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Effective School Principal Leadership and Teacher Performance

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ABSTRACT

The principal as a leader has an important role in managing the school. In carrying out his role, the school principal is responsible for the success of the implementation of education both administratively and in developing human resources. Implementation is not an easy thing, it requires effort so that the implementation of leadership can run as expected. The literature review is the author's attempt to analyze various research results on good school principal leadership. Effective leadership can work with the principal's role in creating a positive climate, always directing and developing professional teachers and good communication with personnel in the school. Good control from the school principal over teacher performance is one of the efforts to achieve school success in creating quality learning according to school goals.

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1. INTRODUCTION

School as a system consists of several structured components that are interconnected with each other. The principal as the leader of the school has an important role in being a driving force in carrying out his duties and functions to achieve educational goals. To achieve educational goals, a team is needed that can work together and work together.

School is a place to develop students who are able to face future challenges in accordance with educational goals. The guidelines in schools become a reference in developing learning activities. Learning implementers are none other than teachers who are tasked with educating and realizing learning concepts so that they can achieve the expected quality of education.

The relationship between school principals becomes a system that should support each other in efforts to educate students in a better direction (Mudofar, 2022). School principals need teachers as implementers of learning who have direct contact with students and vice versa. The principal as a manager whose role is to organize the school organization so that it runs well.

The principal must have the ability to manage existing resources in the school in order to achieve success in achieving educational goals. School principals must have strong leadership in order to support quality educational institutions, one of which is having a leadership style that can keep up with the times. Transformational leadership is a type of leadership that is appropriate for the millennial era (Peramesti & Kusmana, 2018). School principals must be renewable and able to adapt to current developments with educators and students in the millennial generation. The current era of globalization cannot be avoided so it requires leaders' efforts to adapt the condition of schools to become institutions that follow reforms but remain in the right corridors.

Managing a school principal is not an easy thing. One of them is in the management of educators and education personnel. Many studies say that teacher performance is influenced by the leadership of the school principal. Teacher performance in learning is also related to the motivation and leadership style of the school principal (Rina et al., 2020). The principal can have a lot of influence on teachers in carrying out their duties and responsibilities.

According to Rustyan in (Hanim & Wazir, 2021) there are three interrelated elements of leadership, namely people, means and goals. These three things need to be balanced, armed with skills and abilities in carrying out leadership. Schools are a means of developing teacher competence in providing education to students in the hope of obtaining good results.

According to (Pahlawi & Fatonah, 2020) "In an organization, leadership is an important element in the success of the organization." In this era of decentralization, a large number of professional educational leaders are needed to realize national education goals. The principles of leadership consist of conditions, realization and consequences.

According to (Thoha, 2004) leadership style is a typical pattern of behavior when influencing subordinates, what the leader chooses must be done, a way of acting so that other people or groups follow him. In carrying out his leadership, the school principal has his own character and style. Leadership style is a person's effort or technique or way of influencing other people to follow what is ordered or programmed. What needs to be considered is nature, behavior and situational.

Being a school principal must be able to face challenges and obstacles, one of which is related to the school's facilities and infrastructure. Becoming a quality school is not determined by one single, very complete facility, but the planning, implementation and formation of the school can make the school a quality school. Implementation in schools is not just the principal but a team that must work together and be committed to building a better school.

Schools are very complex and unique organizations (Minsih et al., 2019). Schools as organizations are interconnected and mutually determine each other. Schools are also unique in that schools have their own character and are different from each school. With the complexity of schools, coordination is needed high enough to support the success of a school.

The thing that becomes a benchmark for his performance is his sense of responsibility towards the mandate he carries as a teacher. This profession has a moral burden that must be held accountable to school principals, students and parents. To find out how far you act correctly, you can see when carrying out your duties both in class and outside of class in the learning process. To undergo the learning process is also accompanied by the ability to prepare teaching equipment which is usually done before the learning process. Teacher performance can be measured by looking at the competence of each individual teacher.

The leadership of the school principal must be able to make the teacher's performance more optimal. As a leader, the principal must be able to influence, direct and motivate other people so that goals can be achieved well. Head good schools are also capable direct his subordinates with clear and definite directions. Because of that according to (Jaliah et al., 2020) leadership head school own very important role For increase teacher performance in carry out his responsibility.

In the current era, the Indonesian nation is experiencing a multidimensional crisis, making it difficult to find a leader who is trustworthy, committed and responsible. There are quite a few leaders in various fields who are less suited to their leadership. The education sector is also one of them, so there are several reasons why school values and culture are declining. There are also those who experience conflicts between teachers and principals that require serious handling, so educational leadership is needed to make schools more effective.

According to Malayu SP Hasibuan (Hasibuan, 2007) leadership is someone who has authority over his leadership to direct subordinates in carrying out part of the work to achieve goals. A leader has the right to give direction to his subordinates so that it is in accordance with general educational goals and the goals of the school.

