

The Influence of Principal's Leadership on Teacher Performance

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Article Info

Abstract

Keywords:
Leadership;
Headmaster;
Performance;
Teacher

This study aims to find out how the principal is in his leadership and how influential the principal's leadership is on teacher performance. The method used in this research is descriptive using a quantitative approach. Data collection was obtained from questionnaires, interviews, and documentation studies. While the data analysis uses percentage techniques for descriptive data and test eta quadrat for quantitative data. The results obtained in this study explain that the principal's leadership is in the very good category with a percentage gain of 94.6%. Teacher performance is in the very good category with a percentage gain 80.5%. The results of linear regression calculations show that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. Principal leadership contributes 37.6% to teacher performance. Which means principals have an important role in teacher performance.

Abstrak

Kata kunci:
Kepemimpinan;
Kepala Sekolah;
Kinerja;
Guru

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana kepala sekolah dalam kepemimpinannya dan seberapa berpengaruh kepemimpinan kepala sekolah yang dilakukan terhadap kinerja guru. Metode yang digunakan dalam penelitian ini adalah deskriptif dengan menggunakan pendekatan kuantitatif. Untuk pengumpulan data diperoleh dari angket, wawancara, dan studi dokumentasi. Sedangkan analisis data yang menggunakan teknik persentase untuk data yang bersifat deskriptif, dan test eta kuadrat untuk data kuantitatif. Hasil yang diperoleh dalam penelitian ini menjelaskan bahwa kepemimpinan kepala sekolah termasuk kategori sangat baik dengan perolehan persentase 94.6%. kinerja guru termasuk kategori sangat baik dengan perolehan persentase 80.5%. hasil perhitungan regresi linier menunjukkan bahwa hipotesis alternatif (Ha) diterima dan hipotesis nihil (Ho) ditolak. Kepemimpinan Kepala sekolah berkontribusi 37.6% terhadap kinerja guru. Artinya kepala sekolah memiliki peran penting terhadap kinerja guru.

INTRODUCTION

The goal of public education is to help students reach their full potential. The teachers' job is to teach students and help them develop their skills and personalities. Educators are the most critical component of any school's educational system (Suhardan, 2013), and schools rely heavily on their faculty to carry out their mission (Mulyasa, 2013). Teachers who share information and tasks with students in order to help them complete assigned tasks are known as performance teachers. The quality

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of its teachers influences the success of a school's educational mission. Teachers' performance is influenced by a wide range of factors. Principal leadership is one of them. When it comes to effective leadership, it's important to remember that each principal has their own unique understanding of what it takes to succeed. There is one person in charge of leading: the principal. Because the principal can mobilize all school resources to achieve the goals set, it implies that the principal is capable of making the most of those resources (Wahjosumidjo, 2013). According to Mulyasa (2013), the principal's ability to manage each school component significantly impacts how well education and learning go in schools. This issue needs to be studied so that it can be brought to the attention of policymakers. There are previous studies that show this to be the case.

