

The Effect of Principal Leadership and Achievement Motivation on Teaching Competence of Public School Teacher in Manado City

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Abstract

The objective of this research is to analyze the effect of principal leadership and achievement motivation on teaching competence of public school teacher in Manado city.

The used research method is survey method and regression analysis by doing the prerequisite test first, i.e. data normality and linearity test. Then, data analysis using simple regression and multiple regressions are conducted, and after that significance test is conducted.

The result of data analysis shows that: (1) the principal leadership positively affects teaching competence of public school teacher in Manado city; (2) achievement motivation positively affects teaching competence of public school teacher in Manado city; (3) simultaneously principal leadership and achievement motivation positively affects teaching competence of public school teacher in Manado city.

Keywords: teaching competence, principal leadership, achievement motivation.

I. INTRODUCTION

Education is a basic human need that must be met in order to create the quality of human resources. This is important since in this globalization era today, the life of the people has been influenced by the advances in science and communication and information technologies which are so fast and automatically influence the paradigm and behavior of the people. Therefore, people are expected to be smarter in understanding social phenomena that occur in a society with different problems so that people can handle them.

The availability of human quality resources is urgent matter for a nation that is racing in development. Therefore education should be one of the priority activities to achieve the expected goals. Various aspects that relates to the provision of education must work together, so they may be able to produce something useful for the community, state and nation. Thus the contribution of the education practitioners is required in the development of quality education through the programs that are capable to stimulate the beneficial potentials for the learners.

Undang-Undang Nomor 20 Tahun 2003 about National Education System suggests that education should be conducted in a professional manner. It is suggested that education is conscious and deliberate effort to create an atmosphere of learning and learning process so the learners actively develops their potentials to have the spiritual strength of religious, self-control, personality, intelligence, noble character, and skills which are needed by themselves, society, nation and state. This shows that education truly become a strategic activity for a nation. Education provision requires the intervention of the various parties: government, private sector and the general public that are able to come together in creating and developing human resources that can contribute to development. Therefore, some aspect that have important role in the education process must be fully considered, i.e. educators / teachers, learners, curriculum, facilities, infrastructure, education management and leadership.

Teacher is considered as the most important role in education that determines the success of learners and the educational process in general. Therefore, Sam and Tuti (2010: 54) suggest that the most important role in each policy or everything that relates to education must be the person named teacher. Teacher is the person who will carry out operationally all the forms of motion patterns, the curriculum change. Furthermore, Supardi *et al*, (2009:55) suggest that teacher must: (1) plan the lesson, implement quality learning process, and assess and evaluate the learning outcomes; (2) improve and develop the academic qualification and competence continuously in accordance with the science, technology, and art development; (3) act objectively and non-discriminatively based on the gender, religion, ethnic, race, physical condition, family background or social-economy family background of the student in learning process; (4) upholding regulations, laws, codes of conduct of teachers, as well as religious values and ethics, (5) maintain and foster national unity.

The teachers' duties in the educational process are very important, so that teachers are perceived as the crucial role to determine the success of the students and education in general. Teacher is a professional position that must meet the requirements of the profession under the laws for professional teacher. These things are among others: education must meet the required qualifications in addition they must have expertise/skills to teach, have a special attitude in carrying out the teaching profession and the public recognition. The stated aspects have been

summarized as competence. Teacher competence may include: pedagogical competence, social competence, personal competence and professional competence.

In this research, it is only limited to two competences which relate to the teacher duties and learning that are pedagogical competence and professional competence. The reason is the biggest part of teacher duty appears through the teaching duties and here it often finds some problems relates to teacher. These problems certainly do not stand alone but are influenced by various factors. Specifically in this research, it is studied the principal leadership factor and achievement motivation which suspected affects the teaching competence of teacher, so the formulation of research problem are:

(1) does the principal leadership affect to the teaching competence of teacher? (2) does the achievement motivation affect to the teaching competence of teacher? (3) does the principal leadership and achievement motivation simultaneously affect the teaching competence of teacher?

