



School Principal Leadership Style In Improving Teacher Performance In Elementary School Muhammadiyah Purbayan Yogyakarta

Wahid Hasim^{1✉}, Reza Ariefka^{2✉}, Krisno Budi Prasetyo^{3✉}, Romlan^{4✉}

¹ STKIP Muhammadiyah OKU Timur

Email: wahidhasim@stkipmokut.ac.id

² STKIP Muhammadiyah OKU Timur

Email: rezaariefka@stkipmokut.ac.id

³ STKIP Muhammadiyah OKU Timur

Email: krisnobp@gmail.com

⁴ STKIP Muhammadiyah OKU Timur

Email: romlansanja@gmail.com

Kata Kunci

*Principal Leadership Style;
Teacher Performance;
Teacher Motivation*

Abstract

The style or manner of a school principal in his capacity as a leader largely determines the success of improving the performance of teachers under his leadership. The purpose of this study was to obtain data on (1) the principal's leadership style in improving work discipline, (2) the principal's leadership style in increasing teacher work motivation, (3) the principal's leadership style in increasing responsibility and (4) the constraints- obstacles faced by school principals in improving teacher performance. Through a qualitative approach with descriptive methods, data collection techniques are carried out through interviews, observations, and documentation. This research shows that (1) the principal applies the situational leadership style in increasing discipline, (2) the principal applies the managerial leadership style in increasing teacher work motivation, (3) the principal applies the managerial leadership style in increasing teacher responsibility, and (4) constraints faced by the principal, namely the low teacher in the use of "computer" technology, the selection of learning methods and the different background conditions of subordinates. It is recommended that the principal can apply a better or varied leadership style so that the desired goals can be achieved well and optimally

PENDAHULUAN

The principal is a leader and manager who largely determines the dynamics of the school towards the gate of success and progress in his institution. The intellectual, emotional, spiritual and social capacity of the principal has a major influence on the effectiveness of his leadership. The depth of knowledge, breadth of mind, authority and communication relations have brought significant changes in school management. The principal as a leader is a direct example for teachers and employees in work activities. Principals who are diligent, careful, disciplined, have work enthusiasm and care about their subordinates, will be different from leaders who are indifferent, unsympathetic, less communicative and arrogant with the organization in their school.

The school principal has a very important role in mobilizing, helping to develop teacher professionalism, and organizing or harmonizing all educational resources available in the school and using them according to needs. According to Priansa in (Minsih, 2019) leadership is the ability to provide a constructive influence on other people to carry out a cooperative effort to achieve planned goals. This means that the leadership of the school principal is one of the factors that can realize the school's vision, mission, goals and objectives through programs that are implemented in a planned and gradual manner. School principals are required to have adequate management and leadership skills in order to be able to make innovations in education, improve the school they lead, take initiatives and initiatives to improve the quality of education in schools.

The principal as a leader must be able to influence his subordinates in carrying out their duties and responsibilities to achieve common goals, so to influence his subordinates the principal must have a leadership style. Leadership style is a person's characteristic of influencing other people or organizations, so that other people are willing and able to move and imitate their personal attitudes and character towards achieving goals. (Wahyudi, 2012) believes that the leadership style is applied to the level of maturity of the subordinates and the goals to be achieved. Subordinates as an important element involved in achieving goals have differences in terms of abilities, needs and personalities, so that the approach taken by the leader is adjusted to the maturity level of the

subordinates. According to (Tjiptono, 2002) leadership style is a way that leaders use in interacting with their subordinates. The principal's leadership style influences the quality of teacher performance and discipline. for that the principal must have a leadership style that can be applied in his school according to the needs and existing conditions.

Teachers are one of the key elements in the education system, especially in schools. learning success must be accompanied by maximum teacher performance in teaching students. Teacher performance for schools is an important thing because it can show the success of schools in achieving goals. With good performance, teachers can meet and satisfy society and students as users of educational services. the success of the national education system is seen from the performance of teachers. (Mangkunegara, 2010) performance is the work results achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. Teacher performance is a collection of various main tasks as educators to achieve educational goals. motivation and discipline in carrying out tasks are important aspects of a teacher's performance or productivity. Meanwhile, according to (Ratnasari, 2020) explains that teacher performance is the ability of a teacher to carry out various learning tasks in madrasas or schools who are responsible for students by improving students' learning achievements and creating an educational process that effectively builds discipline and quality attitudes. student learning outcomes.