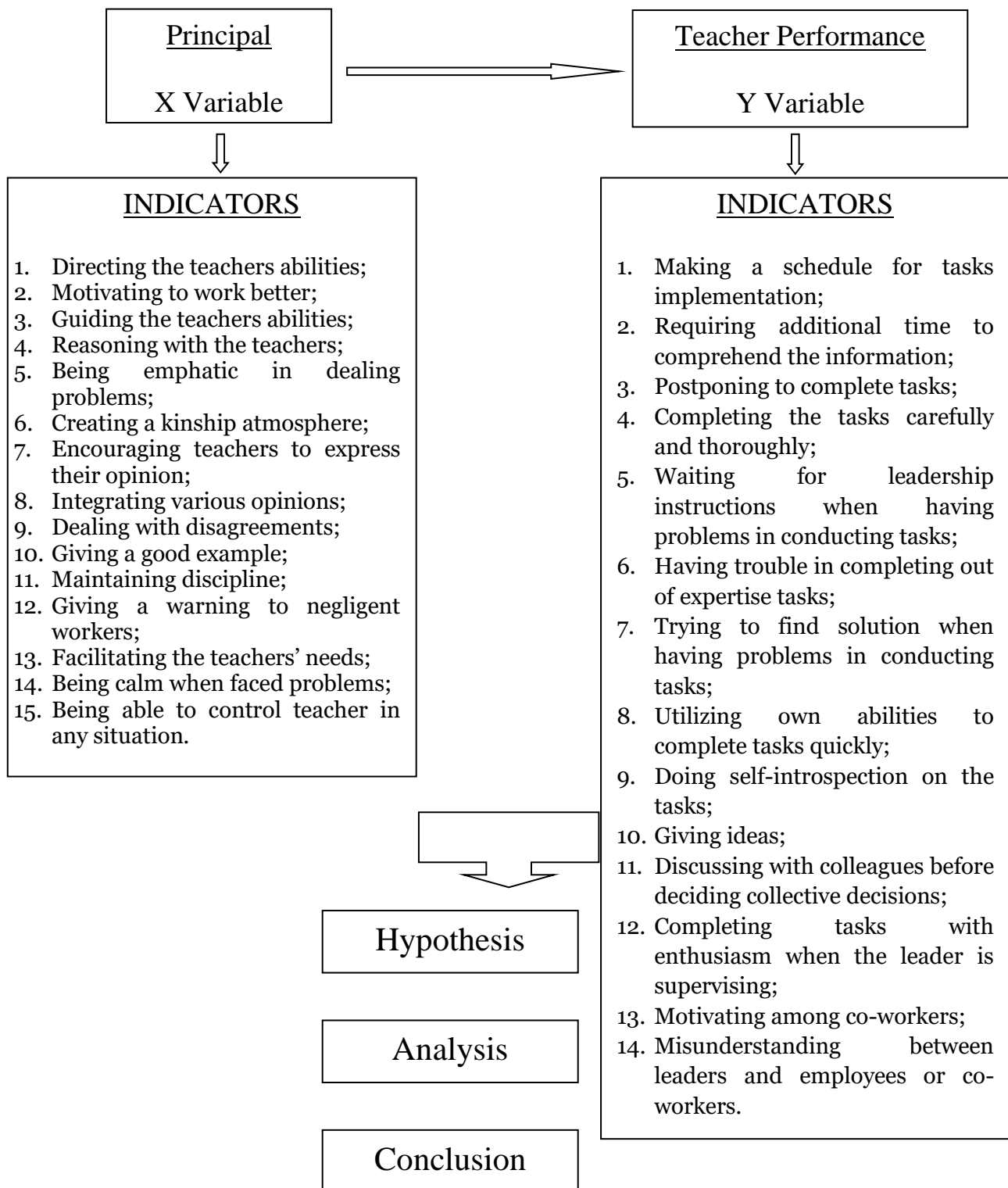
In Bandung Regency, the first observation was made at a Madrasah Ibtidaiyah. Due to the efficient way in which the tasks were carried out, the principal assumed that the teachers' performance was exceptional. The performance of teachers, on the other hand, must improve in order to keep pace with the growth. The school's goals will be affected if teachers' performance is not improved. Students' work should be more effective in order to help the school meet its objectives more quickly. Teachers' productivity is a major concern for principals. A school's climate and productivity are directly influenced by the principal's leadership as the institution's captain. Studies show that the success of education in schools is largely dependent on the principal's ability to manage teachers and other education staff in the schools they serve (MinangkabauNews, 2021). The principal is concerned about teacher performance based on the results of the first observation.

Christyawan (2011), for example, examined the effect of pedagogic competence and principal school leadership on teacher performance. Then, Aziz and Suwanto (2019) looked at the principal's leadership style, which is widely suspected of affecting teacher performance. Handayani and Rasyid (2015) also investigated the effect of principal leadership and teacher motivation on teacher performance. Leonard was then assigned the variable x , which represented motivation and work environment. This was in contrast to this study, which concentrated on the impact of the principal's leadership on teacher performance. Nuchiyah (2018) researched the impact of principal leadership and teacher performance on student achievement. The distinction between this study and previous research is that this study focuses on the principal's leadership through the use of the x variable (principal leadership) and the y variable (principal leadership) (teacher performance). This research is significant because it provides information and references to other researchers and materials for evaluating the institution as a research location. The findings of this study aid principals in evaluating their leaders while also indicating ways in which teachers can improve their performance.

