

IMPROVING TEACHER PERFORMANCE THROUGH A GOOD LEADERSHIP AND MOTIVATIONAL APPROACH

Rahmannisa Juita Usmar¹, Achadi Budi Santosa^{2*}

^{1,2} Universitas Ahmad Dahlan, Indonesia

* *corresponding author*: budi.santosa@mp.uad.ac.id

ABSTRACT:

Teacher performance is important in an educational institution. Optimal teacher performance has been shown to affect school quality and improve student achievement. This study aims to determine the effect of the principal's leadership style and work motivation on the performance of elementary school teachers. The population sample includes teachers at private schools in the Sungai Penuh Regency. The data is taken by questionnaire. The results showed a positive and significant influence between leadership style and teacher performance, with the value of sig. $0.041 < 0.05$. Work motivation has a positive and significant effect on teacher performance, with a value of sig. $0.000 < 0.05$. There is a positive and significant influence between leadership style and work motivation simultaneously on teacher performance, with a value of sig. 0.000 is less than 0.05 . The results of this study indicate that principals need to continue to encourage teachers through a kind and sympathetic approach so that their performance can be more optimal.

ARTICLE HISTORY:

Received: 24 March 2022

Accepted: 26 April 2022

Published: 31 May 2022

KEYWORDS:

Principal Leadership, Teacher Performance, Work Motivation.

ABSTRAK:

Kinerja guru penting dalam sebuah lembaga pendidikan. Kinerja guru yang optimal telah terbukti mempengaruhi kualitas sekolah dan meningkatkan prestasi siswa. Penelitian ini bertujuan untuk mengetahui pengaruh gaya kepemimpinan kepala sekolah, dan motivasi kerja terhadap kinerja guru sekolah dasar. Sampel populasi meliputi guru pada salah satu sekolah swasta di Kota Sungai Penuh, data diambil dengan kuesioner. Hasil penelitian menunjukkan bahwa, terdapat pengaruh positif dan signifikan antara gaya kepemimpinan terhadap kinerja guru, dengan nilai sig. $0,041 < 0,05$. Terdapat

pengaruh positif dan signifikan motivasi kerja terhadap kinerja guru, dengan nilai sig. $0,000 < 0,05$. Terdapat pengaruh positif dan signifikan antara gaya kepemimpinan dan motivasi kerja secara simultan terhadap kinerja guru, dengan nilai sig. $0,000$ kurang dari $0,05$. Hal ini membuktikan bahwa motivasi dan gaya kepemimpinan kepala sekolah mempengaruhi pencapaian kinerja, pengabaian terhadap aspek motivasi dan gaya kepemimpinan kepala sekolah dapat berakibat kegagalan dalam pencapaian program sekolah.

Kata Kunci: *Kepemimpinan Kepala Sekolah, Motivasi Kerja, Kinerja Guru*

INTRODUCTION

The creation of excellent schools cannot be separated from the role of human resources. Teacher performance as a component of human resources is essential to improving school quality (Ideswal et al., 2020; Ratnasari et al., 2020). One of the indicators of a superior school is the achievement of its students, both in academic and non-academic forms, which can be achieved because of the teacher's direct participation as contained in the Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers. It states that a teacher is in a professional position with the main task of educating, teaching, guiding, directing, assessing, and evaluating students (Murkatik et al., 2020). Thus, optimal teacher performance will affect the quality of schools. According to (Paais & Pattiruhu, 2020), performance is an activity carried out by a person in an organization to complete and be responsible for tasks according to the expectations and goals set. Teacher performance will not be good if the leadership of his superiors does not support it because a school leader plays a significant role in improving teacher performance. A leader is a motivator who can motivate and guide his subordinates to achieve organizational goals (Hanafi et al., 2018; Sitorus, 2020). It means that good communication is needed between leaders and those they lead because leaders will not act without the participation of their members (Evi Zahara, 2018). On the other hand, teacher performance will not be effective in carrying out their duties without principal professional leadership (Kartini et al., 2020).

