

Effective Leadership and Self-Motivation Towards Professional Teachers: A Study of Private Vocational Teachers in Serang

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Qualified teachers' performance is needed by school organizations in order to improve school quality. There are several factors that influence teachers' performance, including the leadership of school principals and work motivation. The research aims to find out the effect of: (1) school principal's leadership, (2) work motivation, and (3) school principal's leadership and work motivation together on teachers' performance. The research methodology used is an explanatory research method with a quantitative research approach. The population of this study was 176 private vocational high school teachers in Serang Regency, Banten Province. The samples were taken by proportional stratified random sampling technique of 121 teachers. Data collection techniques using a questionnaire. The instruments were arranged based on a Likert scale. The results of the study concluded that the first leadership principals affect the performance of teachers by 70.7%, secondly work motivation affects the performance of teachers by 67.8%, and thirdly the leadership of principals and work motivation together affect the performance of teachers amounted to 71%.

Key words: *Teachers' performance, principal leadership, work motivation*

Introduction

Education is a deliberate effort by teachers to develop the potential of students. The teacher is one component that is very instrumental in efforts to improve the quality of education. Without teachers' activities at school, it cannot run well. Every teacher is expected and demanded to always improve performance in carrying out tasks in school. Teachers' performance has always been the center of attention because it is one of the factors in improving student achievement, and determining the quality of student graduation.

Teachers' performance can be seen through the ability of working done in carrying out daily tasks. The teacher's work ability can be seen from the teacher's work performance in carrying out his duties as a teacher. If the teacher's work ability is good, then the teacher's performance will also improve. Conversely, if the work ability of a teacher is not good, then the teacher's performance will be bad.

Teachers' performance in schools has an important role in achieving school goals. Performance is said to be good and satisfying if the objectives achieved are in accordance with established standards. It is supported by a statement from UNESCO in 2017, based on the Education Development Index (EDI), that Indonesia is ranked 7th from Asean countries with a score of 0.622. Singapore ranked first with a score of 0.832, Malaysia 0.719, Brunei Darussalam 0.704, Thailand 0.661, and the Philippines 0.661. While the Global Talent Competitiveness Index (GTCI), namely the improvement of competitiveness based on the capabilities or talents of the country's human resources, places Indonesia in the sixth rank in ASEAN countries with a score of 38.61.

Based on this assessment, it can be said that the quality of education from human resources in Indonesia is low. One of the determinants of whether or not the education is a teacher or educator. If the quality of the teacher is good, it will certainly affect the quality of education. Based on the result of observations, the researcher found that there were many problems indicate that the existence of teachers' performance. Most teacher's lack of enthusiasm in completing their tasks related to learning tools, teachers' creativity in choosing low learning strategies and methods, low work discipline, lack of achievement motivation, competency of school principals is not optimal, and many other factors. Likewise, the results of the initial survey were supported by the teacher's attendance list, teachers' assessment results based on a questionnaire distributed to students from one of the Private Vocational Schools in Serang District, indicating the low performance of teachers.

This aspect of teachers' performance certainly does not stand alone, the situation becomes good or bad will be affected to the teachers' performance influenced by 2 (two) main factors, namely internal factors originating from within the teacher itself and external factors originating from outside the teacher. Leadership is one of the external factors that determine progress in school. The concept of leadership is closely related to the competence of leaders to influence subordinates in achieving common goals.

The success of a school also lies in the efficiency and effectiveness of the principal's leadership. Schools as educational institutions are tasked with organizing the educational process and teaching and learning process in an effort to educate the nation's life. The principal as the person is assigned to lead the school is expected to be the leader and innovator in the school. Therefore, the quality of the principal's leadership is significant for school success.

In addition to leadership as an external factor influences teachers' performance, teachers' motivation as an internal factor also influences the performance of teachers. The teacher is a factor that greatly influences the achievement of school education goals in addition to other elements, such as students and educational facilities. In carrying out their duties and obligations as educators in schools, teachers are largely determined by the enthusiasm of work or work motivation they have.

The smooth and successful implementation of the learning process in schools is difficult to achieve if the teacher as an educator does not have high work motivation. Teachers' work motivation in carrying out their duties is very important for the smoothness and success of a school organization in achieving its goals. Without high work motivation, the stated goals of the school organization will not be achieved properly because work motivation is a condition that influences generating, directing and maintaining related to work environment (Ernest in Prabu, 2013).

