

The Conceptual Model of Improving The Performance of Madrasah Teachers

Liana Ariesha Khoerudin¹⁾, Siti Qomariyah²⁾, Hani Sanjaya³⁾, Pepen Supendi⁴⁾

¹⁾²⁾³⁾Institute Madani Nusantara (IMN)

Lio Balandongan Sirnagalih Street, Citamiang, Kota Sukabumi, Indonesia 43161

¹⁾Email: nashwazahran6@gmail.com

²⁾Email: stqomariyah36@gmail.com

³⁾Email: Sanjaya.hani12@gmail.com

⁴⁾UIN Sunan Gunung Djati Bandung

Soekarno-Hatta Street, Cimencrang, Kec. Gedebage, Kota Bandung, Indonesia, 40614

Email: supendi_p@uinsgd.ac.id

Abstract: This article examines the role of leadership style in improving teacher performance at MTs Al Matuq Sukabumi. Leadership is defined as the overall action to influence and move people, in a joint effort to achieve goals, or a more complete definition can be said that leadership is an organized process of giving way in a formal organization, to achieve the goals that have been set. This research uses a descriptive qualitative approach. This research site is located at MTs Al Matuq Sukabumi. Data collection techniques that researchers use are observation and interviews. The results of the study show that the head of MTs Al Matuq has the competency as the head of the madrasah and is able to implement the madrasah programs that have been planned. Therefore, forming an effective and efficient climate, madrasah culture and teacher job satisfaction. This has implications for the high involvement and participation of MTs Al Matuq teachers in making organizational decisions for their educational institution. Instilled in the teacher of MTs Al Matuq psychologically sided with his work and considers his performance as his self-esteem too at the same time.

Keywords:

Leadership Role; School Principal; Teacher Performance

Abstrak: Artikel ini mengkaji tentang peran gaya kepemimpinan dalam meningkatkan kinerja guru di MTs Al Matuq Sukabumi. Kepemimpinan didefinisikan sebagai keseluruhan tindakan untuk mempengaruhi dan menggerakkan orang-orang, dalam usaha bersama untuk mencapai tujuan, atau definisi lebih lengkapnya dapat dikatakan bahwa kepemimpinan adalah proses pemberian jalan yang terorganisir dalam sebuah organisasi formal, untuk mencapai tujuan yang telah ditetapkan. Penelitian ini menggunakan pendekatan kualitatif jenis deskriptif. Situs penelitian ini berada di MTs Al Matuq Sukabumi. Teknik pengumpulan data yang peneliti gunakan yaitu obserasi dan wawancara. Hasil penelitian menunjukkan bahwa kepala MTs Al Matuq memiliki kompetensi sebagai kepala madrasah dan mampu mengimplementasikan program-program madrasah yang telah di rencanakan. Sehingga, membentuk iklim, budaya madrasah dan kepuasan kerja guru yang efektif dan efisien. Hal ini berimplikasi pada keterlibatan dan partisipasi yang tinggi dari para guru MTs Al Matuq dalam ikut mengambil keputusan organisasi lembaga pendidikannya itu. Tertanam pada diri guru MTs Al Matuq memihak secara psikologis terhadap pekerjaannya dan menganggap kinerjanya adalah sebagai harga dirinya juga sekaligus.

Kata Kunci:

Kepala Sekolah; Kinerja Guru; Peran Kepemimpinan

DOI: <https://doi.org/10.15575/ath.v8i1.24228>

Received: 02, 2023. Accepted: 04, 2023. Published: 04, 2023.

INTRODUCTION

A leader according to Wahjosumidjo (Wahjosumidjo, 2011) can be likened to an orchestra leader who will produce harmonious and coordinated notes and music at the right tempo through the combined efforts of musicians who play different musical instruments. The principal must be able to influence teachers/members in his own way. The way of the principal influences his teachers/members is called leadership style (Idawati, 2013). Leadership style is a characteristic of leaders behaving toward their members. Leadership style is very dependent on a leader's intellectual level and maturity. An effective and appropriate leadership style will contribute to teacher performance. The principal has many other roles which are also very important, they are an executor of supervision.

In essence, humans are social beings, humans need help or cooperation with other humans. All the needs that humans get are thanks to help and cooperation with other humans, humans realize that they must feel called to do good for other people and society. Schools are learning organizations where schools are always dealing with Stakeholders, the ability needed to deal with Stakeholders is the ability to communicate and interact effectively.