The low performance of teachers at Muhammadiyah Purbayan Elementary School is suspected to be due to the lack of appropriate leadership style of the principal in carrying out his leadership duties, causing the increase in teacher performance not to reach the target. The principal's leadership style applied at Muhammadiyah Purbayan Elementary School so far is a military or command style, where teachers are often ordered and feel that the principal's position is higher than that of teachers, and sometimes they are not happy to be given input (criticism). There are still some teachers who lack discipline when going to school and when entering class, as a result the learning situation cannot be realized effectively, there is still low motivation for teachers to innovate in the implementation of learning in

the classroom, and workplaces are separated between school units, units. two, and unit three. thus making it difficult for the principal to control the performance of his subordinates. There are still employees who hold concurrent positions in the implementation of duties and responsibilities at school. So it is necessary to apply a situational leadership model that is appropriate to school conditions. Situational leadership helps followers or people who lead to be able to achieve the expected goals. When a leader is able to bring his followers to achieve the desired goals, the followers will feel that they are cared for more and receive good support from their leader.

METODE

This type of qualitative research uses descriptive methods with a case study approach to examine problems and obtain a deeper meaning about the Principal's Leadership Style in Improving Teacher Performance at Muhammadiyah Purbayan Elementary School. The research location is at Jalan Purbayan No.11, Kotagede District, Special Region of Yogyakarta. With the subject of research principals and teachers. data collection techniques using interviews, observation and documentation. The interviews conducted in this research used unstructured interviews. Unstructured interview technique is an interview technique that is carried out without using a systematically arranged interview guide in data collection. Furthermore, the data analysis technique consists of three activity streams, namely: data reduction, data presentation and drawing conclusions or verification.

HASIL DAN PEMBAHASAN

Purbayan Muhammadiyah Elementary School is "Excellent in achievement, noble in character, the realization of human beings." The mission of Muhammadiyah Purbayan Elementary School is to develop students into superior seeds through Active, Innovative, Creative, Effective and Fun Learning (AICEFL), providing examples in polite behavior, getting students used to speaking and behaving honestly, getting students used to adopting a clean and healthy lifestyle, getting students used to being sincere in doing good deeds, getting students used to praying and worshipping.

Based on the results of the researcher's interview with the school principal, it was revealed that teachers and education staff at

Muhammadiyah Purbayan Elementary School were still not committed to discipline, this was due to many factors and backgrounds and personal conditions of each individual which were heterogeneous in nature. In this case, as the school principal, policies are taken to improve work discipline, namely by encouraging and motivating his subordinates to return to the initial commitment that every teacher and employee has different duties and responsibilities. If the teacher is late in coming to school the principal gives a verbal warning to the teacher and the follow-up if it happens again is to approach him personally to understand the reason the teacher or education staff is not disciplined.

The principal follows up in a classical way, meaning that in the morning briefing the principal reprimands the teacher who is late. With the enactment of a policy like this, the resulting impact is quite visible, one by one the teachers and educational staff at Muhammadiyah Purbayan Elementary School who have not been able to discipline have started to discipline themselves. However, with the note that there are no policies that are equally distributed among people because of course there are policies that cannot be intended for all parties. Once again the principal puts forward empathy and the side of his leader in understanding his subordinates and making decisions or policies.

Teacher performance in schools is influenced by one of them, namely motivation. The form of motivation given by the principal is to remind teachers and employees to return to the school's original vision, mission and goals, meaning that every teacher and employee must realize that he is one of the most important implementing components in achieving the vision and mission of the school. therefore the principal takes a policy by minimizing the giving of rewards as appreciation and motivation. This aims to reduce the feeling of dependence and obsession with getting 'prizes', so that teachers and employees are expected to be motivated to improve their performance with awareness and sincerity to achieve the vision and mission and goals to be achieved.

In carrying out the performance the principal's biggest hope is that with self-awareness and motivation each individual is able to bring them into the work system without any intense supervision from the principal. Another form of motivation is given by providing spiritual approach activities through cult studies which

are held routinely once a week. This activity involves all teachers and employees in giving kutum in turn. With this activity it is hoped that each individual involved will be able to foster motivation for himself and among others.