Ishak and Hendri (2003) concluded that one of the main keys for good teachers' performance is to have good work motivation. The main motivation is to create passion for work, so that work productivity increases. Meanwhile, the benefits gained from working with motivated people are that the work can be completed appropriately. That is, work is completed according to the correct standard in a predetermined time scale. Teacher performance will be monitored by the individual concerned and will not require a lot of supervision and fighting spirit will be high.

Literature review

Performance

Conceptually, performance can basically be seen from two aspects, namely individual employee performance and organizational performance. Employee performance as an individual is the work of quality and quantity achieved by an employee in carrying out their duties in accordance with the responsibilities given to him (Mangkunegara, 2013). The results of one's work must be measured in a certain period during carrying out their duties, such as work standards, targets based on predetermined criteria and agreed upon together (Asri Laksmi, 2011). While organizational performance is the totality of the work that has been achieved by an organization. Employee performance and organizational performance are closely related. The achievement of organizational goals cannot be separated from the resources owned by the organization used or run by employees who play an active role as factors in efforts to achieve the goals of the organization.

Performance can be understood as an act, an achievement, and also a general exhibition of skills (Whitmore in Sudaryanto, 2014) as an act, an achievement, it is necessary to have the ability and motivation to carry out the work (Gibson in Nawawi, 2015). Abilities according to Gibson include physical and mental abilities, namely family background, social level, and demographics namely age, origin and gender. A good teacher's performance can be seen from

the abilities he has, such as the ability to master teaching materials, the ability to manage learning programs, the ability to manage classes, the ability to choose learning strategies and methods, the ability to use media and learning resources, the ability to evaluate students, the ability to interact with fellow teachers and staff, as well as the ability to prepare learning programs. Motivation here is a condition that moves a person to achieve work goals, one must have good motivation at work. Motivation can be owned by yourself and motivation can also be caused from outside. Motivation that comes from yourself for example, someone will have high motivation because they want recognition from the environment or because they want to have achievements. Motivation that is caused from outside oneself for example, a person will have high motivation if he gets a reward that is balanced with his work. Based on the discussion of expert opinion above, it can be concluded that performance is the result of work both in quality and quantity produced by a person in a certain period of time based on standards, targets, and targets that have been set or agreed.

Teacher Performance

Law of the Republic of Indonesia No. 14 of 2005, article 2 on Teachers and Lecturers, said the teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, evaluating and evaluating students in early childhood education, basic education, and middle education. Furthermore, it is also mentioned that the teacher has a position as a professional at the level of early childhood education, basic education, and secondary education, in the formal education channels that are appointed by statutory regulations.

As professionals, teachers have the competencies required for every teacher to obtain professional certificates, including pedagogic competencies, personal competencies, social competencies, and professional competencies. Pedagogical competence is the ability to process student learning, planning and implementing learning, evaluating learning outcomes, and developing students to actualize their various abilities, personality competence is a strong personality, mature, wise, and authoritative skills, being an example for students and noble character, social potential is the ability of teachers as part of the community to communicate and socialize effectively with students, education personnel, parents/guardians of students, surrounding communities, and professional competence is the ability to adapt broad and deep learning material material allows guiding students to meet National Education standards. With the competencies that must be possessed by each teacher as mentioned above, then it becomes a standard for professional teachers who will further build the performance of professional teachers. In Supardi's book (2013) teacher performance is the ability and success of teachers in carrying out learning tasks that are shown by indicators (1) ability to prepare learning plans, (2) ability to carry out learning, (3) ability to establish interpersonal relationships , (4) ability to carry out assessment of learning outcomes, (5) ability to carry out enrichment, and (6) ability to carry out remedial programs.

Factors that affect Teachers' Performance

In the context of organizational performance is influenced by environmental factors, individual character, organizational character, and job character (Kopelman in Supardi, 2014). The two performance contexts influence each other and mutually support the realization of performance, both in quantity and quality. Performance as a result of work can be measured using standard performance standards that include: Quantity of Work, with regard to the volume of work that can be done by the teacher; Quality of work; relating to accuracy, and completeness of the work; Initiative, regarding the desire to progress, to be independent, to be responsible for his work; Adaptability, regarding the teacher's ability to respond and adjust to changing circumstances; Cooperation, regarding the ability and willingness to work together with leaders and fellow colleagues (Tyson and Jackson in Supardi, 2014: 70). In relation to teachers' performance, aspects can be assessed from the performance of a teacher in an organization are grouped into three, namely technical ability, conceptual ability, and interpersonal relationship skills.