The principal is the most responsible official in the school organization, who regulates the organization's running through collaboration with teachers in educating students to achieve educational goals (Manora, 2019). Leaders in academic units must create harmonious relationships with all education components to foster and develop interpersonal cooperation. So that teacher competencies are not only limited to those they previously had but continue to



innovate and improve appropriately so that the professionalism of teacher performance will be realized (Raharja, 2011; Setyawan & Santosa, 2021). The problem of unprofessional teacher performance is a problem for our nation, Indonesia. Even the Teacher Competency Test data found that the UKG results were unsatisfactory. In 2015, the national average score for kindergarten teachers was 43.74 points. Elementary school teachers have 40.14 points, junior high school teachers have 44.14 points, and high school teachers have 45.38 points. UKG 2017's average score has not reached 70 points (Tindaon & Muliani, 2021; Veirissa, 2021). Teachers with competence above average or pass UKG with a minimum score of 80, not more than 30 percent. This condition is very concerning because ensuring the quality of education cannot be separated from the role of teachers, considering their duties as educators and teaching staff in developing superior human resources. The chairman of the Indonesian teachers' union board, Koswara, explained that the low competence resulted from teachers and principals no longer being interested in building quality human resources (Siregar et al., 2021).

Teacher performance is part of the quality of the organization. Therefore, it requires continuous coaching and performance development, but unfortunately, the recent phenomenon, primarily due to the Covid-19 pandemic, shows a trend of declining teacher performance. It is due to changes in work mechanisms. Sudden changes demand mastery of digital technology in the implementation of learning (Patarai et al., 2018; Seran et al., 2021). It is even more so in private educational institutions, where they are known to be more disciplined with strict job demands (Hasibuan & Munasib, 2020).

Therefore, teacher performance needs more attention, considering the quality of education is determined by the teacher as the "spearhead." According to Leukemia, performance is defined as the result or overall level of success of a person during a specific time to carry out a task compared to various possibilities, such as standard work, targets or goals, or criteria that have been determined and mutually agreed (Leatemala, 2018). The concept of teacher performance mentioned above is in line with the opinion of Tanjung (2015), which says that work performance is the result of work in quality and quantity achieved by an employee in carrying out his duties following the responsibilities given to him. One empirical study shows that teacher performance is allegedly influenced by leadership style and work motivation factors (Astuti et al., 2020).

Through regression analysis is known that there is a significant influence of leadership style on teacher performance and work motivation on teacher performance. Simultaneously, leadership style and work motivation positively and significantly affect teacher performance.

Reason impels someone to contribute to the organization's success (Siagian & Khair, 2018). Work motivation has a very close relationship with performance. Based on Hawthorn's theory, a person's motivation to work is based on a need, from a market to a desire, so that it will continue to motivate to improve performance. The teacher's performance can also be maximized if the work motivation is high. Teachers with high work motivation always try to overcome all kinds of problems, hoping to achieve better results. Factors that influence teacher work motivation include the possibility to develop, type of work, feeling proud of the organization, feeling safe at work, fair and competitive salary, pleasant work environment, achievement awards, and getting appropriate treatment from management (Idiegbeyan-Ose et al., 2019).

The research on The Influence of Transformational Leadership and Work Motivation on Employee Performance Mediated by Job Satisfaction found that transformational leadership has no significant effect on employee performance but has a substantial impact on job satisfaction (Prabowo et al., 2018). Work motivation has a significant influence on employee performance and job satisfaction. Job satisfaction has a significant effect on employee performance. Job satisfaction also fully mediates the impact of transformational leadership on employee performance and partially mediates the result of work motivation on employee performance. The indicator that causes the insignificant effect of transformational leadership on employee performance is individual considerations that have not run optimally.

Research by Purwanto et al., transactional and authoritarian leadership styles at Madrasah Tsanawiyah in Kudus positively and significantly influence teacher performance (Purwanto et al., 2020). Leadership style and work environment had a positive and significant effect on the variables of job satisfaction, work environment, and job satisfaction, and had a positive and significant effect on employee performance variables (Siagian & Khair, 2018). At the same time, the transformational and authentic leadership styles identified no considerable impact.



