

## **The Influence of Principal's Leadership Style and Teacher's Motivation on Teacher's Performance at SMK Negeri Kayuagung Sub-District**

**Yenni Marlianti<sup>1</sup>, Tri Widayatsih<sup>2</sup>, Muhammad Fahmi<sup>2</sup>**

<sup>1</sup>SMK Negeri 1 Kayuagung, South Sumatra, Indonesia, <sup>2</sup>Universitas PGRI  
Palembang, South Sumatra, Indonesia

Corresponding author e-mail: [yennimarliyanti@gmail.com](mailto:yennimarliyanti@gmail.com)

**Abstract:** Teacher performance is an important element in achieving the goals of educational institutions. Therefore, educational institutions must be able to maximize the factors that can affect teacher performance, which are the principal's leadership style and teacher motivation. This study aims to analyze the effect of the principal's leadership style and teacher motivation on teacher performance in SMK Negeri throughout the Kayuagung District. This type of research is quantitative research. Data collection tool using a questionnaire. Data analysis using multiple regression tests. The results of the study stated that there was an influence of the principal's leadership style and teacher motivation on the performance of teachers in State Vocational Schools throughout the Kayuagung District. To improve their performance, teachers must have high motivation and support from the leadership of the principal who can keep the teacher's motivation always in good condition so that the teaching and learning process can run effectively.

**Keywords:** Leadership Style, Motivation, Performance

### **A. Introduction**

Increasing educational *output* through learning achievement is reflected in the performance of teachers in carrying out their main tasks and functions. High teacher performance can be seen when the teacher has high motivation in teaching tasks, masters and develops teaching materials, is disciplined and has high creativity in the teaching and learning process. Through high teacher performance, the quality of learning will also be higher (Widodo, 2015). The teacher is one of the components of education that has the most important influence on student learning success, even according to Suryadarma et al (2011) the teacher is more important than socioeconomic status and school location. Teachers are a key element in the education system, especially in schools. All other components, starting from the curriculum, facilities, costs, and so on, will not mean much if the teacher's interaction with students is not of good quality.

The importance of the teacher's role in transforming educational input states that there will be no changes or improvements in quality without changes and improvements in teacher competence. This is supported by the results of Yamin, (2016) which states that there is a positive and significant contribution of teacher work ability to student achievement, an increase in teacher work ability is followed by an increase in student achievement. Therefore, the teacher has a very large role in education, and on his shoulders is burdened with a responsibility for the quality of education.

Because of the importance of the teacher's role in educational organizations, concrete efforts are needed to improve teacher performance. One way that school principals can do this is to implement an effective performance monitoring and supervision system, which is one of the principal's duties towards teachers (Hasibuan, 2016). To realize teacher performance that is in line with expectations, professional school principal leadership is needed. Therefore, the principal as part of the school system occupies a strategic position in directing and supporting teacher activities in student learning. The principal as the leader of the school organization has a very important role in improving teacher performance. The leadership role of the school principal is needed to support the creation of quality professional teacher performance in schools. The principal acts as a leader who has a clear vision for the future and can realize and be able to drive the transformation process in schools. Thus, the principal's leadership style is very influential and has an important role in changing schools in a better direction.

In addition to the principal's leadership factor, in the opinion of Hasibuan & Moedjiono (2015) that one of the factors that influence teacher performance in carrying out teaching tasks is the teacher's behavior factor. Teacher behavior factors greatly determine the process of student learning success including teacher motivation as an internal factor of teacher behavior. Teacher motivation is very important for schools and has a positive effect on improving performance.

With high work motivation, teachers can work harder in carrying out their work. On the other hand, with low work motivation, teachers do not have enthusiasm for work, give up easily, and have difficulty completing their work. Based on the description above, it can be stated that to improve teacher performance, it requires the leadership of the school principal as an external factor and high teacher motivation as an internal factor.