Expert Robert Dubin states leadership as the exercise of authority who has full authority in making decisions. Leaders can make policies regarding the various problems they face. Hemphill also believes that leadership is the act of consistently initiating and Terry believes that leadership is an activity to influence someone (Thoha, 2012). A leader must be firm in his stance and confident in being an example of his work and responsibilities.

Treated, Lamberi and Fahkrudi explained that leadership is the ability and readiness that a person has to influence, encourage, invite, move other people to accept influence and help achieve a certain goal. Bafadhal explains leadership as the entire process of influencing other people, guiding them in the process of working, thinking, behaving and acting in accordance with applicable rules in order to achieve set goals. Mamo and Supriatni stated that leadership is all the power and effort to mobilize all the resources and tools available in an organization.

So it can be interpreted that leadership is an effort to influence, then invite, encourage and move to do something to achieve the goals of an organization effectively and efficiently. With this, leaders must be able to direct, influence the group or organization they lead, create good communication relationships between colleagues so that they are able to work together to achieve the goals that have been set. Collaboration between teams makes leadership stronger.

Effective leadership is expected can become a visionary leader or look Far into the future or often called with leadership transformational that has thinking idealistic, inspiring, intellectual and caring aspects intellectual. Teacher performance is all activities demonstrated by teachers in quality and quantity in carrying out their obligations towards their duties and the sense of responsibility they receive based on cooperation, honesty, quantity of work, competence, discipline and obedience (Chairulfalah, 2022).

Smith in (Wijaya, 2012) related performance can be influenced by ability and motivation. People will do work not only because they have the ability to demonstrate there is also encouragement from within themselves or from outside to do it. Teacher performance is carried out by the school principal as feedback to carry out learning well. The indicators that can be used as an assessment include having a good personality inside and outside school, carrying out learning activities with the administrator, using free time effectively, developing the teaching profession, being able to organize students in class, communication skills with students, and having sympathy for the community school (Setiawan et al., 2022).

The principal's leadership requires a strategy to be able to develop the school in learning. Teacher performance contributes to learning success. School principals are encouraged to be able to assess teacher performance professionally to be able to encourage teachers to become quality educators. The competency that must be achieved is professional competency as a teacher in carrying out their duties and obligations.

Teacher performance comes from the word Job performance which means the achievements achieved by someone. Performance is the result of work both in quantity and quality that a person has achieved in carrying out their duties and responsibilities as a matter of skill and ability in the profession they undertake. A teacher is someone who carries out his obligation to educate, develop and teach students with various knowledge in order to realize the interests of students. So teacher performance is the achievement that a teacher has achieved regarding work results and carrying out educational and teaching tasks in accordance with applicable standards to achieve goals (Tika, 2008).

According to Yamin and Maisah teacher performance standards in implementing the educational process are an effort to improve the quality of education (Yamin & Maisah, 2010). Through education process standards, teachers can determine the steps that must be taken to optimize teachers' work and professionalism in implementing learning. With this, teachers can carry out their roles and functions correctly. If the teacher's performance is good, it will also have a big influence on students' motivation to carry out learning better.

Teacher performance is also related to the teacher's competence in the learning process carried out. Teacher competency is defined as a person's ability both quantitatively and qualitatively. Teacher competency is the basis of the ability that teachers have to carry out their duties and responsibilities as education according to the goals according to national education goals. Competency and performance are things that must be paid attention to simultaneously by a person educators to achieve quality learning.

2. METHODS

The method for writing this article uses library research, which is a method of gathering information by understanding and exploring theories from various literature related to the study. According to Zed there are stages of literature study, namely preparing the necessary equipment, preparing a working bibliography, planning and reading and recording research material (Zed, 2008). Collecting data and information by searching and building on various sources such as books, journals and existing research. Analysis method with content analysis and descriptive analysis. Library materials obtained from various sources are analyzed critically and thoroughly to support suggestions and ideas.

3. RESULTS AND DISCUSSION

Effective leadership in making this happen requires a leader's personality who has a varied process in terms of initiative and creativity, where the process is said to be effective if there is a shared role from those being led in determining and making decisions with appropriate distribution (Nawawi & Hadari, 2012).

3.1. The Importance of Principal Leadership Effective

The principal's leadership is the ability and authority to influence, move and provide direction in the form of action, as well as motivate the desire of educators, students and education staff to be able to carry out their duties for the progress and inspiration of the school (Maharani, 2019).

Believes that school principals in formal organizations are an important structure (Bidwell, 1965). The leadership of the school principal has an important position as a driving wheel in moving school management so that it progresses, runs and develops according to the demands of society and the times, especially in the fields of technology, culture and the arts. The school principal has the right to autonomy over the policies made for the development of his school so that if he is able to direct good changes it will have a positive impact on the education system in the school.