The recent decline in teacher performance in Sungai Penuh Regency is suspected not only to be a factor in the Covid-19 pandemic but also due to the lack of a principal's role in providing motivation and approaches to subordinates. Based on some of the research above results, teacher performance is generally influenced by the position of leadership and work motivation. Even the results of other studies stated that the performance and discipline of teachers were more influenced by the supervision of the principal (Pujianto et al., 2020; Rohani et al., 2020). It is necessary to realize that many factors determine teacher performance. Therefore, efforts to improve performance at each educational institution also need to consider other supporting factors

METHODS

This study uses a quantitative approach to multiple regression analysis models. Research respondents include private elementary school teachers in Sungai Penuh regency with a total sample of 33 people. Because the study population was small, less than 100, the entire population was taken (Bujang et al., 2018). The data that has been collected is tabulated using Ms. Excel, then analyzed using the linear regression analysis technique through the SPSS program.

FINDINGS

The description of each research variable, namely leadership style (X_1), motivation (X_2), and teacher performance (Y), is based on the average score of respondents' answers to the questions in the research instrument. Each question item gets a score of 1-5, with the criteria of strongly disagree (SD), disagree (D), undecided (U), agree (A), and strongly agree (SA). The scoring of positive and negative questions is shown in Table 1.

Table 1. Interpretation of The Average Score of Each Variable

Statement/ Question	Score Criteria				
	SD	D	U	A	SA
1. Positive	1	2	3	4	5
2. Negative	5	4	3	2	1

The data is tabulated by grouping each item of all questions with the help of Ms. Excel. After that, the information is then inputted into the SPSS program.

The independent variables in this study are leadership style (X_1) and work motivation (X_2), while the dependent variable is teacher performance (Y). Before performing multiple linear regression analysis, prerequisite tests included normality, one-sample Kolmogorov Smirnov, and data linearity tests. The results of the multiple linear regression analysis prerequisite test are shown in Table 2.

Table 2. Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Leadership Style (X_1)	.118	33	.200*	.979	33	.753
Work motivation (X_2)	.133	33	.146	.961	33	.283
Teacher Performance (Y)	.128	33	.190	.948	33	.114

*. It is a lower bound of the true significance.
a. Lilliefors Significance Correction

The normality of the data shows that the data used is relatively homogeneous, which is required for parametric tests. Based on table 2, the significant value for the leadership style variable is 0.753, the work motivation variable is 0.283, and the teacher performance variable is 0.114. These values are more significant than 0.05, so it can be concluded that the data on leadership style, work motivation, and teacher performance in the Sungai Penuh district are typically distributed.

Table 3. One-Sample Kolmogorov-Smirnov Test

	N	Unstandardized Residual
		33
Normal Parameters,^{a,b}	Mean	.0000000
	Std. Deviation	3.17014102
Most Extreme Differences	Absolute	.118
	Positive	.062
	Negative	-.118
Test Statistic		.118
Asymp. Sig. (2-tailed)		.200 ^{c,d}



-
- a. Test distribution is Normal.
-
- b. Calculated from data.
-
- c. Lilliefors Significance Correction.
-
- d. This is a lower bound of the true significance.
-

Based on the results of the normality test, it is known that the significance value is $0.200 > 0.05$, so it can be concluded that the residual value is usually distributed. Thus, the data from the table can be used as research material for leadership in schools in the Sungai Penuh regency.

Table 4. Data Linearity Test (Anova)

		Sum of Squares	df	Mean Square	F	Sig.
Teacher Performance (Y) * Leadership Style (X₁)	Between Groups	520.045	20	26.002	2.028	.105
	(Combined Linearity Deviation from Linearity)	181.353	1	181.353	14.147	.003
		338.693	19	17.826	1.391	.283
	Within Groups	153.833	12	12.819		
	Total	673.879	32			

Based on the sig value at deviation from linearity $0.283 > 0.005$, it can be concluded that the data is linear. Based on the linearity test, normality test, and Kolmogorov-Smirnov test, it can be supposed that the data has met the multiple linear regression analysis requirements. With the previous hypothesis.

H_1 = there is an influence of leadership style (X_1) on teacher performance (Y)

H_2 = there is an effect of work motivation (X_2) on (Y)

H_3 = there is an influence of leadership style (X_1) and work motivation (X_2) on teacher performance (Y)

Table 5. Hypothesis Testing H_1 and H_2 Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients Beta		
	B	Std. Error			
(Constant)	11.321	5.219		2.169	.038
Leadership Style (X_1)	.156	.073	.295	2.136	.041
Work motivation (X_2)	.567	.142	.551	3.993	.000

Dependent Variable: Teacher performance (Y). The regression analysis results of the variables X_1 against Y showed the value of sig. On X_1 of $0.041 < 0.05$, it can be concluded that H_1 is rejected. It means that there is an effect of H_1 on Y. Thus, there is an influence of leadership style on teacher performance. The regression analysis results of the variables X_2 against Y showed the value of sig. At X_2 of $0.000 < 0.005$, it can be concluded that H_2 is rejected. It means that there is an effect of H_2 on Y. Thus, there is an influence of work motivation on teacher performance.