The description above is supported by the results of research conducted by Parhusip (2012) which stated that the principal's leadership variable more dominantly influenced the teacher performance variables at SMP Negeri 1 Sarudik, Central Tapanuli Regency, namely 5.392 while the variable teacher motivation at SMP Negeri 1 Sarudik, Central Tapanuli Regency that is equal to 2.391. Based on the results of the

study it can also be concluded that teacher performance will increase if the principal's leadership and teacher motivation are better. Optimization of the principal's leadership can be pursued by being more guided by the main duties and functions of the principal as educator, manager, administrator, leader, innovator, and motivator. Teacher motivation can be done by encouraging teachers to increase their sense of caring, sincerity, discipline, loyalty, and responsibility.

This research was conducted at State Vocational Schools in Kayuagung District. The researcher chose the research location as the research location because it was supported by several factors that were considered to be able to support this research. These factors include facilities that are quite complete, as well as sufficient resources to carry out this research. Seeing this condition, the researchers decided to carry out research at State Vocational Schools in the Kayuagung District.

From the results of initial observations, several indicators of the implementation of the principal's leadership were found in the process of providing education. Researchers found that school principals pay attention and build commitment with educators and teaching staff to support school programs that aim to improve teacher performance. In several schools visited by researchers, researchers found indicators that school principals still did not have a clear commitment to efforts to improve teacher performance. This can be seen where the principal is not objective in carrying out teacher performance assessments (PKG) so that all teachers are given good grades so there is no basis for teachers to improve their performance. According to the researcher's assessment, this has a great impact on improving teacher performance. In addition, the implementation of supervision of teacher performance by the school principal has not been maximized so that the supervisory and coaching functions that should be carried out to improve teacher performance have not run effectively. This is also very influential on efforts to improve teacher performance in State Vocational Schools throughout the Kayuagung District. Teachers who do not have good work motivation can be seen from the fact that there are still many teachers who come late and study hours are empty because the teacher is out of school. In addition, the lack of teachers in writing teaching materials so that the insight to make improvements to the quality of teaching materials and enrichment of practical approach methods in the teaching and learning process in schools is not optimal.

### **Teacher's Performance**

Three other meanings of performance are namely work results, ability, and achievement or encouragement to carry out a job. Based on this opinion, it can be concluded that performance is an achievement/work result that is produced by attitudes/behaviors based on ability to carry out their duties. Performance will be an achievement if it shows an activity in carrying out the assigned task. Rivai (2015) states

that performance is the result or success rate of a person as a whole during a certain period in carrying out tasks compared to various possibilities, such as work standards, targets or goals or criteria that have been determined in advance and have been mutually agreed upon. Thus, performance only refers to a series of results obtained by an employee during a certain period and does not include the personal characteristics of the employee being assessed.

Teacher performance can be interpreted as a condition that shows the ability of a teacher to carry out his duties at school and illustrates the existence of a learning activity so that he is able to guide his students in achieving optimal learning achievements/outcomes. Furthermore Manullang, (2017) states that teacher performance is the ability shown by the teacher in carrying out his duties and work, performance is said to be good or satisfactory if the goals achieved are in accordance with predetermined standards. Teacher performance is not only shown by work results, but also by behavior at work. Teacher performance can be seen clearly in learning which is shown from the acquisition of learning outcomes produced by their students. The quality of good teacher performance will show good student learning outcomes.

Teacher performance is the teacher's willingness to carry out an activity and perfect it in accordance with his responsibilities with the expected results. Teacher performance is the result of work that can be achieved by teachers in learning activities in accordance with their respective authorities and responsibilities in an effort to achieve school goals. Performance is a condition that must be known and confirmed by certain parties to determine the level of achievement of an agency's results related to the vision carried out by an organization or company and to know the positive and negative impacts of an established policy. According to Yamin & Maisah (2017) performance is assessed to determine success or failure. Performance appraisal is a systematic description or description of the strengths and weaknesses associated with a person or a group. Individual performance appraisal is very useful for the dynamics of organizational growth as a whole, through this assessment it can be seen the actual conditions of how employees are performing. Performance appraisal is an assessment with a variety of tasks and situations in which participants are asked to demonstrate understanding and application of in-depth knowledge, as well as skills in various contexts. To assess teacher performance, it can be seen from the teacher performance assessment indicators which consist of three learning activities in class which include: (1) planning of learning programs, (2) implementation of learning activities, (3) evaluation or assessment of learning outcomes.