METHOD

This research was descriptive. The researchers described the influence of the principal's leadership on teacher performance. This study used a quantitative approach. This research data was calculated data because quantitative data is numbers data (Sugiyono, 2011). This research was conducted at MI Atsaqofah Al-Islamiyah, Bandung Regency, from March to May 2021. The population was all teachers at MI Atsaqofah Al-Islamiyah Bandung Regency, consisting of 17 teachers

Indicators of this study were:



The research instruments were questionnaires, documentation and interviews. The instrument was used to determine the effect of the application of scientific integration on the students' moral formation who an expert judges. Respondents answered questions given by researchers. The researchers used an open questionnaire with multiple choice answers and a predetermined score. Respondents were MI Atsaqofah Al-Islamiah Bandung Regency teachers. Then, researchers conducted direct interviews with primary data sources (Sadiah, 2015). The researchers interviewed the principal and teacher of MI Atsaqofah Al-Islamiah, Bandung Regency. The interview contained several questions regarding the principal's leadership. In the documentation, researchers searched books or

records as data (Suharsimi, 2010). The data was about the principal's leadership, such as program activities, rules or policies, and other documents about the influence of the principal's leadership on the teachers' performance.

Before the data was analyzed, the data was processed through editing, coding, and tabulation (Warsito, 2005). It was conducted to answer the problem formulation regarding applying scientific integration and students' morals using percentage analysis. The data was calculated using a percentage/relative frequency calculation. Furthermore, the results of the percentage calculation of the average score were described using the following provisions (Sudjono, 2009: 43):

75% -100%	= Excellent
50%-74%	= Good
25%-49%	= Moderate
≤24%	= Poor

The researchers used the eta quadratic test with SPSS to determine the effect of the implementation of scientific integration on the formation of students' morals.

FINDINGS AND DISCUSSION

The researcher conducted interviews with 5 teachers of MI Atsaqofah Al-Islamiyah Bandung Regency about the Madrasah Principal leadership. The results showed that MI Atsaqofah Al Islamiyah had a school principal from the 2nd MI principal. During his tenure, he and the teacher became closer because he was the teachers' colleague and homeroom teacher. However, his co-workers respected him as the Madrasah Principal. It was his trademark because he also built and supported the teachers in his school. The Muslims behaviour should always be guided by the Qur'an and Al Hadith. It was related to the leadership characteristics of the Madrasah Principal at MI Atsaqofah Al-Islamiyah. It is contained in the Al-Qur'an letter Ash-Shof: 4.

مَرْضُوضٌ بُنْيَانٌ كَانَتْهُمْ صَفًّا سَبِيلِهِ فِي يَمَاتِلُونَ الَّذِينَ يُحِبُّ اللَّهُ إِنَّ

It means that indeed Allah loves those who fight in His path in an orderly line as if they were like solidly structured building (Al-Ihsan, 2014).

And a hadith which reads:

مَنْ كَانَ فِي حَاجَةٍ أَخِيهِ كَانَ اللَّهُ فِي حَاجَتِهِ

"Whoever helps his brother, Allah will always help him." (Narrated by Bukhari and Muslim).

From the principles above, a teacher said that the Madrasah Principal often held discussions to encourage teachers in expressing their opinions and build good relations between employees at the school. In addition, the Madrasah Principal always provided motivation and support to work well by giving an example of working in a professional and disciplined manner. The Madrasah Principal realized the time to work and discuss or exchange ideas. The leadership of the Madrasah Principal has a high intensity of human relations, both vertically and horizontally. It means that unity in maintaining and developing the organization so organizational goals are achieved. Therefore, the policy of the Madrasah Principal as a leader should reflect and access the employees' aspirations. The principal should be able to create a conducive and innovative atmosphere during the implementation of school activities. It is related to the Regulation of the Minister of National Education Number 13 of 2007 concerning Standards for Principals/Madrasas, which states that "school principals manage teachers and staff in the context of optimally utilizing human resources, creating a conducive and innovative school culture and climate for learning". It is always done by the Madrasah Principal of MI Atsaqofah Al-Islamiyah Bandung district. The interview results with the madrasah principal showed that the performance of MI Atsaqofah Al-Islamiyah teachers was very good. Teachers worked carefully, thoroughly and enjoyed discussing with co-workers or the Madrasah Principal to optimize their