The authority of school principals over school management is a hope for developing entrepreneurship, through partnerships with various stakeholders to increase the limited education costs from the government. Collaboration with parties outside education can help support existing programs in schools. In carrying out the leadership of the school principal, communication within the organization, making programmed and unprogrammed decisions wisely, and giving appreciation to the school community are complementary to the principal's leadership (Kurniawan, 2018). Awards given by school principals to teachers can have an encouraging impact so that they can carry out their obligations seriously. With encouragement, it is hoped that teacher performance will increase.

School principals in leading educational institutions who are aware of their leadership will make it easier for school personnel to work together, create a healthy work climate, and establish good communication to regulate management components in the school. The principal as the highest leader in the school, the leadership pattern implemented will also have an influence as one of the determinants of the progress and success of a school. In leadership in schools, principals must have several principal competencies as a reference in their leadership, namely personality competency, social competency, managerial competency, and entrepreneurial competency.

According to Syaripudin in (Afriantoni et al., 2025) in carrying out leadership there are elements, namely first, efforts to influence personnel in the school, influence so that people can carry out actions as desired, efforts to manage learning to influence and influence each other, the aim of the leadership process can be produce the best and most qualified graduates, and leadership activities are oriented towards managing material resources.

Leadership quality is so important that leaders should have three basic things in leadership, namely conceptual skills, human skills and technical skills. These three basic skills aim to enable school principals to have school goals, organize the school, improve decision making, and implement educational changes (Purwanto, 2021).

The importance of a leader in a school is being able to provide clear direction and goals to all school members, especially teachers. Tasks and achieving certain goals are assisted by appropriate leaders in dividing their respective tasks according to their fields and competencies. It is important for school principals to lead not to forget to provide work support and motivation so that goals can be achieved in accordance with school targets

3.2. Indicators of Effective Principal Leadership

To be considered worthy, leadership must have awareness of weaknesses and strengths so that they can introspect themselves to continue building the school. Understanding the meaning of educational quality, determining ways to improve educational quality and managing schools well can be used as a guide to being able to become an effective school leader. Providing a positive influence on teachers is necessary for them to work in synergy.

A leader is said to be effective if he is able to run an organization well, communicates smoothly, uses clear procedures and methods and has mutually agreed goals while still carrying out his respective duties. An effective school principal as a passionate leader has a leadership style that is not only in accordance with his personal character but must match the leadership style that exists in the school. A good school principal will understand the situation and conditions of the school then adjust first and then implement an appropriate leadership program.

Effective leadership can be done by applying a democratic and situational leadership style with the aim of increasing teacher competence in implementing learning. As according to (Amini et al., 2021), in his research, a situational approach with a democratic style is an indicator of effective leadership, where teachers and school principals work together and collaborate in determining school programs and running school programs. If there is a problem or difference of opinion, it is always done by communicating it and doing it through deliberation. Likewise, teachers and teachers work together to achieve previously planned programs. Teacher performance by improving teacher pedagogical work is a program that must be implemented seriously and with special attention because this concerns students and the success of future education in accordance with national education goals.

According to Willower and Kmetz in (M.Pd, 2022), they found indicators that have been successfully implemented in effective leadership, namely first having a vision of the future and motivating people in the school to make it happen. Both are optimistic about student achievement and student performance. Third, take the time to monitor learning in class by providing positive feedback and discussing problems faced in learning. Fourth, motivate you to use your time efficiently and create comfort. Fifth, involve the school community to be productive, creative and accountable. Sixth, monitor the progress of students and groups and create learning plans from various information. Seventh, always carry out continuous evaluation.

To become a professional school principal there must be effort from the individual himself. Awareness of oneself as a leader and motivation to serve can present a clear vision and concept for the school. According to (Cenic et al., 2019), important factors for realizing school programs are awareness and motivation. This can be done optimally so the results obtained will also provide optimal results. Awareness and motivation not to take personal advantage and always strive to serve the program that will be implemented.

Purwanto in (Wati et al., 2022) the leadership process is related to leadership style. The school principal's leadership style can be one of the things that can influence the course of leadership in the hope of becoming an ideal leader who is able to influence his subordinates according to their needs. An ideal leader is a leader who must be able to use himself as a role model for his subordinates to respect each other.

Becoming a school principal, apart from being an effective leader, requires you to truly understand the main duties as a school principal so that this is the key to being able to lead and manage a school. The leader's professional attitude can realize the school's predetermined vision and mission (Kadarsih et al., 2020). By sticking to your beliefs, the problems you face can be overcome with sincerity, patience and resilience. These characteristics must be the basis for leaders to become effective leaders in carrying out their leadership and improving teacher performance.