## **Principal Leadership Style**

Yamin & Maisah (2017) leadership is a process of influence carried out by someone in managing their group members to achieve organizational goals. Leadership is a form of strategy or theory of leadership which is of course carried out by the people we usually refer to as leaders. A leader is someone with leadership authority directing his subordinates to do part of his work in achieving goals.

According to Kartono (2013) leadership is specific, distinctive, needed for special situations. Because in a group that carries out certain activities, and has specific goals and equipment, the group leader with his characteristic traits is a function of that particular situation. It is clear that the main characteristics of the leader and his leadership must be appropriate and acceptable to the group, also relevant, and appropriate to the situation and the era. From the opinion above, it can be concluded that leadership is a way for a leader to influence subordinates with certain characteristics so that they can achieve the desired goals.

Thus, leadership is a way of leading. leaders are those who use formal authority to organize, direct, control subordinates who are responsible, so that all parts of the work are coordinated to achieve company goals. The leader must first of all be someone who is able to grow and develop all the best in his subordinates.

According to Thoha (2015) leadership style is a behavioral norm that is used by someone when that person tries to influence the behavior of others as he sees it. The various leadership styles include 1) autocratic leadership style; 2) Democratic Leadership Style; and 3) Permissive Leadership Style. Adlan (2019) said that the indicators of the school principal's leadership style are (1) Decision making; (2) Distribution of tasks to subordinates; (3) Subordinate initiatives; (4) Imposition of sanctions/punishments; (5) Awarding of achievements; (6) Establish communication; (7) Monitoring the implementation of tasks; (8) Work meeting. Dirun (2016) says that the indicators of the principal's leadership style are (1) Instructive Style: Directing and explaining work, Supervision; (2) Consultation Style: Two-way communication, Support and strengthen teachers; (3) Style of Participation: There is involvement, Delegation of some responsibilities; and (4) Delegation Style: Authority in carrying out tasks, Placement of people. From the several indicators of the principal's leadership style above, the researcher chose a leadership style indicator based on Kartono, (2013) which consists of 1) decision-making ability; (2) motivating ability; (3) communication skills; (4) ability to control subordinates; (5) responsibility; and (6) the ability to control emotions.

## **Teacher's Motivation**

Motivation is an impulse that arises in a person to carry out activities to meet various needs (Mangkunegara, 2014). Work motivation is a condition or energy that drives a directed individual. A positive individual mental attitude towards work situations can strengthen their work motivation to achieve maximum performance. As part of an organization, teachers who have high work motivation will always work hard to overcome all kinds of problems encountered in the process of learning activities in the hope of achieving better results. Motivation is very important in an institution because motivation is something that causes, distributes, and supports human behavior, so that they want to work hard and enthusiastically achieve optimal results.

In the context of education, teacher work motivation is a process carried out to move teachers so that their behavior can be directed at real efforts to achieve the goals that have been set. Meanwhile, teacher work motivation is a process carried out to move teachers so that their behavior can be directed to real efforts to achieve the goals that have been set. The teacher work motivation is a process carried out to move teachers so that their behavior can be directed at real efforts to achieve the goals that have been set.

Based on the definition above, work motivation is defined as something that encourages someone to work and achieve certain goals. As the teacher's work motivation is something that encourages a teacher to carry out or take action and complete tasks properly which is his responsibility as a teacher in school in order to achieve a goal.

