

The Effect of School Head Competency and Motivation on Teacher Performance (Study on Elementary School Sub District Wenang, Manado City, Indonesia)

Norma Novel Manoppo, Henny N. Tambingon, Jeffry S. J. Lengkong
Magister Education Management Postgraduate Program, Manado State University, Indonesia

Abstract

This research aimed to describe and analyze: 1) the effect of school principals' competencies on teacher performance, 2) the effect of motivation on teacher performance, and 3) the effect of the principal competence and motivation simultaneously on the performance of State Primary School Teachers in Wenang District, Manado City. Survey method was implemented with qualitative approach. Population unit were 162 teachers. Research sample were 62 teachers which randomly selected from 162. Questionnaire with Likert scale was the technique used to collect the data. Testing the hypothesis were using simple and multiple correlation analysis. The result of data analysis showed that: 1) there was effect of school principals' competencies on teacher performance, 2) there was effect of motivation on teacher performance, and 3) there was effect of the principal competence and motivation on the performance of State Primary School Teachers in Wenang District, Manado City. Based on these conclusion, it could be recommended that: 1) hopefully, this research can be useful as a contribution of thought in the effort to develop the science of education management, especially in relation to the competence of principals and motivation with teacher performance, 2) hopefully, this research can be used as input to other educators in Wenang Subdistrict, Manado City in the context of developing and fostering teacher performance in the future.

Keywords: principal competence, motivation, teacher performance.

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1. Introduction

Human resources involved in the education process will determine the improvement of the quality of education. The teacher is one of the determinants of the high and low quality of education outcomes and the teacher is a human figure who occupies a position and plays an important role in the success of education. However, the teacher's strategic position to improve the quality of education outcomes is largely determined by professional ability and performance. Teachers are required to have performance so that the atmosphere of school life is not always routine and satisfied with old learning methods and techniques. In achieving good quality education is strongly influenced by the performance of teachers in carrying out their duties. In general, good quality education is a benchmark for the success of the performance shown by the teacher. In general, one of the weaknesses of our education world is the ability of principals who are less competent in managing and innovating as an effort to develop quality and educational services which ultimately can lead to educational problems.

Therefore, with the rationalization of the discourse of competency-based empowerment towards a comprehensive and continuous independent school, it is hoped that it will be able to bring forth innovations for the advancement of education. Therefore, in the era of school autonomy there is now a need for: 1). The role of the school principal who is truly capable of growing high creativity in his leadership. 2). The role of school principals in strengthening entrepreneurial potential in schools with the concept of developing empowerment alternatively. 3). Principals who have idealism in carrying out quality education.

The principal has a strong orientation to achieve progress that is more rooted and willing and able to make changes in accordance with the significance of the demands of the times; 1). The principal is able to take a cooperative and systematic approach by finding problem solving in implementing the teaching curriculum accompanied by alternative empowerment in the field of entrepreneurship. 2). Principals who are truly able to become "professional managers" for the advancement in the schools they manage by using the autonomy authority granted entirely to the principal in managing the school concerned.

The ability of the principal as an education leader to develop his competencies will bring success to his school, which in turn has implications for the success of students in school. The principal is the manager of education in the school as a whole, and the formal leader of education in the school. In an educational environment in schools, principals are fully responsible for managing and empowering all of their competencies so that their work capabilities are continuously improved. With the increase in the ability of all the potential that it has, it is certain that the results to be achieved are very satisfying. Empirically the performance of the

elementary school principals in Wenang Subdistrict, Manado City tends to not show optimal performance as expected. This can be seen from the results of the national exam, the lack of visible school development such as the environment-based learning model, efforts to meet eight education standards, lack of supervision of teachers while providing solutions.

2. Literature Review

2.1. Teacher Performance

The word "performance" which means (1) work, deed, or (2) appearance, performance, while performance in terms of administrative science and management science has almost the same meaning. Kirkpatrick and Nixon (in Ruki, 2012) interpret performance as a measure of success in achieving predetermined goals (planned) previously Rivai (in Sagala, 2011: 14) performance comes from: "to perform" with some empirical namely: (1) do, run and implement (to do or carry out, execute); (2) fulfill or carry out the obligation of an intention or vow (to discharge of fulfillment, as vow); (3) implementing or perfecting responsibility (to execute or complete an undertaking), and (4) doing something expected by someone or a machine (to do what is expected of -a person machine).