Teacher performance is the ability of a teacher to carry out learning tasks at school or madrasah and is responsible for students under his guidance by increasing student learning achievement, therefore teacher performance can be interpreted as a condition that shows the ability of a teacher to carry out his duties at school or madrasah as well as describing the existence of an act displayed by the teacher in carrying out learning activities. Improving the performance of teachers in schools needs to be done both by the teacher himself, namely through the motivation he has and from the principal through his leadership and coaching. Leadership style is a norm of behavior that is used by someone when that person tries to influence the behavior of others. Leadership style influences the success of a leader in influencing the behavior of his subordinates. The leadership of an organization needs to develop staff and build performance that results in high levels of productivity. The teacher has a position that really determines the success of learning in designing, managing, implementing, and evaluating learning.

The last two decades the quality of national education has not shown encouraging signs, quality refers to the process and results of education (Aulia Darmawan, 2019). The quality of the process is marked by the uneven distribution of facilities, such as school facilities, administrative support, teaching materials, and other resources. Then the principal's leadership style cannot be implemented as a whole, this is evidenced by the low quality of education. Meanwhile, teacher performance has an important role in achieving educational institution goals and teacher performance will be very much influenced by the principal's leadership style and the principal's social competence (Rahman Tanjung, Hanafiah, Opan Aripudin, Dedi Mulyadi, 2021). The style of the principal in his capacity as a leader will determine the success of improving the performance of teachers under his leadership (Ernawati, 2021). Leaders who are

able to innovate through visionary creative ideas, then this can lead to crossing the comfort zone (Liana Ariesha Kh dan Pepen Supendi, 2022).

Actually, several studies have been hold. Among them, academic supervision was hold by the principal of MTs NU Banat Kudus and it has a positive impact on teacher performance(Sutain, 2019). Then research that focuses on the relationship between work motivation and teacher performance, with the results having a very strong level of relationship strength (Ahmad Hudlori Ihsan dan Supiana, 2021). Teacher performance is also positively and very significantly influenced by the principal's leadership style and work motivation(Wayan Satria Jaya, 2022). Social competence also has a positive and significant relationship to teacher performance, according to research that be held by Devi Rahmadani at SMKN Pariaman (Devi Rahmadani, 2021). The competencies that must be possessed by school principals to face the 21st century are personality competencies, social, managerial, entrepreneurial, and supervision competencies. (Rais Hidayat. Vicihayu Dyah. Himmatul Ulya, 2020). then the research conducted by Kartini, which focused on the effect of the principal's leadership style and interpersonal communication on teacher performance, showed that there was a significant influence between them(Kartini, 2021). Then Principal leadership and teacher performance have a positive and significant effect on school effectiveness, this proves that school effectiveness is directly determined by the existence of effective principal leadership and high teacher performance. because, the principal's leadership as a driving variable is proven to be able to trigger teacher teaching performance to increase school effectiveness(Heni Mulyani. Danny Meirawan. Annisa Rahmadanai, 2020). Teacher performance in realizing holistic education can be seen from how the teacher prepares, implements, and evaluates the learning process or pedagogical knowledge, and in fact the research results show that there is no significant correlation between teacher performance and teaching experience(Muhammad AFandi. Sri Wahyuningsih. Linda Ika Mayasari, 2021).

The analysis was carried out not only on variables from educational management, leadership style research on the quality of elementary schools has also been carried out (Pamujo&Kurnia Subiyanti, 2017), with the result that there is a significant influence between the leadership style of school principals on school quality, this means it can be concluded that the principles of leadership style and teacher performance influence the quality of elementary schools. Improving teacher performance effectively is also shaped by various variables including the managerial abilities of school principals, implementation of learning supervision, formation of school culture and school effectiveness (Prim Masrokan Mutohar&Hikmah Eva Trisnantari, 2020), the results of school effectiveness research will materialize well if school principals have the ability good managerial skills to carry out monitoring of learning, create a strong school culture, and improve teacher performance effectively. 326 teachers from 1773 private junior high school teachers in Palembang became the research sample (Fitria, 2018), with the results showing that there is a direct positive effect of organizational culture on teacher performance, there is a direct positive effect of

trust on teacher performance, it can be concluded that culture good organization and trust are factors that can encourage the creation of good teacher performance. Another study found that the principal's leadership style had a major influence on the work environment at school and resulted in teacher job satisfaction (Joel&Henry, 2019). With the democratic leadership style of a school principal, most teachers are satisfied with their work. The leadership of the kiai also plays an important role in the structure of educational institutions, because the figure of the kiai is a good person who has a purpose in life, an agent of change, a negotiator with advice and a calm coach (Pepen Supendi. Aan Hasanah&Mahmud, 2018). The leadership figure of the kiai as well as the principal of the school carries out his leadership by carrying out transformational ideas based on charismatic attitudes and intellectual ideology. Obviously, these are indicators that greatly influence teacher performance.

