

THE RELATIONSHIP BETWEEN THE LEADERSHIP STYLE OF THE MADRASAH HEADMASTER WITH PROFESSIONAL COMPETENCE AND TEACHER PERFORMANCE IN MAN 1 BOGOR REGENCY

Hoerunisa Inayah,*
Muhammad Dahlan Rabbanie, and Suyud Arif

Ibn Khaldun University, Indonesia

*E-mail: Inayahhoerunisa98@gmail.com

Abstract. *This article analyzes the leadership style of the headmaster of madrasah and its relationship with professional competence and teacher performance in MAN 1 Bogor Regency. This research aims to find a positive relationship between the leadership style of the madrasah headmaster and professional competence; to know the positive relationship between the leadership style of madrasah headmaster and teacher performance; and, to know the positive relationship between the leadership style of the madrasah headmaster and professional competence and teacher performance in MAN 1 Bogor Regency. The approach in this research was non-experimental quantitative approach with a correlational method. Based on the results of this study, it can be concluded that there is a strong or high correlation between the leadership style of the madrasah headmaster and professional competence and teacher performance in MAN 1 Bogor Regency.*

Keywords: *Madrasah Headmaster Leadership Style, Professional Competence, Teacher Performance*

Abstrak. *Artikel ini menganalisis gaya kepemimpinan yang diterapkan oleh kepala madrasah serta hubungannya dengan kompetensi profesional dan kinerja guru di madrasah Aliyah Negeri 1 Kabupaten Bogor. Upaya Penelitian ini bertujuan untuk mengetahui adanya hubungan yang positif antara gaya kepemimpinan kepala madrasah dengan kompetensi profesional; mengetahui adanya hubungan yang positif antara gaya kepemimpinan kepala madrasah dengan kinerja guru; dan mengetahui adanya hubungan yang positif secara bersama-sama antara gaya kepemimpinan kepala madrasah dengan kompetensi profesional dan kinerja guru di madrasah Aliyah Negeri 1 Kabupaten Bogor. Pendekatan dalam penelitian ini adalah pendekatan kuantitatif non eksperimental dengan metode korelasional. Berdasarkan hasil penelitian ini dapat ditarik kesimpulan bahwa terdapat korelasi yang kuat atau tinggi, maka dari itu dapat disimpulkan terdapat hubungan yang positif dan signifikan secara kuat atau tinggi antara gaya kepemimpinan kepala madrasah dengan kompetensi profesional dan kinerja guru di MAN 1 Kabupaten Bogor.*

Kata Kunci: *Gaya Kepemimpinan Kepala Madrasah, Kompetensi Profesional, Kinerja Guru*

INTRODUCTION

Teachers are competent members of the community (capable, and have authority) and gain the trust from the community and the government to perform their duties, functions and roles and responsibilities, both in educational institutions through school and outside school institutions (Yusvavera, 2014). Teacher becomes the main factors in the world of education world a determinant of the quality of education. According to Syarif Hidayat (Hidayat, 2012) a teacher is a person who has a great contribution to society and the country.

The teacher is someone who has contributed greatly to society and the country. High or low culture of a society and the State relies on the education and teaching provided by teachers. It is because teacher is the forefront in implementing education. Teacher as one of the human resources with important role to improve the welfare of humanity.

The quality of human resources is the main potential to fulfill needs. One of the determining factor for the quality of human resources is education. Indonesia has the regulation about education in the Law on the National Education System No. 20 of 2003 Article 3 Functions and Objectives of National Education. Showing superior human resources attitudes and behavior wherever and whenever, in different positions and levels (R & Purwaningrum, 2016)

It is from the teacher's role that makes his level higher than others.

Generally, In general in the world of education there are so many roles that must be performed by a teacher, including, as a learning designer, as a learning manager, as an evaluator, as a counselor, and as the curriculum implementer. There are so many roles that must be done by a teacher, so it makes the teacher becomes the center of attention in order to improve the quality of education.

According to Dahlan (Muhtarom dan M. Dahlan R, 2016) Teachers is very instrumental and has a significant role in the intellectual, spiritual, and emotional maturity of students. In the world of education, the teacher component is very important, namely the person who is responsible for educating the lives of the students, and is responsible for all attitudes, behavior and deeds in the context of fostering students to become capable, decent people, useful for the homeland and the nation.

The teacher also has a very important position in the learning process. Because learning is not possible to do byself alone without involving various elements that have a link in the learning process, and one component is the teacher as the first person to introduce science to his teaching both inside and outside the school institution, in the school the teacher is the main educator replacing parents so that what the teacher does will be imitated by his students, the teacher as the person who is considered to be the most correct in everything, so what they say will tend to be followed. The existence of the teacher as the main figure in the lives

of students, especially in schools, business of parents, ignorance of parents, will take turns with the presence of a teacher at his side.