The opinions expressed by Rivai (in Sagala 2011: 180) are:(1) performance is a set of results achieved and refers to the actions of achievement and the implementation of the work requested; (2) performance is one of the total collections of work that exists in workers and (3) performance is a function of motivation and the ability to complete tasks or work, one must have a certain degree of willingness and level of ability.

The opinions of these experts indicate that performance is the willingness of a person or group of people to do work. Gibson, Ivancevich and Donnelly (1996: 51-53) state that there are three performance perspectives, namely: (1) individual performance, in the form of employee work contributions according to their status and role in the organization; (2) team performance (group), in the form of contributions given by the employee as a whole; and (3) organizational performance is a real contribution to the performance of the individual and the team as a whole. The performance evaluation takes the form of measuring the "efficiency and effectiveness" of an institution. According to Drucker (in Sagala, 2011: 181) the performance of an organization is influenced by the effectiveness of the organization. Effective organizations are influenced by various factors. Husaini (2015: 456) defines performance assessment as "the process of measuring work performance. Performance appraisal is also referred to as appraisal performance, performance evaluation, development review, performance review and development".

In the context of the teaching profession, work behavior will be displayed, both in the activities of educating, teaching, training, managing and guiding students. In connection with this matter above the Ministry of Education and Culture (in Moh. Usman User, 2016: 14) suggests; The teacher's performance in the teaching-learning process must include aspects of professional abilities, social abilities and personal abilities. For details, the three aspects are described as follows: a. Professional ability Expected abilities are mastery of theory and application which involves mastering the subject matter consisting of mastering the material that must be taught and the basic concepts of science being taught. b. Social ability Capabilities that include self-adjustments according to the demands of work and the surrounding environment when carrying out their duties as teachers. c. Personal ability These personal abilities include; (1). Appearance of a positive attitude towards the overall task as a teacher in various educational situations, (2). Understanding, appreciation and appearance of values that should be adhered to by a teacher, (3). Appearance to make himself a role model and role model for his students

From the description above, it is clear that the performance of teachers in the teaching-learning process must show the existence of basic capability standards, both concerning the mastery and appreciation of the basis of education and teacher training, the ability to adapt to the work environment, positive appearance of work tasks realized through ten abilities which is used as the basis for carrying out their duties and responsibilities. If the teacher's performance is the quantity and quality of work completed by each teacher, then the performance is the output of the implementation of the teacher's duties. Of course performance also has a close relationship with productivity problems, because it is an indicator in determining how businesses achieve high levels of productivity in educational institutions. Hasibuan (2011: 126) states that productivity is a comparison between output (input) with input (input). If so, the teacher's performance is not a stand-alone variable, but there are many factors that influence it

2.2 Head School Competency

According to Sanjaya (2016: 17) competence is a rational behavior in order to achieve the intended goals in accordance with the expected conditions. In RI Law No. 14 of 2005 article 1 paragraph 10 competence is a set of knowledge, skills and behaviors that must be owned, internalized, and mastered by teachers and lecturers in carrying out their professional duties. Thus it can be said that competence is a fusion of knowledge, attitudes and skills manifested in an action or work. According to Sagala, (2011: 23) competence is a combination of mastery of knowledge, skills, attitudes reflected in the habit of thinking and acting in carrying out their duties / work.

Furthermore Wahyudi (2010: 28) writing competence is a person's ability to carry out something obtained through education and training.