performance. In addition, the researchers did not find any serious performance problems among MI Atsaqofah teachers. Teachers had mutual respect and avoided misunderstandings by exchanging information or ideas to contribute.

The leadership of the Madrasah Principal

The role and function of the principal in leading, improving and directing teacher performance is very important. It was related to Mulyasa's opinion (2005; 187) which states that "school principals are required to always foster and develop good cooperative relationships between schools and the community for creating effective and efficient schools. In this section, the researchers explained the leadership of the Madrasah MI Atsaqofah Al-Islamiah Bandung Regency Principal. Researchers distributed questionnaires to 17 respondents who were all MI Atsaqofah Al-Islamiah teachers. The questionnaire contained 16 questions about 14 indicators of the leadership of the madrasah principal. Each question has 3 alternative answers with the following conditions: SL (Always), KD (Sometimes), and TP (Never). SL has (3) points, KD has (2) points, and TP has (1) point.

The first question about the principal's leadership indicators namely the principal train the teachers' ability. There were 16 respondents answered (S) Always (94%). It explained that the Principal always trained the teachers' abilities. The teachers' abilities included managing classes, delivering learning materials, solving problems between fellow students, and managing activities. The Principal was always directly involved in directing the teachers by monitoring and delivering advises during meetings of the madrasah principal and MI Atsaqofah teachers.

The second question about madrasah principals motivates teachers to work well. All respondents answered Always (S) (100%). It meant that the MI Atsaqofah Principal always motivated teachers to work well. Good motivation from the principal plays a very important role in encouraging teachers to improve performance (Setiawati, 2014). It was always conveyed during the Madrasah principal and teachers meeting forum and communicating with the teachers. In addition, he appreciated the teachers work by providing snacks at certain times. It showed that the principal's leadership significantly influencesork motivation and teacher performance (Nasrun, 2016).

The third question was guiding the teachers; abilities. There was 14 respondents who answer Always (S) (82%). It showed that the principal always guided the teachers' abilities. The guidance was conducted by in-house training every 4 times in a year. The guidance for these skills is the ability to read the Koran, memorise the Al Quran Juz Amma, use learning media, and arrange learning administration. The success and failure of a principal does not only come from himself but also a set of competencies of his teachers, characteristics of subordinates, situations, and conditions of the school organization (Mughtar, 2016).

The next indicator of the leadership of the madrasah principal is deliberation with the teacher. Participants who react positively to the program by deliberation would increase teacher knowledge and skills (Mandra Saragih, 2018). This indicator was in the questionnaire point 4. At point 4, there were 13 respondents who answered Always (76%). It meant that the principal always conducted deliberation with the teachers. They discussed learning activities, examination activities and activities on the academic calendar. The principal indicator of madrasah leadership is emphatic in dealing with problems. A principal should have firmness and discipline because the principal is the driving force for the success of school goals. He is a leader in his ward. The principal should manage well and optimally so organizational goals can be achieved (Uriatman, 2015). This indicator is in the 5th point questionnaire. There were 15 respondents who answered Always (S) (88%). It meant that the leadership of the MI Atsaqofah principal was always emphatic in dealing with problems.

The next indicator was to create a good relation atmosphere. A principal should be able to create a comfortable school environment. A favourable school atmosphere affects the members of the school organization performance. In other words, school progress depends on the school's ability to create an environment and accept its existence (Ideswal, 2020).

At point 6, 16 respondents answered Always (94%). It proved that the MI Atsaqofah principal always creates a good relation atmosphere. For example, they are eating together and friendly with the teachers in the office. The next indicator was encouraging teachers to have an opinion. 14 respondents answered Always (S) (82%). It meant that the principal always encourages teachers to express opinions in formal and non-formal forums.