Teacher performance boils down to duties and responsibilities. Every teacher should understand and carry out their duties and responsibilities as they should. The problems that occur in Muhammadiyah Purbayan Elementary School teachers have difficulty choosing learning methods that are appropriate to the subject matter, the principal makes improvements by showing learning videos to teachers who have difficulties in choosing learning methods, teachers are introduced to many learning methods so they can be selected and applied according to subject matter taught in class. The school has three parallels in each class so the principal directs discussions between them in one parallel. This is intended so that each homeroom teacher is able to find more appropriate and innovative learning methods.

The problem of duties and responsibilities that occurs at Muhammadiyah Purbayan Elementary School, which is no less important to be addressed immediately, is the occurrence of multiple positions in the form of employees holding more than one duty and responsibility. The principal said that this was quite disturbing personally because the results obtained were not optimal from having these dual positions. The school principal is pursuing various policies in the future to eliminate the problem of multiple positions so that the expected goals and results obtained are sustainable as they should be.

The principal as the leader at Muhammadiyah Purbayan Elementary School often encounters various obstacles in carrying out his duties related to the implementation of the programs and policies that have been decided. There are several obstacles, including the first difference in the background and character of teachers and education staff. The principal revealed that understanding the character and background of each of his subordinates is not easy, but as a leader, the principal must make every effort to understand the conditions of his subordinates so that he is able to make appropriate policies.

Furthermore, the second obstacle is that there are several teachers who have health problems. Health problems are not an easy thing to overcome, as a school principal you must be

able to provide more understanding regarding this matter. The principal said that subordinates who experience health problems often ask for permission to check their condition, some are even forced to leave work.

The third obstacle, namely the problem of teachers not being able to use technology even though the administration requires teachers to suggest computerized and online administrative files. Inability to master information technology can certainly hinder work and administrative fulfillment will be hampered. The school principal is acting slowly to overcome this by carrying out training and development in the field of information technology. The result is that teachers and staff understand a little more, although not yet completely, at least the basic needs of their jobs that require information technology have started to be fulfilled.

The leadership of the SD Muhammadiyah Purbayan principal provides opportunities for teachers and employees to express their opinions and have an attitude of openness towards their subordinates. The principal's leadership style is more a collaborative situational style than a variety of different leadership styles that are adapted to the level of readiness of the subordinates or employees and the existing conditions. A leader who applies this situational leadership style tends to realize that there is no standard reference for the best leadership style. The principal of SD Muhammadiyah Purbayan prefers to apply a flexible leadership style according to the school's needs and existing problems.

Principal leadership concept

School principals are successful if they understand the existence of the school as a complex and unique organization and are able to carry out the role of the principal as someone who is given the responsibility to lead the school. According to (Wahjosumidjo, 2011) leadership is translated into terms of traits, personal behavior, influence on others, patterns of interaction, cooperative relationships between roles, position of an administrative position, and perceptions from others about the legitimacy of influence. While argues (Abbas, 2014) states that leadership is the ability to mobilize all existing resources in the organization, so that they can be utilized optimally, in order to achieve the goals that have been set. Whereas in (Siti, 2019) school principal leadership has various meanings according to the background of the giver of understanding.

However, leadership can be understood as an activity of influencing other people to do a job as directed to achieve organizational goals.

Even though there are differences in the concept of leadership, leadership theory still makes important contributions in various fields, including education. From the theory above, it can be interpreted that leadership is a process of directing and influencing task-related activities. A person who has personal skills, with or without official appointment, can influence the organization he leads to direct together in achieving goals.

Each person who leads an organization has a different character and leadership style. The principal's leadership style determines the success of the institution he leads. (Nawawi, 2003) leadership style is the behavior or method chosen and used by leaders in contributing to the thoughts, feelings, attitudes and behavior of members of their subordinate organizations. Meanwhile, in the opinion of (Tjiptono, 2006) leadership style is a way that leaders use in interacting with their subordinates. Leadership style is often called leadership behavior or leadership style (leadership style). According to (Mukhtar, 2009) there are three types of leadership in the life of an organization, including school organizations, namely: (a) Authoritarian type, (b) Laissez-faire type, and (c) Democratic type. The leadership behavior displayed in the managerial process is consistently referred to as the leadership style.

Based on the opinion above, it can be interpreted that leadership style is the behavior of a leader (principal) which is typical and becomes an example when leading his subordinates, what the leader (principal) chooses to do, the way the principal acts in influencing a group of people in the unit. education he leads. Leadership style is the way leaders behave consistently towards subordinates as members of their group. The principal's leadership style is the way a leader of an educational institution organizes, directs and guides teachers so that they work together to achieve educational goals. Educational leadership is a position that requires the ability to read and understand the character, nature and personality of their subordinates.

