properly. Humans are constantly impacted by many characteristics, such as qualities, attitudes, values, wants, and interests, which affect their leadership position as well as their job (Mulyadi, 2016). Furthermore, according to Suharsaputra (2018), leadership is a pattern of consistent conduct that leaders apply via other individuals, namely through the behavior displayed by leaders while influencing others as viewed by others.

Mulyasa (2013) mentioned the same thing: that via the leadership of the school principal, a school administrator would be able to transmit numerous values such as a focus on groups, the support of teachers and staff, tolerance for risk, change criteria, and so on. Employees, on the other hand, will form a subjective view of the underlying values that exist in the firm in line with the values that the leader wishes to express through his leadership style. The principal must be able to foster a professional working environment that is supported by his subordinates. Not for personal gain, but to achieve individual objectives in the organization in order to improve subordinate job performance and achieve corporate goals more effectively and efficiently (Hendarman and Rohanim, 2018).

According to Kustimi (2013), when it comes to the school principal's leadership and the goals that a school wishes to attain, teacher professionalism is the key that must be focused on. Teacher professionalism is the consequence of the teacher's work, which is shown in the design of teaching programs or the preparation of teaching plans, the implementation of teaching, interpersonal relationships, and the evaluation of learning results.

Principals are effective when they comprehend the school's existence as a complex and distinctive organization and are able to carry out the principal's duty as a supervisor in charge of guiding the school. The accomplishment of educational goals is highly dependent on the principal's leadership abilities and knowledge as a supervisor and one of the educational leaders (Wahjosumidjo, 2015). Furthermore, according to Basri (2014), one of the aspects that is critical to a school's performance is the school leader. Schools become successful and superior in the hands of these leaders, even if they are destroyed.

According to Mulyasa (2013), various elements contribute to a leader's ability to raise the professionalism of his subordinates. First, the leader addresses the demands of his subordinates in terms of job efficacy. Second, leaders offer their personnel with the necessary training, direction, and support.

Leadership that is appropriate for the circumstances and context is more likely to pique teachers' interest in improving their performance. Task-oriented leadership is in demand and well-liked by subordinates at the moment (Indriyo, 2012). The principal's efforts to advance the school so that it performs successfully include providing direction to teachers. Teachers' performance in terms of carrying out the duty of educating and instructing their pupils is heavily impacted or dictated by their work motivation (Daryanto, 2017).

At the education unit level, the principal is the educational leader who is responsible for all school activities (Soetopo, 2018). The principal is an educational leader whose position is critical in the school setting because the principal is intimately involved in the implementation of each educational program. Principals must have a variety of skills, both in management and leadership, in order to build and promote their schools effectively, efficiently, autonomously, and productively (Wahjosumidjo, 2015). The ability and intelligence of the principal as an education leader determines whether or not an educational program can be executed and whether or not educational goals are met (Ngalim, 2015).

A leadership style is considered effective if it is not just task-centered, but also utilized to influence subordinates (Mulyasa, 2013). Leaders must aim to generate a pleasant feeling for subordinates in carrying out their responsibilities while influencing them, so that subordinates can cheerfully carry out the tasks assigned by the principal without feeling compelled (Samsudin, 2016).

According to Martinis (2015), school as a system comprises components that are interconnected and contribute to the attainment of goals. Students, curriculum, instructional materials, instructors, principals, other education staff, environment, facilities, learning processes, and results or outputs are examples of these components. Individual businesses and institutions develop their skills and performance with respect to their goals, resources, and environment during the change process. Change cannot occur without the assistance of human resources, which are assets that may contribute more to the achievement of corporate goals (Mulyasa, 2013).

According to (Mulyasa, 2013; Uno, 2013), offering inspiration to someone is a chain that begins with needs, develops wants, causes tension, creates action, and produces decisions. Starting from the beginning of the motivation chain, looking for ways to meet requirements, goal-oriented behavior, creating performance, generating rewards and penalties. Decisions, tension, encouragement, search behavior, needs satisfied, and stress reduction are used to measure unmet needs (Uno, 2013). According to Agustian (2017), the notion of using a leadership style to encourage and improve the work of public elementary school teachers 04 Sindang Kelingi Rejang Lebong adopts a charismatic and democratic leadership style.

According to Srisiska et. al., (2021), teacher's performance is a learning process in which an attempt is made to improve current actions in order to meet the educational goals that have been set through a learning activity carried out by the teacher in line with the aims and goals. Furthermore, according to Rusyan (2016), teacher's performance includes carrying out the

learning process both in and out of the classroom, as well as carrying out other activities such as working on school administration and learning administration, providing guidance and services to students, and carrying out assessments. According to Zahroh (2015), performance is a reflection of how a person sets his success objectives in general. A skilled teacher works with thorough preparation to ensure that the goals set are met. Performance variations between people at work are caused by variances in individual attributes.