There are several keys to success in becoming a school principal, namely first having a complete vision where the school principal must have a foresight so that the school can achieve progress and independence. Both responsibilities where the principal must have the confidence to be able to bear the burden. The third is exemplary, where the fourth is empowering staff. Fifth is listening to other people, sixth is providing excellent service, seventh is developing people, eighth is empowering schools, ninth is focusing on students and tenth is management that prioritizes practice.

Effective school principal leadership can be seen from various leadership criteria including, empowering teachers in carrying out learning, being able to complete work according to the specified time, applying leadership according to the level of maturity, collaborating with management and making the school a productive destination. The leadership of an effective school principal is a leader who is able to motivate, inspire and direct others so that they can achieve the expected goals.

The management system developed by the school principal is one of the factors in increasing the quality of teacher performance and productivity in all areas. Harmony is created from good, healthy and open relationships between school members so that a comfortable atmosphere arises. The involvement of teachers in determining decisions based on the authority of the leadership is also an indicator of implementing effective leadership. In a school, the involvement of teachers in determining decisions that are more general in nature makes teachers feel appreciated, spurs the enthusiasm of teachers that the thoughts and ideas presented can be a solution, especially when solving problems.

3.3 The Role of School Principals in Improving Teacher Performance

The principal determines the direction and policies of a school to achieve school and educational goals to be realized. Each school principal has a different leadership style, which can have an influence on the work environment of a school. So the success and failure of a school can also be determined by the leadership of the school principal. For the learning process to run well, adequate teacher competence is required. To create competent teachers, individual efforts and encouragement from leaders are needed so that their level of

competence can be realized. Meanwhile, according to Istiqomah, there are eight roles of the school principal to realize his leadership, namely as follows

Firstly, the role of the principal as a manager, where the principal must be able to manage educators and education staff. The principal provides opportunities for teachers to develop the potential of teachers by providing opportunities to carry out maintenance and development of teacher professionalism. Such as attending training, IHT, professional discussions, opportunities to continue studies and so on.

Secondly, the role of the school principal is as an educator (educator) where the school is a place to carry out learning process activities. Teachers are the main implementers and developers of the curriculum in schools. The school principal is committed to curriculum development by always paying attention to the competence of each teacher and then always trying to encourage his teachers to improve their competence so that teaching and learning activities can run effectively and efficiently.

The three principals are administrators where the principal is able to manage school administration as a leader and manage especially finances in the school in order to allocate funds according to school conditions. besides That can utilise finances on the right path and regulations. The four principals act as evaluators where the principal must be able to assess the performance of teachers and education staff in carrying out their main tasks and functions in order to achieve quality education. Evaluate school conditions and teacher conditions as an effort to improve the overall quality of education. The five school principals act as supervisors by supervising teachers to determine the extent of teachers' abilities in the learning process. This activity can be carried out periodically, by conducting class visits and discussing problems faced by teachers in the learning process.

The six principals act as leaders, as principals they must be able to lead the school and the entire school community. Where this leadership is related to the leadership style of the principal in leading a school. Likewise, the principal must have the soul of a leader by possessing the qualities of honesty, self-confidence and dedication as head school. head school can lead make teachers and citizens school other feel safe and comfortable so that leader here Can protect teachers and residents school others.

The seven principals are innovators, where as principals they must have new innovations for the progress of the institution. Innovations developed by school principals must prioritize the interests of the school. Through school principal innovation, it is hoped that teachers will be more creative in carrying out the learning process, so that they can advance the quality of education. The innovation developed by the school principal can become a policy so that it needs more mature thinking first so that there are no wrong steps so as to produce an innovation that can be accepted by various parties.

The eight school principals are entrepreneurs, where by having an entrepreneurial attitude, the principal must be able to create reforms that can make the school better. An entrepreneurial spirit can be formed and emerged by thinking creatively and not always having to do with just making money. However, the spirit of never giving up can overcome problems well.

Leaders have a role to be able to face change, by having a much better vision for the future. After having a vision to face changes in the future, try to make the people around us support this vision by practicing good communication. Having a far-sighted vision can be an inspiration for all parties close to us to face the various challenges and obstacles we have faced and will face. Becoming a leader, with effective leadership can be the door to success.

4. CONCLUSION

Effective school principal leadership has a significant role in building the quality of education. The school principal must have a clear vision and direction so that it can run well if there is cooperation between the school community, including educators, students, education staff and committees. The principal's role is not only as a manager but can also mobilize various elements to achieve quality education. Quality education will be realized by the formation of quality educators in providing the learning process to students. Effective principal leadership has a significant influence on teacher performance in implementing effective learning.

Leadership head Effective schools are very important and influential to teacher performance. Head schools that have clear vision, mission and goals give motivation, moving, influencing, communicating teachers to continue develop in accordance with ability and on follow changing times.

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