Thus it can be concluded that competencies require specific cognitive abilities, affective conditions, values and specific and specific skills that relate to the characteristics of the position or task carried out. The view of competence according to Pidarta (2012: 13) is implemented in the duties and functions of the principal as; 1). Manager, 2). Administrator, 3). Motorcycle relationship between school and community, 4). Leader, 5). Supervisor. Thus the competency of the principal is knowledge, skills, and basic values reflected by the principal in the habit of thinking and acting consistently which enables him to be competent or capable of making decisions regarding the supply, utilization and improvement of resource potential and improving the quality of education. Competence According to Government Regulation No. I 13 of 2007 The competencies referred to refer to Permendiknas R.I. No.13 of 2007 with the following indicators: 1. Personality Competence. 2. Managerial Competence 3. Entrepreneurship Competence. 4. Supervision Competence. 5. Social Competence

2.3 Concept of Motivation

Siagian (2015: 102) says that motivation is "the driving force for someone to make as much contribution as possible for the success of the organization in achieving its goals. With understanding, achieving organizational goals means achieving the personal goals of the members of the organization. In line with that Kambey (2014 : 134) argues that "motivation is power, both from within and from outside which encourages a person to achieve a predetermined goal. In other words motivation can be interpreted as a mental impulse towards individuals or people as group members to respond to events in society. According to Moekijat (2005: 89), motivation theory is divided into three groups: (1) Satisfaction Theory (Content Theory), (2) Process Theory (Process Theory), (3) Reintegration Theory. The theories that will be put forward are only theories relating to work motivation, which can provide some of their applications into the manager's work.

Satisfaction theory bases its approach on the factors of a person's needs and satisfaction that cause behavior, namely factors within him that cause, direct, strengthen and stop their behavior. This theory tries to answer questions related to what needs to be satisfied to encourage someone to work. Some theories belonging to satisfaction theory are: The hierarchical theory of the needs of Abraham Maslow quoted by Moekijat (2005: 112) which says that human needs form a hierarchy ranging from lower level needs to upper level needs. Lower-level needs will stand out first and if these lower-level needs have been satisfied or fulfilled, he is no longer a motivator. And so on in stages to the upper level needs (a motivator is something that influences a person's behavior so as to encourage him to act). Maslow (in Kambey, 2014: 56) identifies the hierarchy of human needs as follows: Psychological needs (physical needs). This is a very basic basic need to maintain human survival, for example food and drink. But if this type of need is met, it will no longer be a motivator because it is followed by the needs of the next level.

Based on the formulation of the problem, the research hypotheses are: 1. There is the influence of the principal's competence on the performance of the elementary school teacher in the Wenang District of Manado City. 2. There is a motivational influence on the performance of the elementary school teacher in the Wenang sub-district, Manado. 3. There is an influence of the principal's competence and motivation together on the performance of the elementary school teacher in Wenang District, Manado City.

3. Research Method

This study uses a quantitative approach, a survey method with correlational techniques. This study will examine or analyze the dependent variable; teacher performance and independent variables; 1) principal competency (X₁), and 2) motivation (X₂), teacher performance (Y) The research model can be seen as shown below.

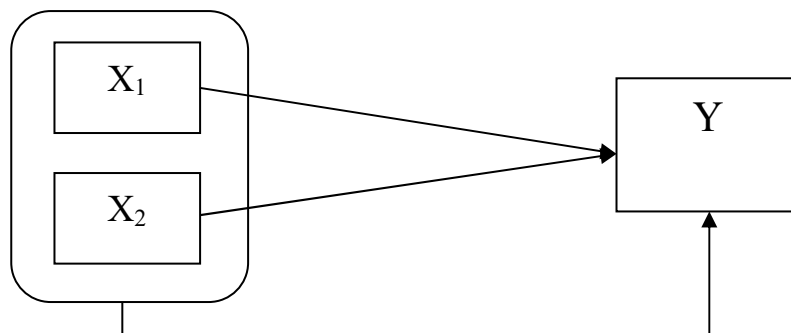


Figure 1. Research Model

- X₁ : Competency
- X₂ : Motivation
- Y : Teacher Performance

Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics set by the researcher to be studied and then concluded (Sugiyono 2012: 117). So in this study, the population is all public elementary school teachers in Wenang sub-district, Manado City, according to the results of field observations showing that the number of elementary school teachers in Wenang sub-district is 162 people spread across 18 primary schools

Determination of the sample in this study will use a stratified random sampling technique. This technique is used if the population has members that are not homogeneous and stratified proportionally (Sugiyono, 2012: 64). In this study using a precision level of 10% with a confidence level of 95% with a total sample of 62 people. With the formula from Taro Yamane or Slovin (in Riduwan, 2011: 65). Data collection techniques are ways that are used to collect the data needed. The data collection techniques used in this study are questionnaire and documentation study. The number of samples can be seen in the table below .