Motivation as a psychological process in a person will be influenced by several factors 1) internal factors that influence motivation, namely a) Personal maturity; b) Education level; c) Personal wants and expectations and needs; d) Fatigue and boredom and job satisfaction; 2) External factors which include a) Pleasant work environment; b) Matching compensation; c) Good supervision; d) There is an award for achievement; and e) Applicable regulations.

Hasibuan (2016) suggests that there are two groups of factors that affect a person's work in an organization, namely motivator factors (satisfactory) and maintenance factors. Motivator factors that will increase work performance or job satisfaction while maintenance factors prevent, according to him, morale and achievement. If the motivator factors are met, permanent work performance is achieved. If the maintenance factors are fulfilled, work performance will not appear because of the maintenance factors. Maintenance factors consist of salary, wages, supervision, interpersonal relationships, working conditions and status. While the motivating factors consist of interesting work, there are challenges, awards and promotions.

Indicators of work motivation include 1) Salary, apart from working meet the basic needs of every employee to become power encourage employees to work enthusiastically; 2) Supervision effective in increasing worker productivity; 3) Policy and administration characterized by integration between leaders and subordinates as a group integrity or totality of the system; 4) Work relationship supported by a harmonious work atmosphere or work relationship that is created close relationship, full of kinship and good mutual support the relationship between fellow employees between employees and superiors.

Based on the description above, it can be explained that the indicator of work motivation consists of encouragement from outside and from within a person to carry out an effective job. the indicators of work motivation used in this study are the indicators put forward by Mangkunegara (2014), namely 1) do things as well as possible; 2) do something by achieving success; 3) complete tasks that require effort and skill; 4) desire to become famous and master a certain field; 5) doing difficult things with satisfying results; 6) doing something very meaningful; 7) Do something better than others.

## **B. Methods**

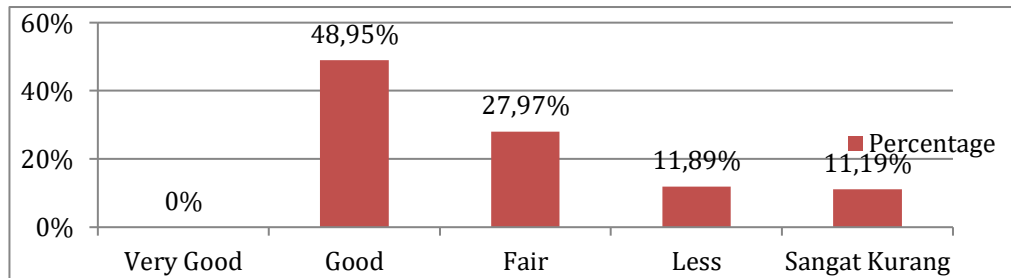
This research was conducted at State Vocational Schools in Kayuagung District. The time of the research was carried out from July 2022 to September 2022. This type of research is quantitative research with this research design using *ex post facto* research design. Sugiyono, (2018) suggests that the *ex post facto* research design is research that aims to investigate events that have occurred and then trace back to find out the factors that led to the occurrence of these events. The number of samples is 124 teachers from 3 State Vocational Schools located in Kayuagung District. Data collection techniques in this study used questionnaires. The data scale used was a Likert scale. Data analysis techniques used descriptive quantitative analysis techniques, simple regression tests and multiple regression tests using SPSS 22.00.

## **C. Results and Discussion**

### **Statistical Description The leadership style of the principles of State Vocational Schools in the Kayuagung District**

Statistical analysis of the variable description of the leadership style of principals at State Vocational Schools in the Kayuagung District based on indicators (1) the ability to make decisions; (2) motivating ability; (3) communication skills; (4) ability to control subordinates; (5) responsibility; and (6) the ability to control emotions. All indicators of the principal's leadership style variable are contained in 22 questions based on the results of the category analysis above, it can be stated that the principal's leadership