Leadership

One of the organizational performances influenced by leadership. The wheels of the organization run effectively and efficiently build optimal performance. Thus, the importance of leadership in organizations because leadership affects the behavior of a person or group of people to achieve certain goals (Robbins, 2007, Dimiyati, 2014), in addition to influencing, also motivating, and supporting businesses that allow others to contribute to achievement of organizational goals (Wibowo, 2014), through interpersonal relationships and communication (Ismail Nawawi, 2013).

Leadership is closely related to power. Sometimes leadership and power are like currencies with two sides that influence each other. A leader to be able to influence the people under him must use power (Ismail Nawawi, 2013). Therefore, power and leadership are sometimes used in the same sense, that is, the ability to carry out or influence something, or the ability to influence others. In a general sense, power shows, (1) the ability to carry out or not produce a particular event, or (2) the influence that is instilled by a person or group on the behavior of others through the means desired by any means. Based on this discussion, it can be concluded that leadership is the process of an individual influencing and moving a group of individuals to achieve certain goals through the communication process.

The efforts of leaders in moving their subordinates towards the goals set are certainly not easy. Many leaders who fail besides many also succeed. Various studies on leadership that produce various theories greatly help the efforts of leaders to achieve organizational goals more effectively and efficiently. One of the leadership theories put forward by Hellriegel and Slocum (Mulyadi, 2015) is the contingency theory. In theory, there might be several leadership approaches that can be used to improve teacher performance, namely the theory of the Path. The strategic value and effectiveness of a leader is based on his ability to generate satisfaction

and motivation of its members by applying gifts. The leader's job according to this theory is how subordinates can get rewards for their work, and how a leader explains and simplifies the path to the prize. The leader tries to clarify the path to the goals desired by the organization so that subordinates know where to exert effort to achieve organizational goals. In addition, leaders also provide clear prizes for the achievements of subordinates who have fulfilled organizational goals so that subordinates are motivated. In the view of Robbins (2007), the road-goal theory using the term Goal-Path Theory is that it is the leader's duty to help followers reach their goals and to provide the direction and or support needed to ensure their goals are consistent with the goals whole group or organization.

House identifies four leadership behaviors, namely (1) Leaders directives, giving followers the opportunity to know what is expected of them, scheduling work to be done, and providing specific guidelines on how to complete tasks. (2) Leaders are supportive, friendly and show concern for the needs of followers. (3) Participatory leaders, consult with subordinates and use their suggestions before making a decision. (4) Achievement-oriented leaders, setting a set of challenging goals and expecting subordinates to perform at their highest level. Leadership is effective if it is carried out according to the leadership's function. Operationally, the leadership function can be divided into five main functions of leadership, namely Instructive, where the leader functions as a communicator that determines what (the contents of the command), how (how to do the command), when (when to start, carry out, and report the results), and where (place of carrying out orders) so that decisions can be effectively realized; participation function, ie the leader tries to activate the people he leads, both in decision making and in implementing it so that each member gets the same opportunity to participate in carrying out activities outlined in the main tasks; consultative function, if the leader in decision making always asks for consideration and opens discussions with subordinates; delegative function, if the leader gives delegation of authority in making or setting decisions; control function where the leader can realize activities through guidance, direction, coordination, and supervision (Hamdan, 2014).

Research Method

The researcher used a correlational quantitative associative approach. The method used is a survey method, the analysis technique uses path analysis. The data were collected using a questionnaire instrument. The population is 176 civil servant teachers of state primary schools in Serang Regency, Banten Province. An affordable population of 176 class teachers and the sample was determined using a formula compiled by Isaac and Michael as quoted by Sugiyono (2008) so that a random sample of 121 people obtained. After the data is described, the analysis requirements test is done, including the normality test and linearity test with the result that all variables meet the requirements so that it can proceed to hypothesis testing.