From this information and strengthened by previous research. This research needs to be conducted to provide detailed information about what indicators can affect the performance of teachers in an institution, bearing in mind that this will affect the culture of schools with different backgrounds, so as to improve the quality of education.

Teacher performance plays an active role in school development, especially in MTs AL Matuq, Sukabumi, which is one of the private MTs in the Sukabumi district. improvement and ways to improve teacher performance can be influenced by the school principal either through his leadership style or through the social competence of the school principal. The influence between the principal's leadership style and the social competence of the principal in improving teacher performance needs to be examined more deeply.

RESEARCH METHOD

This research uses a qualitative approach, a research process that observes people in their daily lives, interacts with them and tries to understand their language and interpretations of the world around them (Safwandi Nugraha.Siti Nurhasanah & Imam Subhi, 2022), Qualitative approach is research that produces and processes descriptive data such as interviews, field notes, drawings, photographs, video recordings and so on (Poerwandari, 1998). This research uses descriptive research, it is to describe the role of the principle's leadership style and principles' social competence in improving teachers' performance at MTs Al Matuq Sukabumi.This research was held from November to December 2022.

Qualitative research objects are called social situations, which consist of places, actors and activities that interact synergistically(Sugiyono, 2016). The research object is used to determine the subject and the subject is the informant (Dr. Nik Haryanti, 2020). And the researcher determined the principal as the key informant, then the principal gave recommendations to several teachers.

Data collection techniques used are observation, interviews, and documentation. Data analysis techniques are using data reduction, data display and conclusion drawing/verification. Meanwhile, the instrument in qualitative

research is the researcher himself, then a simple research instrument is developed which is expected to complete the data and compare with data that has been found through observation and interviews (Sugiyono, 2017).

RESEARCH RESULT AND DISCUSSION

The principal is a career position that is obtained by someone after a long time serving as a teacher. A person who is appointed and entrusted with the position of principal of a madrasah must meet the criteria required for that position. The position of the head of the madrasa is people who are able to lead madrasas and are professionals in the field of education. Mardjiin Syam (Yaqin, 2011) defines leadership as the whole action to influence and activate people, in a joint effort to achieve goals, or with a more complete definition it can be said that leadership is an organized process of giving way in a formal organization to achieve the goals that have been set. Its function is as top manager. The head of MTs Al Matuq Sukabumi is able to mobilize, influence and provide encouragement to all teacher and educational staff in the educational institution he leads, to improve their performance as teachers or educators for students, As a leader, the principal is able to mobilize all existing resources in the school to work responsibly according to their respective duties and functions. Based on research findings, the principal has a type of leadership, including

1. Has delegated duties, responsibilities and authorities to members according to technical guidelines,
2. Always uphold the principles of equal rights and equal obligations among all madrasah residents, strive to build a madrasah culture that is harmonious, tolerant, just, and does not show favoritism to colleagues.
3. Transparency, mutual openness to all issues with consensus deliberation so as not to cause social jealousy in the work group.
4. Always position yourself as part of the Madrasah community group.
5. Can adjust the interests or goals of the Madrasah with the interests of subordinates or personal.
6. Providing opportunities for teacher councils to further develop their careers such as providing opportunities to study Masters and attend training.
7. Providing the opportunity to provide input or suggestions that are very important and constructive in nature for the realization of the vision and mission of MTs Al Matuq Sukabumi so that the community trusts to send their children to school.

This is in accordance with what was stated by Davis and Thomas said that a vision has a clear picture, offers an innovative way to improve, encourages possible actions to make changes for the better. In his function as the organizer, the head of MTs Al Matuq Sukabumi still establishing an effective organization through direct orders, because direct orders by the principal are considered effective, seeing teachers as human figures who become figures for students, this method is not only in the organization, but in its intervention as a top leader for planning and at the same time general control to members.