The principal is an educational leader at the school level, who has a major role and authority in achieving successful management of a school according to Tan in (Nasib, 2018) the principal as an educational leader has four functions, namely (1) managing the teaching-

learning program, (2) designing the organization to emphasize collaborative decision-making processes among different stakeholders, (3) developing an academic school vision and giving directions, (4) understanding and developing teachers. Meanwhile, according to (Kadarsih, 2020) the leadership function of the school principal in carrying out his three main tasks is very important, because besides being a mover he is also a controller of all activities of educators, education staff, school guards, students and at the same time observers and providers of solutions to problems that arise. appeared around the school. The leadership quality of the school principal, which also includes personality, skills in managing the school, including in dealing with problems that arise at school, leadership style and the ability to establish human relations, determines or has a major influence on the quality of the teaching and learning process in schools.

The success of the principal in leading the school will be seen from what he does. This is important to put forward because what the principal has done through the policies that have been set will affect his subordinates and students in the school in achieving the goals that have been set. According to Mulyasa, in (Koswara, 2008) a person's leadership is closely related to personality, and the personality of the principal as a leader will be reflected in the traits of being honest, confident, responsible, willing to take risks and decisions, big-hearted, stable emotions and example. Furthermore, according to (Mulyono, 2008) the leadership of the school principal is the spirit that is the center of the source of organizational movement to achieve the goal of increasing the opportunity to hold meetings effectively with teachers in a conducive situation. The principal's behavior must be able to encourage the performance of teachers by showing a sense of friendliness, closeness and full consideration of teachers, both as individuals and as a group.

An effective school principal can be seen based on his performance in managing the school and empowering teachers to carry out the learning process well, motivating subordinates to continue to develop, improving teacher performance by giving appreciation for every change made by teachers or employees and being productive. Able to create harmony within the school and be able to communicate well with the wider community. Greenfield (Mulyasa, 2013) stated that "Indicators of an effective school

principal can generally be observed from three main things as follows: 1) commitment to the school's vision in carrying out its duties and functions, 2) making the school's vision a guide in managing and leading the school, and 3) always focus their activities on learning and teacher performance in the classroom. Meanwhile, according to (Wahjosumidjo, 2008) the principal's leadership consists of: 1) task-oriented leadership (initial structure) which includes: prioritizing goal achievement, assessing the implementation of subordinates' tasks, setting time limits for carrying out tasks, setting certain standards for tasks. subordinates, giving instructions to subordinates, carrying out strict supervision of tasks. 2) leadership that is oriented towards human relations which includes: involving subordinates in decision making, being friendly, fostering good cooperative relationships, providing support to subordinates, respecting ideas or ideas, giving trust to subordinates.

Thus, a school principal as a good leader is a principal who has special character or characteristics, who has knowledge, personality, decision-making ability and communication skills to realize the school's vision and mission well.

Teacher performance

Teacher performance is a series of activities that describe the extent of success a person has achieved in carrying out their duties and responsibilities in the form of public accountability, both in the form of successes and shortcomings that occur. Smith in (Usman, 2012) states that performance or performance is the work result of a process. That is, the work results achieved by an employee in carrying out the tasks assigned to him. Meanwhile, according to (Yamin, 2010) teacher performance is the work of all activities from all existing resource components. Performance is a behavior or response that gives results that refer to what they do when they face a task. Good performance can be influenced by the ability to motivate oneself to do work in accordance with the goals that have been set. Teaching is a professional profession where teachers are required to make maximum efforts to carry out their profession as best as possible. Teachers are a key element in the education system in achieving maximum educational goals.

Effective teacher performance can be seen from several things, namely according to Rebores (Usman, 2012) it concerns (1) learning

performance, (2) professional performance, and (3) personal performance." With regard to the importance of assessing teacher performance, the Georgia Department of Education has developed a teacher performance assessment instrument which was then modified by the Ministry of National Education to become a Teacher Performance Assessment Tool (TPAT). TPAT is a tool for measuring teacher abilities in the form of generic essentials competencies, so in this case APKG only measures competencies that teachers have or can assume. Meanwhile, according to (Director General of PMPTK, Ministry of National Education, 2008) the success of a teacher can be seen if the existing criteria have been achieved in their entirety. If the criteria have been met, it means that someone's work is considered to have good quality work. As has been mentioned in the definition of performance, teacher performance is the result of work that is visible from a series of abilities possessed by someone who works as a teacher. The abilities that teachers must have have been mentioned in RI government regulation no. 19 of 2005 concerning National Education Standards article 28 paragraph 3 which reads: Competence as a learning agent at the primary and secondary education levels as well as early childhood education which includes (1) pedagogical competence, (2) personality competence, (3) professional competence, (4) social competence.