Essentially, two elements impact performance: individual characteristics and environmental ones. Individually, if someone perceives high performance as a means to satisfying their wants, they will take it. Meanwhile, situational factors state that performance is the result of a combination of motivation and fundamental abilities. Performance will be low if motivation is high but basic abilities are low, and vice versa if abilities are high but motivation is low.

According to Zahroh (2015), teacher's performance evaluation is critical because it addresses basic issues regarding the quality of teaching. Feedback on performance appraisals will give several benefits, including confidence that the instructor is contributing and doing the appropriate things, as well as understanding of the influence of teaching performance on the intended results.

There are thirty-three public elementary schools in Banyuasin I District, Banyuasin Regency. The findings of the researchers' early observations at numerous elementary schools revealed that the school principal's leadership had not been entirely able to contribute to the job motivation of elementary school instructors. Principal leadership has not made an ideal contribution to elementary school teachers' performance. Instructor work motivation has not been deemed optimum, either for motivating pupils or for the teacher himself, impacting the teacher's performance. Only 27 (77.14%) of the 35 PNS instructors observed from each primary school were certified, whereas 8 (22.86%) were not certified. Because the instructor's discipline is still not perfect, the teacher submits an assessment report on learning outcomes to the principal when requested and reports it at the conclusion of each session both mid-semester and per semester. The teacher's work motivation is not deemed excellent in the learning process since there are still some teachers who frequently arrive late and the work incentive offered to students is not ideal. There are occasions when teachers are absent due to family obligations. Teachers are also unmotivated when it comes to delivering guidance to pupils who are having difficulty learning.

Recognizing the significance of the principal's leadership in carrying out his duties as a leader who is truly fair to his subordinates, especially the problem of teacher's performance, a school principal seeks to improve teacher's performance, and teachers can appreciate themselves for supporting the principal's performance so that there is reciprocity, which provides mutual motivation. better, and may carry out their tasks with full responsibility, particularly the head of the school principal in boosting the performance of instructors who have achieved success.

Several relevant studies are used as references in this research to support and strengthen the assumptions of researchers in this research activity, such as research conducted by Haryono (2016) with the title, *The Relationship between Principal's Leadership Style and Work Atmosphere with Performance Teacher of Kerugmunggang Satu Atap Public Middle School, Borobudur District, Magelang Regency*. In addition, Syukri's (2017) study, *The Role of Principal Leadership in Improving Teacher's performance at Nurul Ihsan Middle School, Tolitoli Regency, Central Sulawesi*.

From the background above, we have the influence of principal's leadership and work motivation on teacher's performance at SDN Banyuasin I district. The hypothesis of this study is the principal's leadership has a substantial impact on the performance of elementary school teachers in Banyuasin I District. Teacher work motivation has a major impact on the performance of SDN instructors in Banyuasin I District. Principal leadership and teacher work motivation have a significant impact on teacher's performance SDN in Banyuasin I District.

B. Methods

This study was carried out in SDN Banyuasin I District, Banyuasin Regency, during the 2021/2022 academic year. This study contains ex post facto testing of hypotheses but no particular treatment or modification. This survey included 351 elementary school teachers from Banyuasin I District, Banyuasin Regency. The sample then consists of 93 teachers chosen at random. The instruments utilized to gather data in this study are a questionnaire, observation, and documentation. The SPSS For Windows Version 21 application was utilized to perform simple correlation data analysis techniques and multiple regression in this investigation. (1) descriptive analysis; (2) analysis requirements test; and (3) hypothesis testing were the steps of the analysis (Sugiyono, 2015)

C. Results and Discussion

The Effect of Principal's Leadership (X1) on Teacher's Performance (Y)