The principal as an administrator, according to managerial competence, is carrying out functions that are implemented in school activities which are within his span of control, including making an annual plan or program, compiling the madrasa organization, implementing, coordinating and directing, and carrying out evaluation processing.

the annual program made by the head of MTs Al Matuq Sukabumi covers teaching program, education program, staffing program, finance program, and complete school facilities program and infrastructure programs.

Supervision is always carried out by the head of MTs Al Matuq Sukabumi on a regular basis, either directly or indirectly. This program is always carried out by the head of MTs Al Matuq considering the importance of increasing the professionalism of the teaching staff and developing academics. Besides that, with this competencies that principal must have, namely monitoring & evaluation (Monev) competencies.

In addition, Monev is also to find out whether the teacher's performance is going well or not, the head of MTs Al Matuq Sukabumi conducts an evaluation and prepares a work program which is carried out every semester. This is done in the form of coaching to teachers once a month, and briefings every day before the learning process begins.

All of this shows that the head of MTs Al Matuq has demonstrated Managerial competence, Supervision competence and Monev competence at the same time. Which is factually marked as a supervisor, the ability to supervise and control to improve teacher performance. And the head of MTs Al Matuq acknowledged that all of this was good.

Furthermore, it relates to the performance of MTs Al Matuq Sukabumi teachers. The teacher is the most decisive component in the education system as a whole, which must receive central, first and foremost attention. In relation to teacher performance, MTs Al Matuq Sukabumi teachers have done quite a good job, this can be seen:

- 1) In the process of teaching and learning, teachers have followed the current educational standards enforced by the government at this time.
- 2) Teachers are disciplined in their duties as educators because this is proven by the timely arrival of teachers and staff at MTs Al Matuq Sukabumi, as well as complete teacher administrative documents stored in the administration room.
- 3) The teacher has also provided motivation to students to be more active in learning. This is evidenced by the teacher's innovative teaching methods so that students really enjoy the learning process, and this becomes motivation for students.

MTs Al Matuq Sukabumi teachers.. h as educators do not always run smoothly, there are still some teacher weaknesses in the learning process, including:

- 1) Not all teachers master the curriculum that is currently being used. It is marked by the presence of one teacher who uses a method that students don't like.

2) There are still some teachers who are not disciplined in teaching, because there are still personal interests that cannot be abandoned.

So that, to get the title of good teacher performance. MTs Al Matuq Sukabumi has to do a lot of things for that which is shown by the teacher in the learning process activities, both written and unwritten work. So that the teacher must be able to understand his duties as a manager of learning, implement it, and be successful in teaching so that learning objectives can be achieved properly determined by the consequences in choosing teaching strategies.

Further findings related to the leadership of the principal in improving teacher performance at MTs Al Matuq Sukabumi, previously the definition of educational leadership itself is all activities in an effort to influence other people in the educational environment in certain situations, so that others through cooperation want to work with full responsibility and sincere in order to achieve the educational goals that have been set.

The principal is the driving force, determining the direction of school policy, which will determine how the goals of the school and education in general are realized. In addition, the principal also plays an important role in improving teacher performance and student achievement.

Principal leadership, in relation to improving teacher performance is all the efforts made and the results that can be achieved by school principals in implementing teaching resource management in schools in realizing educational goals.

The principal has the position and function to direct and encourage his subordinates so that tasks and activities at school can run well, effectively and efficiently. As a manager he is the one who makes plans, organizes implementation, controls and supervises the implementation of tasks, and compiles reports on the implementation of activities from the principal of the school. However, the school environment or stakeholders also demand that school principals are also able to conduct interpersonal communication so as to be able to mobilize community participation.

The findings at the research locus, the Head of MTs Al Matuq Sukabumi also did the same thing, he became the driving force in improving teacher performance as evidenced by the existence of coaching programs for teachers, in order to improve the competencies that teachers must have.

The head of MTs Al Matuq always gives the slightest appreciation for the achievements of the teachers, staff and components in it, even if it's just with congratulations that can encourage teachers to be more active in doing work. This is in line with one of the rules of HR management, namely the reward system.