Table 1. Number of Sampel

No.	School	Number of teacher	Sample
1.	SD Negeri 04 Manado	$9/162 \times 62 = 3.44$	3
2.	SD Negeri 05 Manado	$9/162 \times 62 = 3.44$	3
3.	SD Negeri 06 Manado	$15/162 \times 62 = 5.74$	6
4.	SD Negeri 11 Manado	$24/162 \times 62 = 9.19$	9
5.	SD Negeri 14 Manado	$7/162 \times 62 = 2.68$	3
6.	SD Negeri 15 Manado	$12/162 \times 62 = 4.59$	5
7.	SD Negeri 18 Manado	$9/162 \times 62 = 3.44$	3
8.	SD Negeri 20 Manado	$9/162 \times 62 = 3.44$	3
9.	SD Negeri 32 Manado	$4/162 \times 62 = 1.53$	2
10.	SD Negeri 34 Manado	$8/162 \times 62 = 3.06$	3
11.	SD Negeri 41 Manado	$5/162 \times 62 = 1.91$	2
12.	SD Negeri 44 Manado	$3/162 \times 62 = 1.15$	1
13.	SD Negeri 49 Manado	$6/162 \times 62 = 2.30$	2
14.	SD Negeri 61 Manado	$7/162 \times 62 = 2.68$	3
15.	SD Negeri 62 Manado	$6/162 \times 62 = 2.30$	2
16.	SD Negeri 63 Manado	$9/162 \times 62 = 3.44$	3
17.	SD Negeri 124 Manado	$14/162 \times 62 = 5.36$	5
18.	SD Negeri 125 Manado	$6/162 \times 62 = 2.30$	2
		162	62

4. Result and Discussion

4.1 The Effect of Principal Competence on Teacher Performance.

The first hypothesis proposed in this study is the competence of principals influencing teacher performance. Hypothesis testing criteria: reject H_0 if the value of t count $>$ t table; and H_0 is accepted if the value of t count \leq t table.

Table 2. Coefficient Calculation X1 - Y

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	128.313	12.566		10.211	.000
competency	.267	.104	.083	.644	.022

a. Dependent Variable: Teacher Performance

The calculation results produce a regression equation $\hat{Y} = 128.313 + 0.267X_1$ with a correlation coefficient of 0.283. Next in testing hypothesis 1 based on table 4.5 can be $b_1 = 0.415$, with a real level of $\alpha = 0.05$ and $dk = n-2 = 62-2 = 60$, the value of $t(0.05; 60)$ table = 2.00; The calculation results get a value of $t_{count} = 10.211$. Based on these criteria it turns out that the value of $t_{count} = 10.211 >$ value of $t(0.05; 60) = 2.00$ so that H_0 is rejected. So it can be concluded that: Principal competency has a significant influence on the performance of public elementary school teachers in Wenang District, Manado City, at 0.283 or 28.3%.

Based on the hypothesis test, it is proven that Principal Competence has a positive effect on teacher performance. This fact can be understood as a confirmation form between the theoretical framework developed with empirical facts obtained. Statistically descriptive analysis of the three variables in this study showed below 50%. This means that the perceptions of public elementary school teachers in Wenang sub-district, Manado, towards the competency of principals can be said to be still low. Although each variable still has a significant effect in the implementation of Principal Competence, Motivation and performance as public elementary school teachers in Wenang District, Manado City. The test results in the first hypothesis indicate that there is a

significant influence between Principal Competence and the performance of public elementary school teachers in Wenang District, Manado City. Variations that occur at 28% performance are simply determined by the Principal Competence. The direct influence between Principal Competence on teacher performance has a positive and significant direction, because the analysis results show a regression equation $\hat{Y} = 128.313 + 0.267 X_1$. Teacher performance will experience an average increase of 0.283 for each one score increase in Principal Competence. This is in line with the opinion of Kambey (2016: 63) arguing that the performance (work performance) of an employee will increase if the employee works according to the right place and according to his expertise, but does not rule out the possibility of the opposite, because of the nature of boredom in himself every human.