Research Results

Data descriptions were obtained from distributing questionnaires using instruments developed and validated. Research data on teacher performance (Y), school principal leadership (X_1), Work motivation (X_2) are presented as follows:

Table 1. Recapitulation of Frequency Distribution

Data Description	Variables		
	The performance	Leadership	Motivation
Mean	133.60	127.50	126.72
Median	137.00	135.00	134.00
Mode	138.00	136.00	137.00
Std. Deviaton	9.088	16.982	17.613
Variance	82.6	288.385	310.220
Range	49	68	67
Minimum	100	80	80
Maximum	149	148	147

Source: Results of data processing with the help of SPSS 22.0 for windows (2010)

Hypothesis Testing:

- 1) Effect of Principal Leadership on Teacher Performance
- 2) The effect of work motivation on Teachers' Performance
- 3) The influence of school principal leadership and work motivation together on teachers' performance.

To test the three hypotheses above, it is necessary to do a regression coefficient test first and the results can be seen in the table below.

Table 2. Recapitulation of Analysis Results of Simple and Multiple Linear Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std error	Beta		
1 (Constanta)	76.215	3.415		22.320	.000
Principal's Leadership	.450	.027	.841	16.951	.000
2 (Constanta)	79.743	3.432		23.236	.000
Motivation	.425	.027	.824	15.842	.000
3 (Constanta)	75.492	3.482		21.681	.000
Principal's Leadership	.634	.177	1.184	3.580	.000
Motivation	.179	.171	.347	2.060	.000

Source: Results of data processing with the help of SPSS 22.0 for Windows

Model 1. The value of 76.215 is a constant value (a) which shows that if there is an effort to improve the leadership of the principal, the teacher's performance increased by 76,215. While the value of 0.450 principals' leadership is a regression coefficient which indicates that for every attempt to add one unit of principal's leadership variables, there will be an improvement in teacher performance of 0.450. A value of 0.450 on the standardized coefficients (beta) shows the level of correlation between the principal's leadership and teacher performance. Furthermore, to find out the significance level, a t-test was conducted and the results obtained were $t_{count} 16.995 > 1.980 t_{table} (0.05)$, meaning that there was a positive and significant influence on the principal's leadership with teacher performance.

Model 2, the value of 79.743 is a constant value (a) which shows that if there is an effort to increase motivation, the teacher's performance will increase by 79.743. While the value of 0.425 work motivation is a regression coefficient which indicates that every effort to add one unit of work motivation variable, there will be an improvement in teacher performance by 0.425. A value of 0.425 on standardized coefficients (beta) shows the level of correlation between motivation and teacher performance. Furthermore, to determine the effect of the t test carried out and the results obtained for the tcount value of $15.842 > 1.980 t_{table} (0.05)$ means that there is a positive and significant influence of teacher work motivation with performance.

Model 3, the value of 75.492 is a constant value (a) which shows that if there is an effort to improve the leadership of the school principal and work motivation, the teacher's performance increased by 75.492. While the value of 0.634KS is a regression coefficient which shows that every time there are efforts to add or improve school principal's leadership by one unit, there was a contribution to increase teachers' performance of 0.634. Likewise, the value of 0.179MK is a regression coefficient which shows that if there are efforts to add or improve work motivation by one unit, the teacher's performance increased by 0.179.

While the influence of leadership and motivation on performance is performed t test results obtained tcount value of $5.640 > 1.980 t_{table} (0.05)$, meaning that there is a positive and significant influence of school principal leadership and teachers' work motivation together on teachers' performance.

Table 3. Results F Calculate (ANOVA)

Model	Sum of Squares	df	Mean Square	F	Ftabel
1 Regression	7008.567	1	7008.567	287.336	3,0709
Residual	2902.590	119	24.392		
Total	9911.157	120			
a. Dependent Variable: Teacher Performance					
b. Predictors: (Constant), Principal's Leadership					
2 Regression	6723.170	1	6723.170	250.960	3,0709
Residual	3187.987	119	26.790		
Total	9911.157	120			
a. Dependent Variable: Teacher of Performance					

b. Predictors: (Constant), Work Motivation						
3	Regression	7035.444	2	3517.722	144.344	3,0709
	Residual	2875.713	118	24.370		
	Total	9911.157	120			
a. Dependent Variable: Teacher of Performance						
b. Predictors: (Constant), Work Leadership and Motivation						

Based on the above table, it can be explained as follows. Model 1 above obtained the results of $F_{count} 287.336 > 3.0709 F_{table}$, then H_0 was rejected, meaning that there was an influence of the principal's leadership with the teacher's performance. Furthermore, model 2 obtained the results of $F_{count} 250.960 > 3.0709 F_{table}$, then H_0 is rejected, meaning that there is an influence of teacher work motivation with teacher performance. Then model 3 obtained the calculated F value of $144.334 > 3.0709 F_{table}$, then H_0 was rejected, meaning that there was an influence of the principal's leadership and work motivation together on teacher performance.