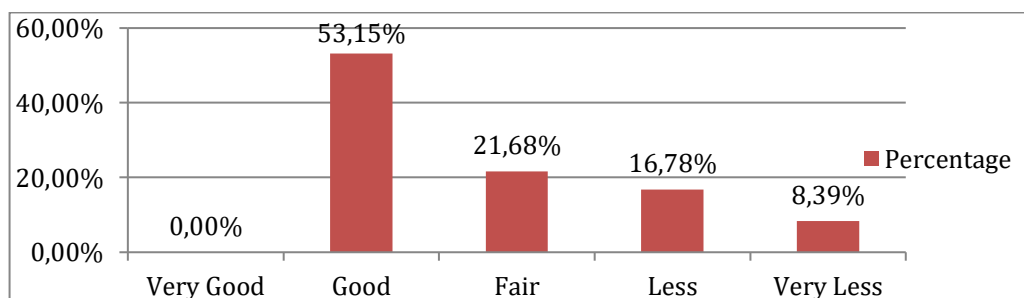
style is included in the good category at 48.95%.



**Figure 1. Principal leadership style category State Vocational Schools in the Kayuagung District**

### **Statistical Description of Teachers' Motivation at State Vocational Schools in Kayuagung District**

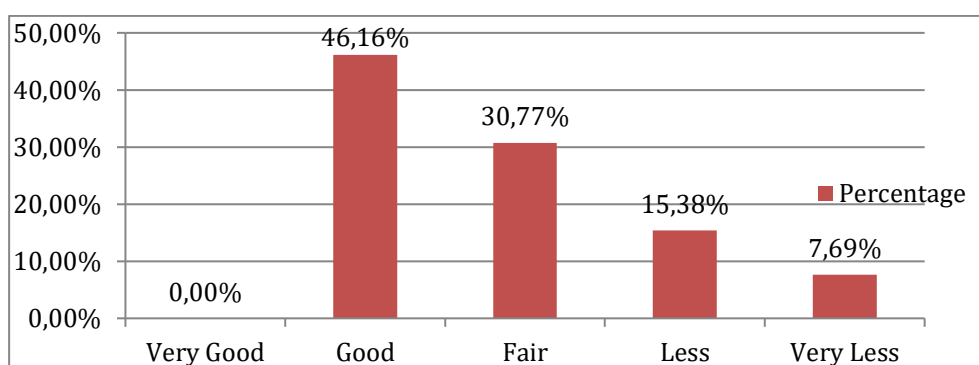
Variable motivation of State Vocational School teachers in Kayuagung District based on indicators (1) Doing things as well as possible; (2) Doing something to achieve success; (3) Complete tasks that require effort and skill; (4) Desire to become famous and master a certain field; (5) Doing difficult things with satisfying results; (6) Doing something very meaningful; (7) Do something more than other people. The results of data analysis on teacher motivation variables contained in the 22 questions based on the results of the analysis can be stated that teacher motivation variables are included in the good category with the highest score of 53.15%. The percentage of teacher motivation categories in SMK Negeri in Kayuagung District can be seen in the following table.



**Figure 2. Variable Category of Teachers' Motivation at State Vocational Schools in Kayuagung District**

### **State Vocational School teachers' performance statistics in Kayuagung District**

The teacher performance variable consists of 13 question items which contain indicators 1) Develop responsibility as well as possible; 2) The ability to carry out its roles successfully; 3) The ability to work in an effort to achieve educational goals in schools; 4) The ability to carry out its role in the teaching and learning process in the classroom. The results of the descriptive analysis of teacher performance variables at State Vocational Schools in the Kayuagung District show that teacher performance is included in the good category with the highest total score of 46.16%. The percentage of teacher performance variable categories in State Vocational Schools in Kayuagung District can be seen in the following figure.



**Figure 3. Category of Teacher Performance Variables State Vocational Schools in the Kayuagung District**

## Test Data Requirements

### Normality test

The normality test in this study used the *Kolmogorov-Smirnov test* using SPSS 20.00. The results of the normality test analysis based on the *One-Sample Kolmogorov-Smirnov Test* obtained a sig (2-tailed) value of 0.200. The sig value of 0.200 is greater than 0.05. Thus, it can be stated that all data are normally distributed 1.