The teaching competence of teacher shows the teacher capability in performing the learning teaching process in class and there are two competences which are considered urgent, i.e. pedagogical competence and professional competence. Pedagogical competence is the skill which must be possessed by teacher in educating, teaching and guiding the children to be able to learn and is considered as one of must-be-owned base competence by teacher. In PP nomor 74 Tahun 2008 about Teacher and Lecturer, it suggest that pedagogical competence is the teacher capability in student learning management, that includes: (1) educational insight or base comprehension, (2) comprehension toward the students, (3) curriculum or syllabus development, (4) learning planning, (5) implementation of educational and dialogical learning, (6) learning technology utilization, (7) learning outcomes evaluation, and (8) student development for actualizing the potentials. Ryans in Supardi *et al.*, (2009) suggest that a good teacher is the teacher who understand the world of student's life, insightful, respect the ways and tools to stimulate intellectual passion, and truly callous toward students and others. Therefore, pedagogical competence is very important for teacher as what Van Veen, *et al.*, said which is cited by Klaasen & Smith (2001): "*The pedagogical assignment is considered an important component of the professional of teacher both by parents and teachers. Under professionalism, the system of teacher opinions on just what constitutes qualitatively good teaching and how this should be realized is understood. These opinions relate to not only primary teaching process or the micro-level but also encompass the meso and macro levels*".

Furthermore, professional competence is competence which directly touch the the substance field or study field, learning areas, teaching methods, assessment systems, guidance and consultation patterns with students. In PP Nomor 74 tahun 2008 it is written that professional competence is teacher capability to master science, technology, and/or culture in his/her field, that include: (1) subject matter widely and deeply in accordance with the content standard of education unit program, subject, or subject group, and (2) relevant technology or art, that conceptually coherent with education unit program, subject, and/or subject group. These competences are modified by Supardi *et al.*, to: (1) mastering scientific substance related with the field of study, (2) mastering scientific structure and method.

Pedagogical competence and professional competence in integrated manner are realized in teaching activity so that in this research it is stated as teaching competence variable. In the implementation in class/school, teaching competence is influenced by various factors, e.g. principal leadership and achievement motivation of the teacher. Principal leadership is the important role in building the commitment of the teachers to act professionally that ultimately demands the teacher having required competence for teacher. Rohiat (2008) said that principal as the manager with the executive and leadership function needs to straighten the internal capabilities to respond to the urgent needs of the environment. Owens (1991) said: "*Leadership involves intentionally exercising influence on the behavior of other people*". These both views show that principals have important role in influencing their subordinates. Thus, principal in their position as leader in school have to show their capacity and capability and also have required skills in empowering all available resources for the success of the organization. In detail, definition of leadership that is explained by Handoko (2009) is: leadership is a process of briefing and effect giving to the activities of a member group whose tasks that relate. This definition has three important implication, i.e.: (1) leadership that relates to other people, subordinates or followers, (2) leadership that relates to a disproportionate power division between the leaders and the members, (3) giving the direction to the subordinates or followers, the leaders can also use influence.

Further, Mullin (2005) states that "*leadership is relates to motivation, interpersonal behavior and the process of communication. Good leadership involves the effective process of delegation and powering*". It means that leadership relates to motivation giving, interpersonal behavior and communication process. It is stated that a good leadership involves delegation and power process. This definition shows that leadership is an important process in organization to achieve goals. Hollingsworth's opinion that is cited by Mullin (2005) shows six fundamental differences between leadership and management. The differences are: (1) *a manager administers –*

a leader innovates; (2) a manager maintains – a leader develops; (3) a manager focuses on systems and structure- a leader focuses on people; (4) a manager relies on control – a leader inspires trust; (5) a manager keeps an eye on bottom line – a leader has an eye on the horizon; (6) a manager does things right – a leader does the right thing. This difference give an emphasizing that a leader is more proactive in organizational activity process so that they must have a behavior which can be exemplified and can show capability and skill to lead and influence others/subordinates or followers. Leadership requires efforts and initiative in realizing harmonious cooperation with subordinate. Abeng (2006) suggests that leadership is not only a characteristic of personality. Charisma is not enough. Leadership is a task that can be successfully implemented by various person, and this task involves physical and mental efforts and initiative to be deployed to achieve the result or goal through and together with others. Furthermore, it suggests that all efforts require leadership competencies in moving the leadership power to make people able to do their job properly.