As an organization, educational institutions must also use various rewards or rewards to attract and retain people and motivate them to achieve personal goals and organizational goals, in order to improve teacher performance (Hidayat, 2021). Likewise with MTs Al Matuq Sukabumi, which implements a reward system program for teachers and staff who get the achievement, even for teachers who are indeed high performing and have a high emotional sense of educational institutions, it is not uncommon for MTs Al

Matuq to provide scholarships to continue their education. Not only that, bonuses are also given regularly, including *munggaran* (beginning of fasting), *Idul Fitri* bonuses and *Idul Adha* bonuses. The promotion system for promotion is also often carried out for competent teachers.

In carrying out their duties and functions, school principals have their own leadership styles which significantly affect the performance of educational staff in their respective work environments. The success and failure of schools is largely determined by the principal, because the principal is the controller and determinant of the direction the school wants to take towards its goals. This is marked by the various programs of the head of MTs Al Matuq Sukabumi which have been explained previously.

According to the findings of Hackman and Oldman referred to by Sergiovanni (T.J, 2014) stating that teachers who are given clear and reasonable instructions on work execution techniques will be motivated to improve their quality and work abilities. Therefore, the success of schools in achieving educational goals is not only influenced by teacher performance, but also plays a role in the leadership of school principals in management and in creating a conducive learning atmosphere.

Still at the same information, Blumberg & Greenfield (Blumberg & Greenfield, 1986) in their research revealed that one of the characteristics of an effective school principal is a principal who has high expectations for student achievement and teacher performance. In order to realize these expectations, school principals must be able to optimize resources in schools by carrying out managerial competencies. In reality, regarding all of this, there are other efforts or tips made by the head of MTs Al Matuq Sukabumi in improving teacher work, including by:

- 1) Giving encouragement to the emergence of a strong will for teachers to be confident and enthusiastic in doing their duties. It is marked by the head of MTs Al Matuq Sukabumi always providing motivation every day in the briefing program before the learning process begins.
- 2) Provide guidance, direction and encouragement to stand at the forefront of progress and inspire madrasah to achieve goals. This can be seen from the existence of an evaluation program that is held regularly.
- 3) Persuading and giving confidence to the teacher in doing his job. Based on the findings in the form of neat and complete teacher administrative documents in the administration room.
- 4) Avoiding attitudes and actions that are coercive or act tough in giving assignments to teachers. This is the results of interviews with several teachers who stated that they felt comfortable being at the madrasah whether there was a leader or not.

The head of MTs Al Matuq Sukabumi also provides training for teachers by involving teachers in various trainings according to their respective fields. In addition, one of the principal's duties in improving teacher performance is as a supervisor.

The school principal is a very important component and is responsible for the implementation of education, in relation to improving teacher work, the madrasa head is responsible for directing what is good for his members while he himself must do good. The principal must be an example, patient and understanding.

CONCLUSION

Basically the role of the leadership style of the head of MTs Al Matuq Sukabumi has shown its function very well. That is, functions as managerial competence, supervision competence, monitoring competence and evaluation competence as well. Which is factually marked by its role as a supervisor, the ability to supervise and control to improve teacher performance. The head of MTs Al Matuq Sukabumi, as the driving force and determinant of madrasah policy directions, determines how the goals of the school and education in general are realized. With various programs implemented, it is able to improve teacher performance while at the same time increasing teacher competence. So, the job satisfaction felt by the teachers of MTs Al Matuq Sukabumi and the creation of a safe, comfortable and conducive madrasah culture. Not only that, the reward system programs implemented by the head of MTs Al Matuq Sukabumi have very good implications for teachers. So that the teachers of MTs Al Matuq Sukabumi have a measure of the degree of involvement and participation they are psychologically biased towards their work and regard their performance as a measure of their self-worth. This is in line with one of the characteristics of healthy human resource management, that is employee influenced.