The next indicator was the madrasa principal integrating various opinions. The results showed that 15 respondents Always answered (S) (88%). It can be concluded that the MI Atsaqofah principal always integrated various opinions. The MI Atsaqofah principal was skilled in creating policies based on his colleagues' opinions. Dealing with differences of opinion was one indicator of the leadership of a madrasah principal. At point 9, 14 respondents answered Always (s) (82%). It meant that the principal always handled differences among teachers by accommodating the teachers' opinions during school meeting forums. Giving a good example was one indicator of the leadership of a madrasah principal. Principals play a role in strengthening character education, so they play an important role in exemplary. It is a determinant of policy and implementation of character education in schools (Wijaya, 2020). At point 10, there were 14 respondents Always answered (S) (82%). It proved that the principal always gave a good example, such as speaking, behaving and creating policies based on the teachers' opinions.

At point 11, 13 respondents Always answered (S) (76%). It meant that the principal had always been emphatic in encouraging teachers to work well. It was always conducted during school meeting forums. Point 12 is being able to maintain the teachers' discipline. Work discipline influences teacher performance because discipline drives the desire to work based on measures and boundaries. Discipline should be possessed by a teacher to support the success of the learning process (Rosmawati, 2020). 14 respondents answered Always (S) (82%). It showed that the MI Atsaqofah principal always maintained the teachers' discipline by MI principal always came first.

Point 13 is speaking to teachers who are negligent in conducting their duties. There were 13 respondents who answered Always (76%). The results showed that the MI Atsaqofah principal always spoke to teachers who were negligent in conducting their duties. The principal evidenced it called the negligent teacher to find a solution. The madrasah principal facilitating educators to conduct their duties is one of the indicators of the leadership of the madrasah principal at point 14. 12 respondents answered Always (S) (71%). The results showed that the MI Atsaqofah principal always facilitated teachers to conduct tasks, such as providing speakers in each class for *tasmi'* needs or listening to the Alquran in *tahfidz* Al Qur'an lessons.

The next indicator was to be calm in facing the problems. It is the emotional intelligence that a school principal should have. Emotional intelligence is one of the abilities to detect and manage emotional cues and information by dealing with problems and selecting answers without emotion. So, people who understand their own emotions and are good at reading other people's emotions are more effective at work (Riadi, 2012). At point 15, there were 15 respondents who answered Always (S) (88%). It meant that the MI Atsaqofah principal was always calm and not emotional in dealing and solving problems at school.

The last indicator was that the principal is able to control the teacher in any situation. There were 13 respondents who answered Always (S) (76%). It meant that the principal was always able to control the teachers in any situation, such as forum meetings, teaching and learning activities, and activities with foundations.

The questionnaire results showed that the ideal value of the questionnaire was $48 \times 17 = 816$, and the number of questionnaires obtained was 772 of 16 question items with 17 respondents. It meant that the percentage of Madrasah Principal Leadership at MI Atsaqofah Al-Islamiyah Bandung Regency was 94.6%. Furthermore, the percentage results were converted according to Anas Sudjono. Thus, the percentage was 94.6%. This percentage was in the 75% -100% interval, namely the Very Good category with 94.6%.

Teacher Performance

Seventeen people were asked to fill out questionnaires. Each of the 16 questions had three possible answers. Always, KD (Sometimes, and occasionally, but not always, always), and TP (sometimes) (Never). TP has two, KD has three, and SL has three (1). The first sign was the creation of a schedule for the tasks to be completed. Respondents who answered "always" had a total of nine (S). A schedule was set up by 53 per cent of the teachers to implement the tasks on a recurring basis. Lesson plans had a significant impact on how well teaching would be implemented, so taking this step was critical (Rahmi Novalita, 2014).

The second indicator is that it takes additional time to understand the information provided by the madrasah principal. There were 10 respondents answered Sometimes (59%). This percentage belongs to the good category. The third indicator was delaying task completion. There were 9 respondents Sometimes answered (KD) (53%). The next indicator was completing the tasks assigned by the leadership carefully and thoroughly. There were 15 respondents Always answered (S) (88%). The results showed that MI Atsaqofah teachers always completed assignments carefully and thoroughly. The MI Atsaqofah principal appreciated it in every forum for madrasa head and teacher meetings.