The understanding of leadership gives instructions that every organization needs a leader, including schools. School as an organizational unit that carry out activities to educate and develop the potential of learners to become qualified human resources and can contribute to national development. Therefore, the capable and skilled principal leadership is needed in supporting and empowering all resources of organization including teacher. Principal as a leader must have qualities of a leader. Dubrin (in Wahyudi, 2009) suggests effective leader qualities, i.e.: (1) *intelligence level*, (2) *Situation sensitivity*, (3) *Effective work*, (4) *Initiative*, (5) *Self-confidence*, (6) *Individuality*, (7) *Technical and professional competence*, (8) *Enthusiasm*, (9) *High ethical standards, honesty, candor, and related characteristic*, (10) *Flexibility*, (11) *Vision*. Ghiseli (in Handoko, 2009) suggests certain traits for effective leadership, i.e.: (1) capability in his/her position as supervisor or executor of the basic functions of management, especially the direction and supervision of other's work; (2) the need for achievement in job, including responsibilities search and desire to success; (3) intelligence, including policy, creative thinking and intellectual; (4) specificity or ability to make decisions and solve problems competently and appropriately; (5) self-confidence, or a view of her as the ability to deal with the problem, (6) the initiative, or the ability to act independent, to develop a series of activities and find ways new or innovation.

In school setting, school leadership is critical for the success of the whole school institution even specifically for the success of students and teachers in implementing the teaching and learning process. Danim and Suparno ((2009) suggests the key of successful school leadership, i.e.: (1) trust the teaching staff, (2) delegate tasks and authority, (3) strong physically; (4) manage and use time; (5) no tolerance for incompetence; (6) concerned with teaching staff; (7) establish the vision; (8) develop institutional objectives; (9) deft, firm and patient; (10) brave introspection; (11) consistency; (12) be open; (13) have an identity.

Effective leadership has to be able to see the subordinate maturity level so that they can determine the right strategy to influence subordinates. Wahyudi (2009) adapts the application of contingency leadership styles according to Hersey and Blanchard to be implemented in schools. He explained that the principal has certain roles according to the maturity level of the teacher as a subordinate. The mentioned styles are: (1) instructive style (telling) is applied to teachers who have a low level of maturity. This style is applied to the teachers who are unable and unwilling to accept responsibility. Principals should conduct strict supervision; (2) consultative style (selling) is applied to a teacher who has a medium-low level of maturity. Teachers are not able to carry out tasks independently. The school principal continuously provides support; (3) participative style which is suitable to be applied to teachers who have high intermediate maturity, being able to carry out the entrusted task. The school principal gave greater opportunities for teachers to be creative and be involved in decision making; (4) discretionary style (delegating) is applied to teachers who have high maturity. Teachers at this stage have the ability and willingness to carry out the task. The principal only provides guidance as needed. The above explanation shows that the principal leadership is needed to help teachers develop the ability to enhance the teaching task. This is as proposed by Rebores (1995:172) who states: "*... at times it is necessary for principals to recommend certain staff development programs to teachers who are not performing at the level established by the board of education . Therefore, performance appraisal and staff development are complementary aspects of effective supervision*". Further said that the benefits of staff development programs for teachers are: (1) to update skills and knowledge in a subject area, (2) to keep abreast of social demands, (3) up to become acquainted with the research on the instructional process and on new methods of teaching, (4) up to become acquainted with the advances in instructional materials and equipment. Thus, the principal leadership is very important in improving teachers' teaching competence.

Another factor that may affect the competence of teachers is achievement motivation. Basically motivation becomes a critical factor for success, where everyone needs a certain impulse to work harder. Robbin and Judge (2009:209) suggest: "*motivation as the processes that account for an individual's intensity, direction, and persistence of effort toward attaining a goal. The three key elements in our definition are intensity, direction, and*

persistence". It means that the motivation associated with individual efforts in achieving the goal. Three main key of motivation is intensity which refers to how much effort someone wants to continually strive to achieve success. Later those efforts should be made in accordance with the instructions or goals of the organization in order to avoid conflict in the future. And the other key element is persistence, that every efforts cannot achieve result appropriate to the time we want or the expectations. This is where the perseverance is important in order to not easily discouraged but keep trying until the goal is reached.