REFERENCES

- Ahmad Hudlori Ihsan dan Supiana. (2021). Motivasi Kerja dan Kinerja Guru Madrasah serta Implikasinya bagi Manajemen Pendidikan Islam. *Isema*, 6.
- Aulia Darmawan. (2019). Pengaruh Gaya Kepemimpinan Kepala Sekolah dan Budaya Sekolah Terhadap Kinerja Guru (Study pada SMK Rumpun Pariwisata di Kota Tangerang). *Jurnal Mandiri*, 3 No. 2, 244-256.
- Devi Rahmadani. (2021). Persepsi Kinerja Guru Terhadap Kompetensi Sosial Kepala Sekolah SMKN di Pariaman. *Evaluasi*, 3.
- Dr. Nik Haryanti. (2020). *Metodologi Penelitian Pendidikan*. Cita Intan Selaras.
- Ernawati, A. F. M. G. dan. (2021). Pengaruh Gaya Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru. *DIRASAH*, 4, 2621-2838.
- Fitria, H. (2018). The Influence of Organizational Culture and Trust Through the Teacher Performance in the Private Secondary School in Palembang. *International Journal of Scientific & Technology Research*, 7(7).
- Heni Mulyani. Danny Meirawan. Annisa Rahmadanai. (2020). Increasing School Effectiveness Through Principals' Leadership And Teachers' Performance, Is It Possible? *Cakrawala Pendidikan*, 39 No.2.
- Idawati. (2013). Gaya Kepemimpinan Kepala Sekolah dan Kinerja Guru. *Elektika*, 1.
- Joel & Henry. (2019). Relationship between Principals' Leadership Styles and

- Secondary School Teachers' Job Satisfaction in Nandi South District, Kenya. *Education and Human Development*, 3 No.2.
- Kartini, S. A. (2021). Pengaruh Gaya Kepemimpinan Kepala Sekolah dan Komunikasi Interpersonal Terhadap Kinerja Guru. *Pendidikan Islam*, 4.
- Liana Ariesha Kh dan Pepen Supendi. (2022). Analisis Kinerja Proses Pendidikan Dalam Perspektif 7's MC-Kinsey. *Jurnal Isema*, 7. <https://doi.org/http://journal.uinsgd.ac.id/index.php/isema>
- Muhammad AFandi. Sri Wahyuningsih. Linda Ika Mayasari. (2021). Does Elementary School Teacher's Performance Matter? *Cakrawala Pendidikan*, 40 No.1.
- Pamujok&Kurnia Subiyanti. (2017). The Effect of Leadership Style of Principals and Performance of Teachers Toward the Quality of Primary Schools in Jatilawang Sub-District of. *Advances in Social Science*, 5 No.3.
- Pepen Supendi. Aan Hasanah&Mahmud. (2018). Transformational Leadership in Pesantren on as Sa'idiah, Al Matuq, and Sunanul HUda Boarding School. *Jurnal Pendidikan Islam*, 7, 303–316.
- Poerwandari. (1998). *Pendekatan Kualitatif*. Rosdakarya.
- Prim Masrokan Mutohar&Hikmah Eva Trisnantari. (2020). The Effectiveness of Madrasah: Analysis of Managerial Skills, Learning Supervision, School Culture, and Teachers' Performance. *Malaysian Online Journal of Educational Management (MOJEM)*, 8(3), 21–47.
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (26th ed.). Alfabeta. Bandung.
- Rahman Tanjung. Hanafiah. Opan Aripudin. Dedi Mulyadi. (2021). Kompetensi Manajerial Kepala Sekolah daman Meningkatkan Kinerja Guru Sekolah Dasar. *Jurnal Ilmiah Ilmu Pendidikan*, 4, 291–296.
- Rais Hidayat. Vicihayu Dyah. Himmatul Ulya. (2020). Kompetensi Kepala Sekolah Abad 21: Sebuah Tinjauan Teoritis. *Jurnal Kepemimpinan Dan Pengurusan Sekolah*, 7.
- Safwandi Nugraha.Siti Nurhasanah & Imam Subhi, M. (2022). *Metodologi Penelitian Kuantitatif DAN Kualitatif (Teori, Aplikasi dan Contoh Kasus)*. Edu pustaka.
- Sugiyono. (2016). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Alfabeta.
- Sutain, S. (2019). Supervisi Akademik Kepala Sekolah Madrasah Dalam Meningkatkan Kinerja Guru Pada MTs NU Banat Kudus. *Isema*, 4 No.2.
- Wahjosumidjo. (2011). *Kepemimpinan dan Motivasi*. Ghalia Indonesia.
- Wayan Satria Jaya. (2022). Kinerja Guru Ditinjau dari Gaya Kepemimpinan Kepala Sekolah dan Motivasi Kerja. *Jurnal Obsesi*, 6, 1286–1294.
- Yaqin, H. (2011). *Kapita Selekta Administrasi dan Manajemen Pendidikan*. Antasari Press.