### Linearity Test

To state whether the regression line in this study is linear or not, it is tested by using the coefficient  $F_{\text{calculated on linearity}}$  or  $F_{\text{calculated on Deviation from linearity}}$ . When using  $F_{\text{arithmetic}}$ : Reject  $H_0$  If  $F_{\text{arithmetic}} < F_{\text{table}}$  or  $\text{Sig} > (0.05)$  in other cases  $H_0$  is accepted, or it is said to be linear. The results can be stated that the *Deviation from linearity value* is  $0.520 > 0.05$ , meaning that the regression line in this study is linear.

## **Hypothesis test**

### **The Effect of the Principal's Leadership Style on the Performance of State Vocational School Teachers in the Kayuagung District**

Based on the simple regression test above, the t-count value is 41,801 > from the t-table price of 1.657 where the t-count price is greater than t-table, so  $H_{01}$  is rejected, so there is a significant influence between the principal's leadership style on the performance of State Vocational High School teachers Kayuagung District.

### **The Effect of Teacher Motivation on the Performance of State Vocational School teachers in the Kayuagung District**

Based on the significance test of the teacher's motivation variable on teacher performance at State Vocational Schools in Kayuagung District, the t-count value is 42,741  $\geq$  the t-table price is 1.657 where the t-count price is greater than t-table, so  $H_{02}$  is rejected, so there is a significant influence between teacher motivation on the performance of State Vocational School teachers in the Kayuagung District.

### **The Mutual Influence of Teacher Competence and Motivation on the Performance of State Vocational School Teachers in the Kayuagung District**

Based on the results of the multiple regression test, the constant value of the regression equation ( $a$ ) is 11,290 and the coefficient value of the independent variable ( $b_1$ ) is -0.019 and the value ( $b_2$ ) is 0.825, so the regression equation is obtained as follows.

$$Y = a + b_1 X_1 + b_2 X_2$$

$$Y = 1.709 + 0.924 X_1 + 0.977 X_2$$

Teacher performance has increased positively through the principal's leadership style and work motivation. To find out the truth of testing the hypothesis, a simultaneous test was carried out using the F test to determine the effect of the principal's leadership style variable and teacher motivation on teacher performance variables.

Based on the Anova test, it was obtained that F count was 1384,958 with a significance level of 0.000 < probability value  $\alpha$  0.05 while F table corresponded to a significance level of 0.05 (2.121) of 3.08 so that F count > F table (1384,958 > 2.68) so that  $H_{03}$  is rejected, meaning that there is a jointly significant influence between the principal's leadership style and teacher motivation on the performance of State Vocational School teachers in the Kayuagung District. Based on the table, it can be obtained that the *R squared* value is 0.462, thus the termination coefficient is 46.2% so it can be concluded that the influence of the principal's leadership style and teacher motivation on the performance of State Vocational School teachers in the Kayuagung District together is

46.2 % and the rest is influenced by other factors not examined in this study.

Based on the results of the analysis above, it can be stated that the results of the descriptive statistical analysis show that the leadership style of the principals of State Vocational Schools in the Kayuagung District is in the very good category Good. The results of the analysis of statistical descriptions of the performance of State Vocational School teachers in the Kayuagung District are in the good category.

From the results of the statistical descriptive analysis above, it can be argued that the principal's leadership style and teacher motivation are in the good category, so the teacher's performance variable is also in good condition. The analysis above states the relationship between teacher competence and motivation and teacher performance. The results of this analysis can also explain that the better the competence and motivation of teachers, the positive impact on teacher performance will be. Teacher performance is an important part of the learning and education process. Because teacher performance and teacher motivation play an important role in encouraging effective performance.

Teacher performance cannot be separated from the principal's leadership style. Therefore, schools must strive to provide encouragement so that teachers can improve competence, especially professional competence where teacher professional competence is very important in improving teacher performance in managing learning. In addition, schools must also condition teacher motivation which can encourage teachers to be able to improve their professionalism.