The next indicator was waiting for the leader's instructions when facing completing tasks. There were 10 respondents answered Always (S) (59%). Difficulty in completing tasks that are not related to their field is one indicator of teacher performance. There were 15 respondents answered Sometimes (KD) (88%). It meant that sometimes teachers had difficulty completing tasks that were not related to their expertise.

The next indicator was finding their own solutions when facing problems in conducting tasks. There were 10 respondents who Sometimes answered (KD) (59%). Furthermore, at point 8, 14 respondents answered Always (82%). Doing self-introspection in task is one indicator of teacher performance. Teaching is not only a job, but a profession that requires professionalism. Professionalism in education requires teachers to improve their ability to serve the community through education optimally (Purbasari, 2015). This indicator was found at point 9. There were 15 respondents who answered Always (S) (88%).

The next indicator was participating in providing ideas or insight. The teacher is one of the main elements of school transformation and an instrument of civilization. Schools as organizational culture are very important for educational institutions that faced rapid and unpredictable changes. The speed of response to change is a requirement for producing competitive human resources, students and winning global HR competition (Asbari, 2021). This indicator was found at point 10. There were 10 respondents answered Always (S) (59%). The teachers' participation in providing ideas or insight could be seen from the school meeting forum. One source of school policy is the opinion of teachers.

Discussing with colleagues before making decisions is one indicator of teacher performance. The indicator was found at point 11. There were 13 respondents who answered Always (S) (76%). The teachers conducted discussions formally at school and personally via WhatsApp chat. Thus, the decisions made are the result of mutual agreement. The next indicator was to complete the task with enthusiasm when the leader was supervising. There were 8 respondents who answered Always (S) (46%). There were 5 respondents answered sometimes (KD) (30%) and 4 respondents answered never (TP) (24%).

Point 13 was conducting tasks related to the leadership's direction. There were 13 respondents answered Always (S) (76%). It can be seen from the teachers in conducting task according to the Standard Operating Procedure from the MI Atsaqofah principal. Point 14 was motivating among co-workers. There were 15 respondents answered Always (S) (88%). One example was the cohesiveness of the MI Atsaqofah teachers while conducting madrasa accreditation. Teachers helped and motivated each other so the tasks were completed on time. Point 15 was a misunderstanding between co-workers. There were 8 respondents answered sometimes (KD) (47%). For example, when one teacher expressed an opinion, another teacher judged that opinion to be inappropriate. When the madrasa principal was confirmed, it was appropriate to the discussion at the meeting. So, there was no misunderstanding.

Point 16 was a misunderstanding with the MI Atsaqofah principal. There were 9 respondents answered sometimes (KD) (52%).

The questionnaire results above indicated that the number of ideal values for the questionnaire was $48 \times 17 = 816$. The total value of the questionnaire obtained was 657 out of 16 question items with 17 respondents. From the above calculation, the percentage of teacher performance at MI Atsaqofah Al-Islamiyah Bandung Regency was 80.5%. These results were in the 75% - 100% interval with the very good category. So, the performance of MI Atsaqofah teachers was classified as very good with a percentage of 80.5%.

Data analysis and hypothesis testing

The quadratic eta test was used to determine the effect of the independent variable on the dependent variable. The dependent variable is the affected variable, namely the teachers' performance. While the independent variable is the variable that influences namely the leadership of the Madrasah Principal.

a) Variable Data Analysis x

Statistical Analysis of Data Variable x used SPSS 23 software and produced data processing output which is presented in table 05 below.

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
KEPM_KS	17	36	48	45,41	3,589
Valid (listwise)	N 17				

Next, the researchers examined whether the data was valid or invalid. The output of data processing was presented in Table 06 below.