Table 6. H_3 Hypothesis Test (ANOVA)

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	352.285	2	176.143	16.432	.000
	Residual	321.593	30	10.720		
	Total	673.879	32			

Dependent Variable: Kinerja Guru (Y). Predictors: (Constant), Motivasi Kerja (X_2), Gaya Kepemimpinan (X_1). The results of the regression analysis of variables X_1 and X_2 against Y indicate the value of sig. $0.000 < 0.005$, so it can be concluded that H_3 is rejected, which means that there is an effect of H_3 on Y. Thus, through this table, it can be explained that there is a joint influence between leadership style and work motivation on teacher performance in Sungai Penuh regency.

In the leadership style variable, as many as three respondents chose a leadership style with a high category. The rest of the respondents in the moderate category were 30 respondents. The highest scores of respondents' answers are on questions 1, 2, and 5, namely by 1) The principal coordinates activities and directs teachers to carry out tasks, 2) The principal provides clear instructions to teachers and staff. And 5) If a problem arises, the principal I work with is willing to help, provide a way out, and make a decision.

Thus explaining that the principal has a participatory and supportive leadership style. While the lowest score of respondents' answers is on the 7th question item: Everything related to the school is determined by the principal, which explains that the head is not democratic, where the views of its members influence every decision making.



On the work motivation variable, as many as six respondents have high work motivation. The remaining 27 respondents have work motivation in the medium category. The highest scores of respondents' answers are on questions 1, 2, and 7. That is, 1) I have high morale at every opportunity, 2) I am good at improvising at work, and 7) I am always excited to meet children at school.

Thus, in general, teachers have high morale and good competence. The teacher always tries his best to educate their students. While the lowest score of the respondent's answers is in the 10th question item: I try to show a good way of working so that my colleagues can imitate it. It explains that the teacher does not offer an attitude of visualization. In other words, the teacher here is not imaging, which means he does his job well because he has a great sense of responsibility.

On the teacher performance variable, there are two respondents in the extreme high category and the remaining 31 in the medium category. The highest scores of respondents' answers are on the 7th and 10th questions. Namely, 7th, I make a Lesson Plan (RPP) according to the curriculum, and 10th, During the learning process, I communicate effectively.

While the lowest score of respondents' answers is in the 6th question item: I use learning resources not only from textbooks. In this case, it shows that teachers use various learning media if they can support student learning achievement. So it can be concluded that the teacher has competence. Teacher competence is a description of what a teacher should be able to do in carrying out his work, both in the form of activities in behaviour and the intended results (Nousiainen et al., 2018; Renata et al., 2018). Thus, teachers are responsible for carrying out their duties and have exemplary work professionalism.

Table 6. Coefficient Determination

Model	R	R Square	Adjusted R Square	Std. An error in the Estimate	Durbin-Watson
1	.723 ^a	.523	.491	3.27411	2.642
a. Dependent Variable: Teacher Performance (Y)					
b. Predictors: (Constant), Work Motivation (X ₂), Leadership style (X ₁)					

Table 6 above shows that R is quite large, namely 723, so the percentage change in the dependent variable (Y) caused by the independent variable (X) is also more enormous.

DISCUSSION

The findings above explain that the correlation value (R) is 0.723, indicating that the percentage of the influence of motivation and leadership style is relatively high in teacher performance. The output obtained a value of 0.523 which means that there is an influence of 52.3% of work motivation and leadership style on teacher performance. At the same time, the remaining effect of 47.7% is influenced by other factors that are not examined.

Through this research, principals need to understand that the way the principal directs, influence, and motivates needs to be continuously improved. A democratic and humanist approach has been proven to increase the sympathetic perception of teachers, which leads to an increase in teacher performance (Holbrook et al., 2022; Ullah & Atta, 2020). Various studies have shown this significant relationship, as research conducted by (Nisa, 2018) through the use of regression analysis.