Researches of the experts produce various theories of motivation that are all aimed to the fulfillment of human needs as a driver / motive for someone to make an effort or work. The tendency of people nowadays is to like the job but with the wrong motives. When the goals or wishes they had not yet achieved, they feel like a failure in work and stop working for reasons not suitable or other reasons. This means that their motivation is how they define the goals or expectation to be successful. But there are people who are willing to work and try to continue to succeed where their motivation is to work to be able to achieve what was expected.

People like that work with right motive that try to continue to work diligently to succeed. It means that they do not easily give in to the circumstances. Achievement motivation is the motivation of people who want to work hard and diligently to achieve success with the principle that today is better than yesterday. In this research, achievement motivation that is considered affecting the teaching competence of teachers is studied. Achievement motivation is the psychological aspect of every person who wants to succeed in life, including teachers.

David McClelland, a psychologist, in depth investigates and writes all aspect of n Ach. The results of his research are the characteristics profile of successful people. Special characteristics that successful people possess summarized as follows: (1) moderate risk taking, (2) need for immediate feedback, (3) satisfied with achievement, (4) preoccupied with the task (Luthans, 2007:274-275). Achievement motivation is one of the three types of motivation work of McClelland, i.e.: need for achievement (nAch), need for power (nPow), and need for affiliation (nAff). Of the three requirements that have been put forward McClelland and researchers, they pay more attention to the need for Achievement (achievement motivation). It is said that people who are high achievers showed the best performance when they will be able to predict success.

Achievement motivation is actually owned by all people including teachers, but not all were able to respond positively to this aspect. Achievement motivation is one of aspects which become a driver for every person who has a desire to succeed or large success. The result of McClelland's study identifies four characteristics of people with a strong need for achievement, i.e.: a preference for moderate task difficulty; personal responsibility for performance; the need for feedback; and innovativeness (Mullin, 2005:488). In another part, Mullin quotes McClelland's opinion that suggests understanding the characteristics of people who are high achievers. It is stated that: "n - Ach is not hereditary but results from environmental influences, and he has investigated the possibility of training people develop a greater motivation to achieve". This opinion suggests that achievement motivation according to experts as a need, in fact cannot be owned by everyone. There are people who are only able to enjoy what is, and is not challenged to do more to achieve over the life of the living standards of minimum human needs. People who have a need for achievement, do not content with what he received today, but he has beautiful dreams which he must realize by working hard in order to be successful. Achievement motivation requires development efforts including environmental influences.

McClelland suggests four steps in attempting to develop achievement drive: (1) striving to attain feedback on performance; (2) developing models of achievement by seeking to emulate people who have performed well; (3) attempting to modify their self-image and to see themselves as needing challenges and success; (4) controlling day-dreaming and thinking about themselves in more positives terms" (Mullin, 2005: 488). If these steps are done by the teachers in high schools in Manado city, it is very likely that they are able to carry out the quality of education and learning. Being a professional teacher requires a struggle to start and go through the process. Professional teacher must demonstrate remarkable achievement in the field of education and teaching as proof of their hard work that can be seen by the public to get recognition. Professional teacher is not only the fulfillment of administrative requirements that are required by the government but rather an ongoing effort to improve the teacher 's ability based on competencies required of teachers and can be implemented in everyday tasks. Teachers with high achievement motivation can certainly perform the task with results-oriented learning. This means that if the teachers do the teaching and learning process then he should try to achieve the target he has set, and if it is not success, the teacher will continue to work until the target he has set can be achieved. Thus achievement motivation is very important for every teacher to continue performing duties in a professional manner. Someone with his achievement motivation will keep working more effectively than what has been done in the past. This was as proposed by Griffin and Moorhead (2007:94) that states: "need for achievement is the desire to accomplish a task or goal more effectively than was done in the past". Therefore, achievement motivation is suspected as one of the aspects that influence the teaching competence of teachers. Luthans

(2009:274) argues that achievement can be defined as the rate where people expect to complete challenging goals, succeed in a competition, and show a desire for clear feedback relating to performance. Individuals with a high need for achievement have high scores in these elements.