Table 4. Recapitulation of Determination Calculation Results

Model Summary	R	R Square	Adjusted R Square	Std Error of the Estimate
1	.841 ^a	.707	.705	4.939
a. Predictors: (Constant), Principal's Leadership				
b. Dependent Variable: Teacher of Performance				
2	.824 ^a	.678	.676	5.176
a. Predictors: (constant), Motivation				
b. Dependent Variable: Teacher of Performance				
3	.843 ^a	.710	.705	4.937
a. Predictors: (Constant), Work Motivation, Principal Leadership				
b. Dependent Variable: Teacher of Performance				

Based on the above table can be explained as follows. Model 1 The coefficient of determination (R Square) is 0.707. This shows that the principal's leadership contributed to teacher performance by 0.707 or 70.7%, while the rest was influenced by other factors. Furthermore, model 2 can be explained that the coefficient of determination (R Square) of 0.678, this shows that work motivation has a strong effect on teacher performance of 0.678 or 67.8% while the remaining 32.2% is influenced by other variables not explained by the research model this. Then model 3 obtained R square value of 0.710. This shows that the principal's leadership variables and work motivation jointly influence teacher performance by 71% while the remaining 29% is influenced by other variables not explained by this research model.

To see the relationship between variables and the results of calculating the path coefficient and hypothesis testing can be seen in the image of the hypothetical structure model below.

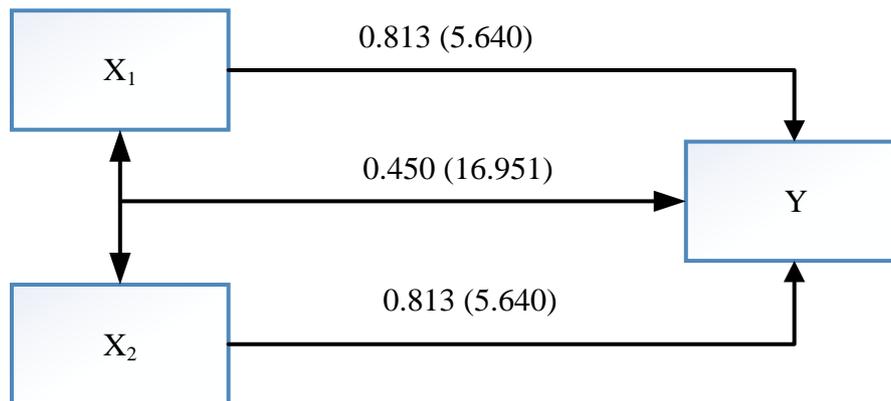


Figure 1. Structure Model after Hypothesis Test Results

Discussion

This research investigates the influence of school principal leadership and work motivation on teacher performance. The results of statistical calculations show that leadership significantly influences teachers' performance directly as it is indicated by the results of the t-test $16,951 > 1,980$ table (0.05). The principal's leadership is very dominant in influencing teacher performance because the principal does not only function as a leader (manager) who runs the school administration but also functions as a supervisor who is directly involved in the effort to stimulate, coordinate and guide continuously the growth of teachers in the school both individually and collectively in order to be more understanding and effective in realizing all teaching functions (Sah understanding, 1988).

Principals according to the Minister of National Education Regulation number 28 of 2010 concerning the Assignment of Teachers as Principals can be concluded that the Principal is a teacher who is given additional duties to lead schools and have a principal certificate. In this context, the principal is responsible for organizing educational activities, school administration, fostering other education personnel, and utilizing and maintaining school facilities and infrastructure. With reference to the above understanding, there are at least four main functions of the principal as an educational leader, administrative leader, supervisor, and liaison. As an education leader, he is responsible for the implementation of a good and quality teaching and learning process that includes the process of planning - implementing - evaluating learning. As the administration leader, he is responsible for the implementation of an orderly, effective, efficient, transparent and accountable school administration. Whereas as a supervisor, he is responsible for carrying out the functions of supervision, guidance and motivation towards teachers to achieve good teacher performance and as a *laisson fair*, it functions as a bridge of information between the school and outsiders and vice versa, also representing the school to establish formal relationships with parties another in the form of cooperation, coordination, and meetings, both with vertical and horizontal agencies/ institutions as well as with private institutions, the business world and industry.