In addition to the principal's leadership style, optimal teacher performance can be obtained through encouragement from the teacher's internal and external factors (Yildiz & Kilic, 2021). Encouragement from within the teacher in the form of a sense of responsibility in carrying out tasks, carrying out tasks with clear targets, having clear and challenging goals, having feelings of pleasure at work, always trying to outperform others, and prioritizing what is achieved (Barni et al., 2019; Patall et al., 2018). And encouragement from outside the teacher can be in the form of efforts to fulfill the needs of life and work, the pleasure of getting praise for the job done, the hope of getting incentives, and the hope of getting attention from friends and superiors (Oktiani, 2017).

As professional teachers in the field of education, teachers must have the drive always to try to develop their abilities to various innovations in learning activities, improvement, and adjustment to the development of science and technology, as well as seek solutions to various problems encountered in learning (Hapsari & Fatimah, 2021; Sedana, 2019). It is relevant to the learning material, as well as learning tools and media to support and facilitate students'



understanding of the material (Barrett et al., 2019). Encouragement from outside can also be obtained through various supporting facilities or infrastructure in carrying out the learning process.

CONCLUSION

The results of this study indicate that a school principal is very interested in always providing motivation and maintaining a good leadership style by exemplary, so that teacher achievement and performance always increase. This research also makes school principals in Sungai Penuh regency aware to always maintain the rhythm of their leadership by motivating teachers using a sympathetic and humanist approach in delegating their duties and authorities.

REFERENCES

- Astuti, R. W., Fitria, H., & Rohana. (2020). The Influence of Leadership Style and Work Motivation on Teacher's Performance. *Journal of Social Work and Science Education*, 1(2), 105–114. <https://doi.org/10.2991/assehr.k.201204.055>
- Barni, D., Danioni, F., & Benevene, P. (2019). Teachers' self-efficacy: The role of personal values and motivations for teaching. *Frontiers in Psychology*, 10, 1645.
- Barrett, P., Treves, A., Shims, T., Ambasz, D., & Ustinova, M. (2019). *The Impact of School Infrastructure on Learning : A Synthesis of the Evidence*. The World Bank. <https://doi.org/10.1596/978-1-4648-1378-8>
- Bujang, M. A., Sa'at, N., Bakar, T. M. I. T. A., & Joo, L. C. (2018). Sample size guidelines for logistic regression from observational studies with large population: emphasis on the accuracy between statistics and parameters based on real life clinical data. *The Malaysian Journal of Medical Sciences: MJMS*, 25(4), 122.
- Evi Zahara. (2018). Peranan Komunikasi Organisasi Pimpinan Organisasi. *Jurnal Warta*, 12(2), 1–8. <https://jurnal.dharmawangsa.ac.id/index.php/juwarta/article/view/8>
- Hanafi, A. S., Almy, C., & Siregar, M. T. (2018). Pengaruh Gaya Kepemimpinan dan Motivasi Kerja Terhadap Kinerja Pegawai. *Jurnal Manajemen Industri Dan Logistik*, 02(01), 52–61. <https://jurnal.poltekapp.ac.id/index.php/JMIL/article/view/25/25>
- Hapsari, I. I., & Fatimah, M. (2021). Inovasi Pembelajaran Sebagai Strategi Peningkatan Kualitas Guru Di SDN 2 Setu. *Standarisasi Pendidikan Sekolah Dasar Menuju Era Human Society 5.0*, 3(1), 187–194. <https://e-journal.umc.ac.id/index.php/pro/article/view/2236>