Based on studies, the formulation of hypotheses are: (1) the principal's leadership significantly influences teachers' teaching competence, (2) achievement motivation significantly influences teachers' teaching competence, (3) the principal's leadership and achievement motivation jointly influence significantly to the teaching competence of teachers.

II. Research Method

This research use survey method and regression analysis. Then, this research will analyze if there is an influence of variable X on variable Y, where X_1 is principal leadership, X_2 is work ethos and variable Y is teaching competence of the teacher. The population in this research is the public senior high school teachers in Manado city that amounts to 325 and spread in 9 senior high schools in Manado city. The research sample amounts to 76 that are taken randomly. Data collecting use questionnaire that is developed from each variable.

Data analysis technique is descriptive and inferential. Descriptive analysis shows through the frequency distribution table, and the inferential analysis are: (1) requirements analysis test through data normality test, (2) the hypothesis test with regression analysis.

III. Analysis Result and Discussion

Analysis Result

The results of data normality test consist of: (a) the principal leadership is 0,956 ar, (b) achievement motivation is 0,960 and (c) teaching competence of teachers is 0,972. These results indicate that the data of the three variables that have been proposed are normally distributed. Furthermore, the results of both partial regression and multiple regression, i.e.: $\hat{Y} = 8,959 + 0,867X_1$; (b) $\hat{Y} = 1,728 + 0,964X_2$; (c) $\hat{Y} = 2,450 + 0,249 X_1 + 0,706 X_2$. These results indicate that either partially or shared school leadership and achievement motivation positively affect the teaching competence of teachers of public high schools in Manado city.

Descriptive Results Teacher Teaching Competency variable (Y) explained that the average (mean) of 76.5278, with a standard deviation (standard deviation) of 11.43256, and the number of respondents (N) of 72. The result of the principal's leadership descriptive variables X_1 , explained that the average (mean) of 66.3333, with a standard deviation (standard deviation) of 11.03388, and the number of respondents (N) of 72. The results of the descriptive variables X_2 Achievement motivation, explained that the average (mean) of 55.0972, with a standard deviation (standard deviation) of 6.80753, and the number of respondents (N), 72.

Descriptive Statistics

	Mean	Std. Deviation	N
Teaching competence of teachers	76,5278	11,43256	72
School leadership	66,3333	11,03388	72
achievement motivation	55,0972	6,80753	72

Results of the Model Summary table, in this section is shown the value of $R = 0.891$ and the coefficient of determination (R Square) of 0.793. It is an understanding that the Master of Teaching Competency (Y) by 79.3% influenced by the principal's leadership variable (X_1); Achievement Motivation (X_2), while the remaining 20.7% is explained by other factors. R Square ranged in number) to 1, with a record number of R Square is getting smaller, the weaker the relationship between the two or more variables.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	,891 ^a	,793	,787	5,27413	,793	132,307	2	69	,000	2,239

a. Predictors: (Constant), Achievement motivation, leadership principals

b. Dependent Variable: Competence to teach teachers

The results of the ANOVA test, in this section are presented the results obtained is $F = 132.307$ with a probability level of Sig. 0.00. Therefore the probability (0.00) is much smaller than 0.05, then the multiple regression model is used to predict the teachers' teaching competence.

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	7360,611	2	3680,306	132,307	,000 ^b
Residual	1919,333	69	27,816		
Total	9279,944	71			

a. Dependent Variable: Competence to teach teachers

b. Predictors: (Constant), Achievement motivation, leadership principals

Coefficients test results, on the part of the principal's leadership and achievement motivation proposed a constant value (a) = 1.171; grades B1 = 0.553 and B2 = 0.745, and t value = 7.324 and 6.091; sig = 0.000 level. From the table of regression coefficients obtained by the calculation equation, ie: $Y = a + BX_1 + BX_2 = 1.171 + 0.553 X_1 + 0.745 X_2$.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	-1,171	5,135		-,228	,820
School leadership	,553	,075	,533	7,324	,000
achievement motivation	,745	,122	,444	6,091	,000