The low quality of teachers is usually caused by differences in the quality of performance, competencies and abilities possessed by teachers, that will affect the performance of teachers in improving the quality of education generally and the quality of learning in particular. Continuous improvement and development of the teacher condition is absolutely necessary to fit the expected qualifications and competencies. To get qualified teachers cannot happen and is available on its own, but must be planned and prepared continuously.

Teacher performance is the ability of a teacher to carry out learning tasks in schools or madrasah and are responsible for students under his guidance by increasing student learning achievement. The teacher's performance can be interpreted as a condition that shows the ability of a teacher in carrying out their duties at school or madrasah and illustrates an act displayed by the teacher in conducting learning activities. (Baihaqi, 2015).

Teacher performance in education largely determines the direction and objectives of education produced. In the learning process, teachers must be able to create effective learning situations and conditions so that students are able to absorb any given knowledge.

Teacher performance has been stated that is related to the task of teachers as instructors in madrasah. Good teacher performance is certainly

reflected in the appearance of academic abilities and non-academic abilities. The teacher is able to manage the learning procession in the classroom and educate students outside the classroom as well as possible in order to achieve maximum learning outcomes (Paizal et al., 2019).

Therefore, teacher performance is an important element in the world of education. The quality of teacher performance is crucial in the outcome of the quality of education itself.

Good performance can be influenced by ability and motivation. Ability is the result of a combination of education, training and experience. While motivation is a driving force that causes someone do something.

According to Abd. Madjid (Madjid, 2016) Teacher performance is the result achieved by the teacher in carrying out the tasks given based on skill, experience and sincerity.

Teacher performance is related to teacher competency, meaning to have good performance the teacher must be supported by good competence.

How can it be achieved optimally. Widyastono states, that there are four clusters that are closely related to teacher performance, namely 1). the ability of planning KBM, (2) the ability of implementing KBM, (3) the ability of implementing interpersonal relationships, and (4) the ability of conducting assessments. Whereas Suyud develops professional teacher performance including: (1) mastery of teaching materials, (2) understanding students' characteristics, (3) mastery of classroom management, (4) mastery of learning methods and

strategies, (5) mastery of learning evaluation, and (6) personality (Sarifudin, 2019).

A teacher's performance cannot be separated from the principal's leadership style. where leadership is an important factor in organizations. Leadership leadership functions to influence every member of the organization to make be willing to make efforts towards achieving organizational goals (Aziizah, 2018).

Without having good competence, a teacher will not be able to have good performance. in the Islamic view there is a hadith that narrates how important a person has competence, especially in this case a teacher who is a professional position and it is required to have a competency.

عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ قَالَ : قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ إِذَا وُسِّدَ الْأَمْرُ إِلَى غَيْرِ أَهْلِهِ فَتَنْتَظِرِ السَّاعَةَ (رواه البخارى)

From Abu Hurairah r.a he said Rasulullab SAW said: "If an affair (work) is left to someone who is not an expert, then beware of the coming of the moment (doomsday, its destruction)". (H.R. Bukhari)

Therefore teachers must have competence, one of the competencies that must be possessed by the teacher is Professional competence. and this competency this competency is one of the most important factors of the quality of education.

The teacher is a professional position that must be sued with competencies that support in carrying out his profession. then the teaching

profession has competency standards that must be pursued.

As for the teacher competency standard is a statement of the criteria required, determined, and agreed upon in the form of mastery of knowledge, skills and attitudes for an educator so that it deserves to be called competent. the aim is as a guarantee of mastering a minimum level of competence, being able to carry out their duties professionally, being fostered effectively and efficiently and being able to serve the parties concerned with the learning process as well as possible in accordance with their area of work.

Competence is a set of knowledge, skills, and basic values that are reflected in the habits of thinking and acting of a professional. Competency can also be defined as a specification of the knowledge, skills and attitudes of a person that a person has and their application in work, in accordance with the performance standards required by the community and the world of work. (Danim, 2011)

Teachers who have this competence will make learning activities effective and fun. As an educator, the teacher must fulfill the professional requirements, namely having competence, to make learning activities more optimal. In the world of formal education teachers are divided into two regions, namely teachers in schools and teachers in madrasah .

Teacher must have competencies, there are 5 types of competencies that must be possessed by a teacher, one of which is professional competence. Teacher's professional

competence is a set of abilities that must be possessed by a teacher so that he can carry out his teaching assignments successfully. The competencies that must be possessed by a teacher consists of 3 (three) among others : personal competence, social competence and professional competence. The success of a teacher in carrying out his profession is largely determined by the three competences with an emphasis on teaching ability (Cut Fitriani, 2017)

Teachers in schools are under the supervision of the ministry of education and culture while the teachers in madrasah are under the supervision of the ministry of religion. Madrasah as one of the Islamic educational institutions in Indonesia and there is also a leader, also known as the headmaster of the madrasah.