- Hasibuan, S. H., & Munasib, A. (2020). Pengaruh Kepemimpinan Motivasi dan Disiplin Kerja Terhadap Kinerja Karyawan. *Maneggio: Jurnal Ilmiah Magister Manajemen*, 3(2), 247–258. <https://doi.org/10.30596/maneggio.v3i2.5042>
- Holbrook, J., Chowdhury, T. B. M., & Rannikmäe, M. (2022). A Future Trend for Science Education: A Constructivism-Humanism Approach to Trans-Contextualisation. *Education Sciences*, 12(6), 413.
- Ideswal, I., Yahya, Y., & Alkadri, H. (2020). Kontribusi Iklim Sekolah dan Kepemimpinan Kepala Sekolah terhadap Kinerja Guru Sekolah Dasar. *Jurnal Basicedu*, 4(2), 460–466. <https://doi.org/10.31004/basicedu.v4i2.381>
- Idiegbeyan-Ose, J., Opeke, R., Aregbesola, A., Owolabi, S., & Eyiolorunshe, T. A. (2019). Relationship between motivation and job satisfaction of staff in private university libraries, Nigeria. *Academy of Strategic Management Journal*, 18(1).
- Kartini, D., Kristiawan, M., Fitria, H., Negeri, S., & Sugihan, M. (2020). The influence of principal's leadership, academic supervision, and professional competence toward teachers' performance. *International Journal of Progressive Sciences and Technologies (IJPSAT)*, 20(1), 156–164.
- Leatemia, S. Y. (2018). Pengaruh Pelatihan dan Pengalaman Kerja terhadap Kinerja Pegawai (Studi pada Kantor Badan Pusat Statistik di Maluku). *Jurnal Manis (Manajemen Dan Bisnis) FEB Universitas Pattimura Ambon*, 2(1), 1–10. <https://doi.org/10.30598/manis.v2i1.326>
- Manora, H. (2019). Peranan Kepala Sekolah dalam Meningkatkan Mutu Pendidikan. *Edification Journal*, 1(1), 119–125. <https://doi.org/10.37092/ej.v1i1.88>
- Murkatik, K., Harapan, E., & Wardiah, D. (2020). The influence of professional and pedagogic competence on teacher's performance. *Journal of Social Work and Science Education*, 1(1), 58–69.
- Nisa, W. I. (2018). Pengaruh Gaya Kepemimpinan Dan Motivasi Kerja Terhadap Kinerja Dosen. *Jurnal Health Sains*, 2(2), 155–167. <https://doi.org/10.46799/jsa.v1i3.66>
- Nousiainen, T., Kangas, M., Rikala, J., & Vesisenaho, M. (2018). Teacher competencies in game-based pedagogy. *Teaching and Teacher Education*, 74, 85–97. <https://doi.org/10.1016/j.tate.2018.04.012>
- Oktiani, I. (2017). Kreativitas Guru dalam Meningkatkan Motivasi Belajar Peserta Didik. *Jurnal Kependidikan*, 5(2), 216–232. <https://doi.org/10.24090/jk.v5i2.1939>
- Paais, M., & Pattiruhu, J. R. (2020). Effect of motivation, leadership, and organizational culture on satisfaction and employee performance. *The Journal of Asian Finance, Economics, and Business*, 7(8), 577–588.
- Patall, E. A., Steingut, R. R., Vasquez, A. C., Trimble, S. S., Pituch, K. A., & Freeman,