From this opinion it can be interpreted that effective teacher performance can be seen from the teacher's ability to carry out his duties and obligations and the results of the work he has done, in connection with that the teacher's performance means leading to what is expected between what is the goal and the results that have been achieved. Therefore, every teacher is expected to be able to know and obtain an effective performance designation according to his professionalism.

In enforcing school discipline, the principal's leadership style is very determining the course of the school's leadership. There are various styles that school principals can apply, but to discipline teachers, staff and students, school principals are suitable for applying a situational leadership style according to Blanchard in (Thoha, 2003) based on the interrelationships between the following things. a) The amount of direction and influence exerted by the leader. b) The amount of socio-emotional support provided by the leader c) The level of readiness and maturity of the followers shown in

carrying out specific tasks, functions or certain goals.

The situational leadership style of the principal at the Muhammadiyah Purbayan elementary school is appropriate for his subordinates because a leader understands the behavior and characteristics of his subordinates according to the existing situation or conditions. This leadership style requires a leader to have diagnostic skills in the behavior of each individual he leads.

This research shows that the leadership style of the school principal applies a situational leadership style in providing motivation and responsibility to his subordinates because it has a positive effect on teacher performance. When teachers' work motivation gets better, teachers will have better performance in educating and establishing social relationships with teachers and other educational staff. With the positive contribution of the school principal's managerial leadership style to teacher performance motivation, it certainly has a positive impact in realizing increased school effectiveness because teachers have enthusiasm, loyalty and responsibility for the school.

Motivation is a driving or pulling force that causes a person's behavior towards a certain goal. (Mulyasa, 2013) states that motivation is one of the factors that determines the effectiveness and success of learning, because students will learn seriously if they have high motivation.

Another obstacle faced by school principals in improving teacher performance is the background of their subordinates with different conditions, teachers who are weak in mastering information technology and determining learning methods. The principal understands the problems faced by his subordinates by providing coaching to provide motivation or encouragement to his subordinates.

According to (Simarmata, 2014) Motivation is the most important thing in achieving goals. education, work motivation is needed for the smooth implementation of the learning process and the achievement of educational goals. Based on the author's experience, motivation is important for the following reasons: a) By having motivation that arises because of self-awareness, the teacher is more diligent in his work, the teacher has accuracy and thoroughness in carrying out his work, and there is patience in completing his

work even though it takes a long time. b) Without work motivation, both the school and classroom atmosphere become less conducive to learning activities. Positively, with the teacher having high work motivation, the teacher will carry out all the existing tasks in accordance with the skills and abilities they have and are expected to achieve educational goals. c) Discipline is a way for teachers to be successful in carrying out their work, and maintain work performance and compete in a sporting manner.

SIMPULAN

From the research findings above, it can be concluded that the leadership of the Muhammadiyah Purbayan Elementary School principal in improving teacher discipline is by using a situational leadership style that sees and understands the background of each of his subordinates in making policies. The principal sees the existing conditions in decision making.

The principal's leadership style to increase teacher motivation and responsibility at the Muhammadiyah Purbayan Elementary School, the principal's leadership style tends to use a managerial leadership style because the leader focuses more on managing various activities so that they are successful. So that the principal with a managerial leadership style has a tendency to develop the potential and abilities that exist within him. The principal has openness to his subordinates to convey ideas, suggestions and innovations that his subordinates have.

The obstacles faced by school principals in improving teacher performance are problems in selecting learning methods in the classroom faced by teachers, the teacher's weakness in mastering technology there are still some teachers who cannot use computers so that it becomes an obstacle for teachers in completing administration and learning at school. class. Apart from that, different individual backgrounds and conditions often become obstacles in carrying out duties and responsibilities at school. Therefore, school principals apply various types of situational leadership styles to take policies on existing problems.

Saran

As for some suggestions that the author wants to convey are. School principals as leaders are expected to try and seek efforts to increase teacher motivation, Teachers as figures or role

models for their students must be full of passion and enthusiasm in carrying out their duties so that the learning process can be successful and successful.