Table 2. Madrasah Principal Leadership Data Validity

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	36	1	5,9	5,9
	40	1	5,9	11,8
	41	1	5,9	17,6
	42	1	5,9	23,5
	44	1	5,9	29,4
	46	2	11,8	41,2
	47	3	17,6	58,8
	48	7	41,2	100,0
Total	17		100,0	

b) Variable Data Analysis y

Data analysis Variable y was analyzed using SPSS 23 statistical description software. The output results were presented in Table 07 below.

Table 3. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
KIN_PEG	17	31	48	38,65	4,911
Valid (listwise)	N 17				

The researcher examined whether the data was valid or invalid. The output of data processing was presented in Table 08 below.

Table 4. Employee Performance Data Validity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	31	1	5,9	5,9	5,9
	33	2	11,8	11,8	17,6
	34	1	5,9	5,9	23,5
	35	1	5,9	5,9	29,4
	37	3	17,6	17,6	47,1
	38	1	5,9	5,9	52,9
	39	1	5,9	5,9	58,8
	40	3	17,6	17,6	76,5
	43	1	5,9	5,9	82,4
	46	2	11,8	11,8	94,1
	48	1	5,9	5,9	100,0
	Total	17	100,0	100,0	

Based on the output in table 4, variable y data consisted of 17 respondents 100% valid. The next step was analyzing and interpreting the influence of Madrasah Principal Leadership on Employee Performance. Data analysis was analyzed using the Eta Quadratic Test (Measures of Association).

a) Introduction to Data Interpretation Influence of Head of Madrasah Leadership

The Madrasah Principal has the following criteria:

1. Personality. It means the personality of the leader. One of the most important sub-dimensions is the nature of openness.
2. Ability. It means the ability of a leader to lead.
3. Capability. It means a strong commitment from a leader in improving services to the community.
4. Tolerance. It means the attitude of tolerance towards the community and human resources who are his subordinates.

On the other hand, Employee Performance was the culmination of the partners' high school projects. Work was used as a way of describing how each employee performed their primary duties and responsibilities. Armstrong and Baron (Wibowo, 2012) defined performance as the work result that had a strong connection to the organization's strategic goals, customer satisfaction and the economy.

In this study, teachers' performance was found to be dependent on their work over a specific time period, rather than on external factors like standard objectives or predetermined criteria. A teacher's effectiveness as a teacher is measured by their ability and success in completing learning tasks. It sounded a lot like Suprihanto's comment. Employee performance was analyzed as a single unit called Dependent Variables (also known as Variable y in this study). The Eta Quadratic Test (Measures of Association) was used to examine the influence of Madrasah Principal Leadership on students' academic performance and attitudes. The Price Interval (ETA) list was used to determine the impact of the Principal's Leadership, as shown below.

Table 5. Eta Square Interval

Interval	Effect
0% < ρ^2 < 4%	Very low
4% ≤ ρ^2 < 16%	Low
16% ≤ ρ^2 < 36%	Moderate
36% ≤ ρ^2 < 64%	High
ρ^2 ≥ 64%	Very high

Source: Endi Nurgana (1993: 42).

a) Madrasah Principal Leadership Data Analysis

Analyzing and interpreting data on the impact of madrasah principal leadership on employee performance through the use of association measures. The following table displays the results of data processing.

Table 6. Measures of Association

	Eta	Eta Squared
KEPM_KS *		
KIN_PEG	,613	,376

Table 6 provided information that the principal's leadership had a high impact on employee performance. The value of ρ^2 was 0.376 or 37.6%. In the list of Eta Square price intervals, this value lied in the range of $36\% \leq \rho^2 < 64\%$ in the High Influence category. It can be concluded that the leadership of the Madrasah Principal at MI Atsaqofah affected employee performance in the high category.

CONCLUSION

The data show that the Madrasah Principal's leadership significantly impacted high-level employee performance. This study is limited by the current state of the COVID-19 pandemic. It reduces the amount of time teachers and principals have to answer questions. Then, MI Atsaqofah Al-research Islamiyah's into this topic is straightforward. The principal has excellent interpersonal skills and is adept at managing the school's existing staff. Consequently, the working environment is harmonious and professional in their duties. For future research, the researchers recommend examining the impact of other factors on teachers' and principals' leadership performance in addition to those that have not been addressed in this study.

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