In relation to Teacher Performance, the Principal Competence is very important in the development of the school organization, because to achieve the desired goals, one of the things to consider is the ability to manage based on the ability he has to be able to work with others. With good competence, the Principal can develop the organization well and can even establish friendly relations between teachers more closely. With the competencies possessed by a Principal, he is able to influence, mobilize and direct an action on a person or group of people to achieve certain goals in certain situations.

This is clearly said by Sagala (2006: 75) which states that leadership or lead activities are a series of structuring activities in the form of the ability to influence the behavior of other people in certain situations in order to be willing to work together to achieve their intended goals. The Principal is a leader who is expected to be able to influence, encourage, direct and mobilize people who are led so that they will work with enthusiasm and trust in achieving organizational goals. (Burhanudin 1994: 63).

Teacher's performance is an emotional response to work and how well the results achieved on various dimensions include: (1) the work itself, (2) salary, and (3) co-worker relations. Therefore, the higher the teacher's assessment of the Principal's Competence, the higher their enthusiasm for innovation, results-oriented and member-oriented. Increased enthusiasm for innovation, member-oriented will be able to improve performance which eventually teachers will get satisfaction from the success of their own work. Improved performance will be followed by an increase in financial compensation in the form of salary increases due to promotion which is one factor in performance. The competencies possessed by the Principal are a strength and are the glue and unifying members of the organization and the spirit to be oriented towards fellow members will create a conducive atmosphere in the body of the organization (school) and this will improve Teacher Performance

4.2 The Effect of Motivation on Teacher Performance.

The second hypothesis in this study is motivation towards teacher performance. Criteria for testing hypotheses, H_0 is rejected if the value of $t_{count} > t_{table}$; and H_0 is accepted if the value of $t_{count} \leq t_{table}$.

Table 3. Coefficient Calculation X2-Y

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	80.524	11.742		6.858	.000
Motivation	.290	.085	.403	3.415	.001

a. Dependent Variable: Teacher Performance

The calculation results produce a regression equation $\hat{Y} = 80,524 + 0.290 X_2$ with a correlation coefficient of 0.403. Next based on the above testing table can be $b_2 = 11,662$, with a real level of $\alpha = 0.05$ and $dk = n-2 = 62-2 = 60$, the value of $t(0.05; 60)$ table = 2.00; The calculation results get the value of $t_{count} = 6.858$. Based on these criteria it turns out that the value of $t_{count} = 6.858 > \text{value of } t(0.05; 60)$ table = 2.00 so that H_0 is rejected. This means that motivation has a positive effect on teacher performance. So that it can be concluded that: Motivation has a significant influence on the performance of public elementary school teachers in Wenang District, Manado, at 0.403 or 40.3%

The results of testing the second hypothesis indicate that there is a positive direct effect between Motivation on the performance of public elementary school teachers in Wenang District, Manado City. The results of the analysis show that the variation that occurred at the performance of 40.3% was determined by the influence of motivation. The influence between Motivation on performance has a positive direction, because the results of the analysis show a regression equation $\hat{Y} = 80,524 + 0,290 X_2$.

Performance will increase by an average of 0.403 for each one score increase in Motivation. In research on motivation, William James of Harvard, as quoted by Hersey and Blanchard, found that workers would continue to do their jobs so they would not be fired by using only 30% of their ability during their working hours every day. He also found that if workers were highly motivated using their abilities 80-90%. Hersey and Blanchard, (1993: 6-7). This means that motivation is a good driver or driver so that people work and excel using their abilities to the full. Robbins states that motivation is a process that determines the intensity of direction and perseverance of individuals in trying to achieve goals. Robbins, (2006: 213). Whereas Gibson states motivation is the strength or drive that initiates directing, and keeps people in their efforts to achieve goals. Gibson further

stated that motivation is a concept that describes the strength or drive in a person to direct behavior. Gibson, (2006: 132).