DAFTAR PUSTAKA

- [1] Abbas, S. 2014. *Manajemen Perguruan Tinggi*. Jakarta: Kencana.
- [2] Direktorat Tenaga Kependidikan Dirjen PMPTK.2008. *Penilaian Kinerja Guru*. Jakarta.
- [3] Kadarsih Inge, Sufyarma Marsidin, Ahmad Sabandi, dan Eka Asih Febriani . 2020. *Peran dan Tugas Kepemimpinan Kepala Sekolah Di Sekolah Dasar*. Volume 6 No.3. DOI: <https://doi.org/10.31004/edukatif.v2i2.138>
- [4] Koswara, Deni.2008.*Kebiasaan Kepala Sekolah Efektif*. Bandung: Pribumi Mekar.
- [5] Mangkunegara A.A, Anwar Prabu. 2010. *Manajemen Sumber Daya Manusia Perusahaan*. Bandung: PT Remaja Rosdakarya
- [6] Minsih, Rusnilawati, dan Mujahid. 2019. *Kepemimpinan Kepala Sekolah Dalam Membangun Sekolah Berkualitas di Sekolah Dasar*. Vol.6, No. 1. Hal 29-40. <http://dx.doi.org/10.23917/ppd.v6i1.8467>
- [7] Mukhtar dan Iskandar. 2009. *Orientasi Baru Supervisi Pendidikan*. Jakarta: Gaung Persada.
- [8] Mulyasa, E. 2013. *Manajemen dan Kepemimpinan Kepala Sekolah*. Jakarta: PT. Bumi Aksara.
- [9] Mulyono. 2008. *Manajemen Adminstrasi & Organisasi Pendidikan*. Malang. Arruzzmedia.
- [10] Nasib Tua Lumban Gaol. 2018. *Peran Kepala Sekolah Dalam Meningkatkan Kinerja Guru*. Volume: 5, No. 1. Halaman. 66-73. <https://doi.org/10.24246/j.jk.2018.v5.i1.p66-73>
- [11] Nawawi. 2003. *Metode Penelitian Bidang Sosial*. Yogyakarta: Gajah Mada Universitas Press.
- [12] Peraturan Pemerintah (PP) Nomor 19 Tahun 2005 tentang Badan Standar Nasional Pendidikan (BSNP).
- [13] Ratnasari Sri Langgeng, dan Dicvan Siregar. 2020. *Bagaimana Upaya Meningkatkan Kinerja Guru*. Volume.7, No. 1. Halaman. 119-123.
- [14] Rusman. 2009. *Manajemen Kurikulum*. Jakarta: Rajawali Pers.
- [15] Silfianti. 2013. *Kontribusi kompetensi manajerial kepala sekolah terhadap motivasi kerja guru SMP Negeri di Kecamatan Padang Timur*. Jurnal Manajemen Administrasi Pendidikan. 1 (1), 220-461. 14. Januari 2020.
- [15] Simarmata Risdha Herawati. 2014. *Upaya Peningkatan Motivasi Kerja Guru Sekolah Dasar*. Volume. 2, No.1.Halaman.654-831.
- [16] Siti, Julaiha. 2019. *Konsep Kepemimpinan Kepala Sekolah*. Volume. 6. No.3.Halaman. 51-62.
- [17] Thoaha miftah. 2003. *Prilaku konsep dasar aplikasinya*. Cetakan sepuluh. Jakarta: Raja grafindo persada.
- [18] Tjiptono Fandy dan Anastasia Diana. 2002. *Total Quality Management*. Yogyakarta: Andi Offset.
- [19] Usman, Nasir. 2012. *Manajemen Mutu Kinerja Guru: Konsep, Teori dan Model*. Bandung: Citapustaka Media Perintis.
- [20] Wahjosumidjo. 2011. *Kepemimpinan Kepala Sekolah: Tinjauan Teoritik dan Permasalahannya*. Jakarta: Rajawali Pers.
- [21] Wahjosumidjo. 2008. *Kepemimpinan Kepala Sekolah*. Jakarta. Raja GrafindoPersada.
- [22] Wahyudi. 2012. *Kepemimpinan Kepala Sekolah dalam Organisasi Pembelajaran*. Bandung: Alfabeta.
- [23] Yamin, Martinis. dkk. 2010. *Standarisasi Kinerja Guru*. Jakarta:Gaung Persada.