Based on the findings of the coefficient of determination analysis using simple linear regression that the principal's leadership has a correlation with the performance of SDN teachers in Banyuasin I District, the output value of the Summary Model is 0.417, indicating a fairly strong relationship of 41.7%. Meanwhile, the coefficient of determination, R Square, is 0.174. This suggests that variable X has a 17.4% contributing influence on variable Y, with verified correlation coefficients ranging from 0.400 to 0.599.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,417 ^a	,174	,165	,19681

a. Predictors: (Constant), Principal's Leadership

b. Dependent Variable: Teacher's Performance

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1,427	,355		4,024	,000
Principal's Leadership	,512	,117	,417	4,378	,000

a. Dependent Variable: Teacher' Performance

The table above depicts the effect of the principal's leadership on the performance of SDN teachers in Banyuasin I District based on the coefficients of simple linear regression analysis. The coefficient analysis produced a t-count of 4.378. Criteria for hypothesis testing If t-count > t-table, Ha is approved; otherwise, Ha is rejected. To find t-table, look at = 5%: 2 = 2.5% (2-

sided test) with degrees of freedom (df) = n-k or df = 93 - 2 = 91. (n is the number of samples and k is the number of independent variables). The findings are derived with a t-table of 4.024 using a two-tailed test (significant = 0.025). Based on the aforementioned rationale, t-count = 4.378 and t-table = 4.024, t-count > t-table, indicating that Ho is rejected and Ha is approved. As a result, it can be claimed that the principal's leadership has an impact on the performance of SDN instructors in Banyuasin I District.

The Work Motivation (X2) on Teacher's Performance (Y)

The following findings may be obtained from a basic linear regression analysis performed using the SPSS For Windows version 21 software application program:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.493 ^a	.154	.145	.19914

a. Predictors: (Constant), Work Motivation

b. Dependent Variable: Teacher's Motivation

The output value of the Summary Model acquired a R number of 0.393 based on the findings of the study of the coefficient of determination using simple linear regression on the effect of teacher work motivation on the performance of elementary school teachers in Banyuasin I District. Thus, it can be stated that teacher work motivation has a 49.3% correlation/relationship with SDN teacher's performance in Banyuasin District. The term "Estimated Standard Error" refers to the variance from the projected value. The standard deviation in this study was 0.19914. The lower the standard deviation, the more accurate the model.

Analysis of the coefficient of determination of the level of influence of teacher work motivation on partially the performance of elementary school teachers in Banyuasin District, as shown in the table above, reveals that the figure obtained by the coefficient of determination R Square (R²) is 0.154, implying that the percentage of influence of teacher work motivation is capable of providing a partial contribution of influence on the performance of SDN teachers.

Based on the findings of a partial simple linear regression analysis (t-test), the influence of teacher work motivation on the performance of SDN teachers in Banyuasin I District using the SPSS For Windows version 21 software application program is displayed in the table below.

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1,607	,337		4,074	,000
Work Motivation	,431	,106	,393	4,768	,000

a. Dependent Variable: Teacher's Performance

Based on the results of the coefficients of simple linear regression analysis partially the influence of teacher's work motivation on the performance of SDN teachers in Banyuasin I District as shown in the table above, the results of the coefficient analysis obtained t-count of 4.768 criteria for testing the hypothesis if t-count > t-table then Ha is accepted while if t-count < t-table then Ha is rejected and to determine t-table look at $\alpha = 5\% : 2 = 2.5\%$ (2-tailed test) with degrees of freedom (df) = n-k or df = 93 – 2 = 91 (n is the number of samples and k is the number of independent variables). With a two-tailed test (significant = 0.025) the results obtained for the t-table are 4.074. Based on the explanation above, t-count = 4.768 and t-table = 4.074, then t-count > t-table which means Ho is rejected and Ha is accepted. Thus, it can be said that partially there is an influence of teacher's work motivation on the performance of SDN teachers in Banyuasin I District.

The Effect of Principal's Leadership and Work Motivation on Teacher's Performance

The following results are obtained using the SPSS For Windows version 21 Software application program and the results of multiple regression analysis, the t-test value of the influence of the principal's leadership and teacher's work motivation simultaneously on the performance of SDN teachers in Banyuasin I District.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.673	.411		1,635	,106
Principal's Leadership	.413	.116	.336	3,567	,001
Work Motivation	.332	.103	.303	3,214	,002

a. Dependent Variable: Teacher's Performance

The impact of the principal's leadership and teacher's work motivation concurrently on the performance of elementary school teachers in Banyuasin I District is reached with a value of 1.635 > 0.673 based on the value of the multiple regression coefficient. Thus, the analysis of the third hypothesis concludes that the principal's leadership and teacher work motivation both have an impact on the performance of primary school teachers in Banyuasin I District.