- J. L. (2018). Daily autonomy supporting or thwarting and students' motivation and engagement in the high school science classroom. *Journal of Educational Psychology, 110*(2), 269.
- Patarai, I., Mustari, & Azis, M. (2018). Motivasi Mengajar, Kompetensi Profesional dan Tingkat Pendidikan terhadap Kinerja Guru. *Jurnal Mirai Management, 3*(2), 120–133. <https://doi.org/10.37531/mirai.v3i2.269>
- Prabowo, T. S., Noermijati, N., & Irawanto, D. W. (2018). The Influence of Transformational Leadership And Work Motivation on Employee Performance Mediated by Job Satisfaction. *Jurnal Aplikasi Manajemen, 16*(1), 171–178.
- Pujianto, P., Arafat, Y., & Setiawan, A. A. (2020). Pengaruh Supervisi Akademik Kepala Sekolah dan Lingkungan Kerja Terhadap Kinerja Guru Sekolah Dasar Negeri Air Salek. *Journal of Education Research, 1*(2), 106–113. <https://doi.org/10.37985/joe.v1i2.8>
- Purwanto, A., Sopa, A., Primahendra, R., Kusumaningsih, S. W., & Pramono, R. (2020). Pengaruh Gaya Kepemimpinan Transactional, Transformational, Authentic Dan Authoritarian Terhadap Kinerja Guru Madrasah Tsanawiyah Di Kudus. *AL-TANZIM: Jurnal Manajemen Pendidikan Islam, 4*(1), 70–80. <https://doi.org/10.33650/al-tanzim.v4i1.938>
- Raharja, S. (2011). Partisipasi Orang Tua dalam Manajemen Sekolah: Suatu Perspektif Pendidikan Multikultural. *Jurnal Manajemen Pendidikan, 7*(1).
- Ratnasari, S. L., Supardi, S., & Nasrul, H. W. (2020). Kecerdasan Intelektual, Kecerdasan Emosional, Kecerdasan Spiritual, Dan Kecerdasan Linguistik Terhadap Kinerja Karyawan. *Journal of Applied Business Administration, 4*(2), 98–107. <https://doi.org/10.30871/jaba.v4i2.1981>
- Renata, Wardiah, D., & Kristiawan, M. (2018). The Influence of Headmaster's Supervision and Achievement Motivation on Effective Teachers. *International Journal of Scientific and Technology Research, 7*(6), 44–49. <https://ijpsat.org/index.php/ijpsat/article/view/1556>
- Rohani, I., Fitria, H., & Rohana, R. (2020). Pengaruh Kepemimpinan Kepala Sekolah dan Disiplin Kerja Guru terhadap Kinerja Guru SDN di Kecamatan Sembawa. *Jurnal Pendidikan Tambusai, 4*(3), 1883–1894. <https://jptam.org/index.php/jptam/article/view/661>
- Sedana, I. M. (2019). Guru Dalam Peningkatan Profesionalisme, Agen Perubahan Dan Revolusi Industri 4.0. *Jurnal Penjaminan Mutu, 5*(2), 179. <https://doi.org/10.25078/jpm.v5i2.891>
- Seran, C. G., Laloma, A., & Londa, V. Y. (2021). Kinerja Guru Sekolah Dasar Di Masa Pandemi Covid -19 Studi di SD Inpres Tateli Kecamatan Mandolang Kabupaten Minahasa. *Jurnal Administrasi Publik, 7*(99), 1–11. <https://ejournal.unsrat.ac.id/index.php/JAP/article/view/32000>
- Setyawan, D., & Santosa, A. B. (2021). Kompetensi Kepala Sekolah dan Guru sebagai Basis Pencapaian Mutu Pendidikan. *EDUKATIF: JURNAL ILMU*

- PENDIDIKAN*, 3(5), 3269–3276.
<https://doi.org/10.31004/edukatif.v3i5.1261>
- Siregar, R. T., Sahir, S. H., Sisca, S., Candra, V., Wijaya, A., Masrul, M., Sianturi, E., Simarmata, H. M. P., Revida, E., & Purba, S. (2021). *Manajemen Sumber Daya Manusia Dalam Organisasi*. Yayasan Kita Menulis.
- Sitorus, R. M. T. (2020). *Pengaruh Komunikasi Antar Pribadi Pimpinan Terhadap Motivasi Kerja* (I. Silviani (ed.)). Scopindo Media Pustaka.
- Tanjung, H. (2015). Pengaruh Disiplin Kerja dan Motivasi Kerja Terhadap Prestasi Kerja Pegawai pada Dinas Sosial dan Tenaga Kerja Kota Medan. *Jurnal Ilmiah Manajemen Dan Bisnis*, 15(01), 27–36.
<http://jurnal.umsu.ac.id/index.php/mbisnis/article/view/964>
- Tindaon, J., & Muliani, E. (2021). Sosialisasi Penggunaan Media Berbasis Teknologi Microsoft Powerpoint dalam peningkatan pembelajaran bagi guru-guru di SD Negeri 054870 Tanjung Jati Kec. Binjai Kab Langkat. *Jurnal Pengabdian Dan Pemberdayaan Masyarakat Politeknik MBP, Medan*, 1(1), 93–95.
<https://ejournal.politeknikmbp.ac.id/index.php/abdimaspkm/article/view/42>
- Ullah, A., & Atta, M. A. (2020). Teachers Humanistic Role Regarding Listening Students Attentively. *Journal of Educational Research*, 23(1), 73.
- Veirissa, A. H. (2021). Kualitas Guru di Indonesia. *Prosiding Seminar Nasional Pascasarjana (PROSNAMPAS)*, 4, 267–272.
<https://proceeding.unnes.ac.id/index.php/snpasca/article/view/861>
- Yildiz, V. A., & Kilic, D. (2021). Motivation and motivational factors of primary school teachers from the Self-Determination Theory perspective. *Turkish Journal of Education*, 10(2), 76–96.