a. Dependent Variable: Competence to teach teachers

Discussion

Firstly, the result shows the principal's leadership positively influences the teaching competence of teachers. This means that whenever the increasing in school leadership, it can improve the teaching competence of teachers. Principal as a leader must be able to encourage the improvement of teaching competence of teachers through teacher empowerment potentials. Abeng (2006) states: leadership is a task that can be successfully implemented by the private variable, and this work involves the efforts and initiatives physically and mentally, to be deployed to achieve the result or goal through and together with others. Every effort requires competence in moving his leadership power to make people able to do their job properly. Principal as a leader in the school must have a concern in the ability of teachers and continue to encourage teachers improve their teaching competence as teachers is a valuable asset for the school in helping students to improve learning outcomes and to achieve the best learning achievement. Concern of the principals can help teachers to improve teacher competence. This is appropriate with the research result by Chase and Sharpe: "that the school administrators expected teachers to show understanding and respect for their competency and work. Teachers expected the school administrators to communicate with them and to refrain from frequently curtailing their freedom or individual initiative" (Gorton, 1977: 73). Thus, the principal's leadership has an important role in the enhancement of teaching competencies of teachers.

Secondly, the result shows that achievement motivation affect positively on teachers' teaching competence. This means that whenever is the increase in achievement motivation, it will improve the teaching competence of teachers. Teachers as the spearhead in the implementation process of education must have a strong achievement motivation in realizing important roles in education. Payong (2011) states that teachers should behave professionally that means to show the level of dedication and commitment, work long hours and are open to student issues, the friendly service to the students and show the example that should be modeled by the students. Achievement motivation of teacher refers to the ability of teachers who want to work hard with perseverance that ultimately builds competence of teachers to teach better. The results of this study are supported by Griffin and Moorhead (2007:94) who states: "The need for achievement is the desire to accomplish a task or goal more effectively than was done in the past". Teachers who own achievement motivation will continue to show increasing performance over time.

Thirdly, the result shows that both school leadership and achievement motivation positively influence the teaching competence of teachers. This is supported by the results of research described by Mullin McClelland (2005:488). McClelland identifies four characteristic of people who have a strong need for achievement, i.e.: a preference for moderate task difficulty; personal responsibility for performance; the need for feedback; and innovativeness (Mullin, 2005:488). In other parts, McClelland advises to understand the characteristics of people who are high achievers. He stated that n - Ach is not hereditary but results from environmental influences, and he has investigated the possibility of training people develop a greater motivation to achieve. Teacher who has achievement motivation is a teacher who will carry out the difficult task although it is difficult, have responsibility, need feedback from others including the principal and continue to make innovations in learning. Teacher like that is a teacher who wants to succeed in life and career and there is motivation to continue to excel. Achievement motivation of teachers can stimulate teachers to improve the teaching competence of teachers. This is in accordance with the opinion of McClelland: "He suggests four steps in the achievement drive attempting to develop: (1) striving to attain feedback on performance, (2) developing models of achievement by seeking to emulate people who have performed well, (3) attempting to modify their self-image and to see themselves as needing challenges and success; (4) controlling day-dreaming and thinking more about themselves in terms positives (Mullin, 2005:488). In practice the principal leadership that is able to provide an adequate environment and opportunities for teachers to develop their competence so that teachers can behave professionally, is needed. Thus the effective school leadership provides opportunities for teachers to create and innovate as proof that the teacher truly master professional competence of teachers to teach. Rohiat (2008) states: the principal as a manager with executive functions and leadership needs to straighten out its internal capabilities in response to urgent needs of the environment. Professional teacher must have a desire to excel in his field and want to do the task in accordance to the principal's instructions.

IV. Conclusion

Based on the research result, then it is concluded that: (1) principal leadership affects positively on the teaching competence of the public senior high school teacher in Manado city. Its implication is strong principal leadership will be able to encourage teachers improve their teaching competence, (2) achievement motivation positively influence the teaching competence of teachers. The implication is the teachers who have a strong achievement motivation will continue to improve teaching competence by themselves (3) jointly principal leadership and achievement motivation positively influence the teaching competence of teachers. The implication is the strong school leadership with a strong achievement motivation can be a trigger for teachers to improve their teaching competence as teachers are challenged to be able to improve performance through the implementation of educational and teaching tasks effectively. If all teachers have a strong achievement motivation, it allows teachers to continue to work despite the challenges and responsibility of the task are entrusted to them and try to make breakthroughs in order to improve the quality of education and learning.

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