The coefficient of determination (R²) is used to calculate the size of the correlation value between the independent variable (X) and the dependent variable (Y), which is teacher's performance. Because it can explain the regression model in the dependent variable, the coefficient of determination is utilized. The coefficient of determination has a value between zero and one. A low R² value suggests that the independent factors' capacity to explain variance in the dependent variable is severely restricted. The following table shows the results of testing the coefficient of determination.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.509a	.259	.243	.18743

a. Predictors: (Constant), Work Motivation, Principal's Leadership

b. Dependent Variable: Teacher's Performance

According to the table above, the results of multiple regression testing yielded a R of 0.509, indicating that the association between school principal leadership and teacher work motivation

is quite significant (50.9%). Meanwhile, the coefficient of determination, R Square, is 0.259. This suggests that variable X has a contributing impact on variable Y of 25.9%. The remainder (100% - 25.9% = 74.1%) is explained by additional independent factors not examined in this study. The modified R Square value of 0.243, or 24.3%, reflects the degree of the independent variable's contribution to the dependent variable.

Simultaneous testing (F test) is used to investigate the influence of the independent factors on changes in the value of the dependent variable that may be explained by changes in the values of all the independent variables at the same time. The F test is performed by comparing the study's level of importance to the probability value of the research outcomes.

Simultaneous testing of the independent variables, namely principal leadership (X1), teacher work motivation (X2), and teacher's performance (Y), requires that the hypothesis be accepted if the F-count value > F-table, or if the sig. 0.05, or if all of the independent variables jointly affect the dependent variable.

It is used to assess if the regression coefficient has a significant influence or not between the independent variables (X1 and X2) and the dependent variable utilizing simultaneous multiple linear regression analysis and the F-test (Y). The regression coefficient is not significant if sig. > α (0.05). The multiple linear regression coefficient is significant if Sig. α (0.05). Multiple linear regression analysis is also known as simultaneous hypothesis testing or f-test, and the results of computations using the SPSS For Windows version 21 Software program are displayed in the table below.

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1,105	2	,553	15,731	,000b
	Residual	3,162	90	,035		
	Total	4,267	92			

a. Dependent Variable: Teacher's Performance

b. Predictors: (Constant), Work Motivation, Principal's Leadership

Based on the findings of multiple linear regression analysis, it is indicated that the principal's leadership and teacher's work motivation have an impact on the performance of SDN teachers in Banyuasin I District, as shown in table above, and the F-count achieved is 15.731. Criteria for evaluating the hypothesis are as follows: if F-count > F-table, H_a is accepted; otherwise, F-count in an empty cell type the formula = FINV (0.05,19.280) yielded a value of 1.105. (Prayitno, 2010).

Based on the explanation above, it is known that F-count = 15.731 and F-table 1.105 where F-count > F-table or 15.731 > 1.105 which means that H_a is accepted or it can be said that the principal's leadership and teacher's work motivation together have an influence on the performance SDN teacher in Banyuasin I District.

According to Suharsaputra (2018), leadership is a regular pattern of conduct that is implemented by leaders through other individuals, namely through behavior demonstrated by leaders while influencing others, as viewed by others. Mulyasa (2013) mentioned the same thing, that via the leadership of the school principal, a school administrator would be able to transmit numerous values such as a focus on groups, the support of teachers and staff, tolerance for risk, change criteria, and so on. Employees, on the other hand, will construct a subjective

view of the underlying values that exist in the firm based on the values that the leader wishes to express through his leadership style.

The principal must be able to foster a professional working environment that is supported by his subordinates. Not for personal benefit, but to achieve individual objectives in the company in order to increase subordinates' job performance and achieve corporate goals more effectively and efficiently (Hendarman and Rohanim, 2018). According to Kustimi (2013), when it comes to the school principal's leadership and the goals that a school wishes to attain, teacher professionalism is the key that must be focused on. Teacher professionalism is the consequence of the teacher's work, which is shown in the design of teaching programs or the preparation of teaching plans, the implementation of teaching, interpersonal relationships, and the evaluation of learning results.

Principals are effective when they comprehend the school's existence as a complex and distinctive organization and are able to carry out the principal's duty as a supervisor in charge of guiding the school. The accomplishment of educational goals is highly dependent on the principal's leadership abilities and knowledge as a supervisor and one of the educational leaders (Wahjosumidjo, 2016). Furthermore, according to Basri (2014), one of the aspects that is critical to a school's performance is the school leader. Schools become successful and superior in the hands of these leaders, even if they are destroyed.

The principal's efforts to advance the school so that it performs successfully include providing direction to teachers. Teachers' performance in terms of carrying out the duty of educating and instructing their pupils is heavily impacted or dictated by their work motivation (Daryanto, 2017). At the education unit level, the principal is the educational leader who is responsible for all school activities (Soetopo, 2018).

D. Conclusion

The principal's leadership and teacher's work motivation have an impact on the performance of SDN teachers in Banyuasin I District, both individually and collectively.

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