Principals who carry out these leadership functions effectively and efficiently will greatly affect teacher performance, because professional behavior will be more manifested in teachers if the institutions where they work pay more attention to the formation, formation, and development of professional attitudes (Pidarta, 1996). In line with this opinion, Wibowo (2014) said that leadership is an individual's ability to use his power to make processes in influencing, motivating, and supporting businesses that allow teachers to contribute in achieving school goals.

Many theories that support the influence of leadership on performance, as well as the results of research conducted by Asbari (2010) prove the positive influence of leadership on the level of lecturer performance. In addition to the principal's leadership as an external factor influencing teacher performance, teacher motivation as an internal factor also has a positive influence on teacher performance by contributing a tcount of $15.842 > 1.980$ ttable (0.05). This means that a very significant influence of motivation on teacher performance.

Motivation has the meaning of impulse that comes from within a person to do a certain action or behavior. The source of motivation can come from within yourself (intrinsic factor) and can also come from outside yourself (extrinsic factor). One source of motivation from outside oneself can come from leadership as the results of research by Ekosusilo and Soepardjo (2015) concluded that leadership behavior indirectly through work motivation influences performance by 1,440%. Therefore, motivating teachers is one of the important tasks of school principals (Pidarta, 1996, Wibowo, 2014). The term motivation refers to the basic conditions that encourage someone to do something enthusiastic. Several theories explain how this motivation is formed. Maslow argues that the needs that move a person to behave or in other words all behaviors are responses to satisfy needs (Wayne & Don, 2010), in line with Maslow's mind, Alderfer put forward three categories of needs, namely existence, relatedness, and growth.

The teacher sees his duty as a duty of dedication to the nation and the country as well as worship activities, so that the teacher is considered not a professional job. This view changed after the issuance of the Teacher and Lecturer Law which had revolutionized the perspective of teachers as professionals. This change in teacher paradigm has motivated teachers to improve their competencies which have an impact on improving teacher performance and teacher welfare.

The view of the strong influence of motivation on performance or as an important factor in performance (Kopelman in Sobry, 2014), also supported by several studies, among others, stated by Sugianto (2011) who examined the influence of motivation on the performance of employees of PT, Madubaru concluded that work motivation has a very significant influence on employee performance. Likewise, according to Sobry (2014) implies motivation can affect one's achievement in carrying out certain activities. If teachers have high motivation, they will be encouraged and try to improve their abilities, so that teacher performance will be good.

Leadership and motivation together affect teacher performance is evidenced from the results of the study t count $5.640 > 1.980$ t table (0.05). The coefficient reflected shows a contribution

of 0.710 or 71%. The rest are contributions that come from other factors not discussed in this study. This proves that improving teacher performance depends on the principal's leadership and work motivation.

This result is reinforced by Kopelman that the factors that influence performance are leadership and motivation. Increasing teacher performance not only benefits the teacher concerned, but also benefits the school. Likewise, the quality of education will undoubtedly improve if there is an effort to continuously improve the quality of its human resources (Johnson and Golomski, 1999 in Wan Mustafa and Thursday, 2007). Leadership and motivation are important factors in improving work quality, speed or accuracy of work, initiative in work, ability to work, and ability to communicate work.

One of the tasks of the principal's leadership is to foster teacher motivation to continuously improve his competence through various education and training, conducting academic supervision, and supervision. This can be realized through the formation of an organizational communication climate, because the climate (communication) of the organization is far more important than the skills or techniques of communication solely in creating an effective organization (Redding, 1972). Organizational climate (communication) built by the principal can foster teacher confidence to carry out work effectively, be honest at work, seize opportunities within the organization passionately, support other colleagues to carry out tasks creatively and innovatively. Based on the above view, the principal's leadership and work motivation are important factors in improving teacher performance.

Conclusion

Principal's leadership has a positive effect on teacher performance by 70.7%. This means that the principal's leadership which is well implemented will improve teacher performance. Work motivation has a positive effect on teacher performance by 0.678 or 67.8%. This means that high work motivation will be able to improve teacher performance. Principals' leadership and work motivation together have a positive effect on teacher performance by 0.71 or 71%. This means that good leadership and high work motivation will be able to improve teacher performance.

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