Looking at the existing motivational theories, it was revealed that the driving factors that caused a person to take the initiative to try to achieve goals in work and achievement. From Maslow's hierarchy of needs theory, the factor that drives a person to work is the encouragement to fulfill physical, security, social, self-esteem and self-actualization needs. Based on the description above, it can be concluded that achievement is determined by one's needs, where each person has his or her own motivation and may be different even with his coworkers.

But in general according to the synthesis of the description of the achievement motives above, individuals in the organization are motivated to work teachers get salary, welfare, satisfaction, experience, appreciation, recognition and friendship. Therefore the achievement motive is an impulse that is in a person so that someone is excited and strives to do the task and work indicated by the drive to get salary, welfare, satisfaction, appreciation, recognition and friendship.

4.3 The Effect of Principal Competence and Motivation together on teacher performance.

The third hypothesis in this study is the Principal Competence and the principal's leadership together have a positive effect on teacher performance. Criteria for testing hypotheses, H_0 is rejected if the value of F count is $\geq F_{table}$; and H_0 is accepted if the value of F count is $< F_{table}$.

Table 4. Coefficient calculation Y, X1, X2

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	93.961	14.743		6.373	.000
Competency	.143	.096	.178	1.482	.004
Motivation	.317	.086	.441	3.687	.000

a. Dependent Variable: Teacher Performance

Based on the testing table obtained $\rho (y, 12) = 0.439$. With a real level of $\alpha = 0.05$ and $dk = (k; nk-1) = (2; 62-2-1) = (2; 59)$ obtained F value (0.05; (2; 59) table = 3.153 The calculation results get a value of Fcount = 6.373. Based on these criteria it turns out that the value of Fcount = 6.373 \geq F value (0.05; (2; 59)) table = 3.15 so that H_0 is rejected and accepts H_1 . Motivation together has a positive effect on teacher performance.

The Principal Competence and Motivation together have a significant influence on the performance of public elementary school teachers in Wenang District, Manado City, at 0.439 or 43.9%. The results of testing the third hypothesis indicate that there is a simultaneously significant direct effect between Principal Competence and Motivation on the performance of public elementary school teachers in Wenang District, Manado City. The results of the analysis stated that 43.9% of the variation that occurred in the performance of public elementary school teachers in Wenang Subdistrict, Manado City was determined jointly by Principal Competence and Motivation.

The test results obtained a regression equation $\hat{Y} = 93.961 + 0.143X_1 + 0.317X_2$. This regression equation shows a significant positive direction of the increase or decrease in the Principal Competency and Motivation variables resulting in an increase or decrease in the performance of public elementary school teachers in Wenang District, Manado City. Similarly, if you increase or decrease the variable X_1 by controlling X_2 or vice versa, it will result in an increase or decrease in variable Y. Noting the results of this analysis, information is obtained that the increase in teacher performance does not only occur partially or in each variable but can occur together by the two variables studied, namely Principal Competence and Motivation. It is understood that in an Principal Competency education organization is a very important factor in leading, socializing school policies, school goals, school programs, work programs and interactions in a work environment that includes internal and external communication, and compensation. As said by Hasibuan, (2001: 198-199) that "in an organization, leadership is the art of someone to influence the behavior of subordinates to be willing to work together and work productively to achieve organizational goals". Based on this theory, linked to the results of the study, it can be explained that each teacher will do the work according to what the Principal said as the school leader.

The results of the analysis also showed that the effect together from the Principal Competency and Motivation variables on Teacher Performance was a significant influence. Information that can be obtained through the results of this correlation analysis is that the influence between the Principal Competency variables and Motivation on Teacher Performance is a positive and cannot be ignored influence. This situation illustrates that Teacher Performance is determined by Principal Competence and Motivation.

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