### **Hypothesis Test Results 1**

Based on the simple regression test, it was obtained that the t value was  $41,801 >$  the t table price was 1.657 where the t calculated price was greater than t table, so  $H_0$  was rejected, so that there was a significant influence between the principal's leadership style on the performance of State Vocational School teachers in the Kayuagung District. The results of the analysis above state that there is a strong correlation coefficient between the principal's leadership style and teacher performance. The principal's leadership style also has a strong influence on teacher performance. Thus, the leadership style of an educational institution leader can influence the attitudes of his subordinates, namely teachers. Teachers will be affected by various policies or regulations issued by the school principal. If the principal's policy with his leadership style can be well received by the teacher, then the teacher's performance will increase but if the opposite happens then it is likely that the teacher will have low performance.

The principal's leadership style is one of the factors that influence teacher performance. Thus, any increase in the quality of the principal's leadership style, the

teacher's performance will also increase.

## **Hypothesis Test Results 2**

Then based on a simple regression test of teacher motivation on teacher performance at State Vocational Schools in Kayuagung District, the t-count value is 42,741  $\geq$  the t-table price is 1.657 where the t-count price is greater than t-table, so  $H_0 2$  is rejected, so there is a significant influence between teacher motivation on the performance of State Vocational School teachers in the Kayuagung District. The results of this study support previous research conducted by Siregar (2016) which stated that teacher professional behavior is strongly influenced by work motivation. Teacher performance is caused by several factors, including motivation and professionalism as psychological awareness interacts with each other. High motivation will provide encouragement internally in work which is shown in the behavior of high morale, teachers who have high teacher motivation will always try to always improve their competence. Work motivation has a positive effect on the performance of teachers. If the teacher's achievement motivation increases, the teacher's performance will increase and if the teacher's achievement motivation decreases, the teacher's performance will decrease.

## **Hypothesis Test Results 3**

From the Anova test above, it was obtained that the calculated F was 1384,958 with a significance level of  $0.000 <$  the probability value  $\alpha 0.05$  while the F table corresponded to a significance level of 0.05 (2.121) of 3.08 so that  $F \text{ count} > F \text{ table}$  ( $1384,958 > 2.68$ ) so that  $H_0 3$  is rejected, meaning that there is a jointly significant influence between the principal's leadership style and teacher motivation on the performance of State Vocational School teachers in the Kayuagung District. Based on the *R square* value of 0.462, the termination coefficient is 46.2% so that it can be concluded that the influence of the principal's leadership style and teacher motivation on the performance of State Vocational School teachers in the Kayuagung District is 46.2% and the rest is influenced by other factors not examined in this study.

The results of the research above state that the principal's leadership style and teacher motivation together have a significant effect on teacher performance. The results of the analysis above are supported by Damayani et al (2020) with the results of the study stating that 1) there is a significant influence between the leadership of the school principal on teacher performance; 2) there is a significant influence between teacher motivation on teacher performance; and 3) there is a jointly significant influence between the principal's leadership and teacher motivation on teacher performance.

Teacher work motivation is an activity that can cause encouragement to a teacher to

act and do something to work, where a teacher who has high work motivation will try to carry out his duties with all his might so that his work is successful. Indicators of work motivation include intrinsic factors, namely the desire to excel at work, the desire to progress at work in the form of the desire to have a better life. The leadership style of a positive school principal will have an impact on increasing the work motivation of teachers (Fitrah, 2017).

#### **D. Conclusion**

Based on data analysis and hypothesis testing, the following conclusions can be drawn:

1. There is a significant influence between the principal's leadership style on the performance of State Vocational School teachers in the Kayuagung District.
2. There is a significant influence between teacher motivation on the performance of State Vocational School teachers in the Kayuagung District.
3. There is a jointly significant influence between the principal's leadership style and teacher motivation on the performance of State Vocational School teachers in the Kayuagung District.

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