The madrasah head is the highest leader in the madrasah. madrasah headmaster has an important role in determining everything and is responsible for all fields related to madrasah. In leadership, there are three interrelated elements, namely the human element, the element of means and the element of purpose. To be able to treat these elements a leader has his own way called leadership style.

In general the headmaster of madrasah as a leader is to lead all teachers and other education personnel to achieve the objectives of the madrasah that have been set effectively and efficiently.

The madrasah headmaster takes full responsibility for what he leads, ranging from staff or employees, teachers, and the progress of the

madrasah he entails as a leader in the school.

The madrasah headmaster is one of the education components that has the most role in improving the quality of education. The role of the madrasah headmaster must be seen as a component of power to create and mobilize the performance of all education personnel to carry out and complete tasks properly.

The madrasah headmaster as the leader in the leader's institution should also always develop themselves to be able to adjust the style as what will be played in the existing situations and conditions, because the leadership style really determines the success of the madrasa headmaster's leadership in achieving common goals. Therefore, madrasah principals are demanded to have strong management and leadership capabilities in order to be able to improve the quality of education services and achieve madrasah goals (De Paepe et al., 2019).

In the opinion of Tjutju and Suwatno in Barnawi (Barnawi & Arifin Mohammad, 2017) state that leadership is the ability and strength of someone (read: leaders) to influence the mind of others so that they are willing and able to follow their will and inspire others to design something more meaningful.

The role of leadership can be interpreted as efforts that have influence rather than coercion to motivate members of the organization to achieve goals that have been determined (Aguswara & Racmadtullah, 2017).

Leadership as a management function is very important to achieve

organizational goals (Wahjosumidjo, 2011). Leadership style is not talent or inheritance, but it is something that can be learned, practiced, and applied according to the situation at hand. as for according to Eka Prihatin (Prihatin, 2011) Leadership style is a way or technique of someone in performing a leadership.

Ahmad Susanto (Susanto, 2016) the role of the principal as a leader is the key to the development or development of the school.

How to manage leadership that governs his leadership, provides communication systems, organizes, provides the same work, and guarantees the smoothness and needs of the organization.

The type of leadership possessed by the madrasah head, both authoritarian, democratic, pseudo democratic, and laissez faire, will color school life (Rahmat, Abdul, Kadir, 2017).

According to Edeng Suryana (Suryana, 2015) Theoretically leadership can be distinguished that there are four forms or types of leadership carried out by a leader as a school principal or teacher as a leader in the classroom.

- a. Authoritarian leadership type This type of leadership is the most widely known, this leadership puts power in the hands of a school principal or teacher.
- b. Democratic leadership type This type of leadership considers is part of a group of people/ students who together strive to serve the needs and are responsible for achieving the goals

- c. Pseudo-democratic leadership type This type of leadership considers itself part of a group of people / students who together strive to serve the needs and are responsible for achieving the goals
- d. Laissez-faire leadership type This kind of leadership is usually caused by leaders giving the wrong meaning to the term democracy. democracy seems to be interpreted as freedom to express and defend each other's opinions and free to use their own policies.

Effective leadership of school principal is capable leadership that grows, and develops a cooperative business and climate in organizational life, and that is reflected in its dexterity in making decisions (Hermanto, 2016).

The most appropriate leadership style is a style that can maximizing productivity, job satisfaction, growth and easily adjust all situations. Leadership style is the way a leader influences the behavior of subordinates to work productively to achieve organizational goals. Leadership style that does not involve subordinates in making decisions will result in disharmony between the leaders. So that with a good leadership style, it will have a good impact on improving the performance, and good performance is certainly obtained from adequate abilities or competencies.

Therefore the madrasa headmaster becomes one of the most important parts or factors in influencing the competence and performance of his subordinates, in this case namely a teacher. because the

high or low competency and performance of teachers can be influenced by the headmaster as the highest leader in madrasah education institutions.

Based on these problems, the questions arise: (1) Is there any positive and significant relationship between the leadership style of the madrasa head and professional competence; (2) Is there any positive and significant relationship between the leadership style of the madrasah headmaster and teacher performance; (3) Is there any positive and significant relationship between the leadership style of the madrasah head and professional competence and teacher performance in MAN 1 Bogor Regency.

The purpose of this study was to : (1) there is a positive and significant relationship between the leadership style of the madrasah head and professional competence; (2) there is a positive and significant relationship between the leadership style of madrasah principals and teacher performance; (3) there is a positive and significant relationship between the leadership style of the madrasah head and professional competence and teacher performance in MAN 1 Bogor Regency.

METHOD

This research approach was a non-experimental quantitative research with correlational methods. Correlational research was the research that is intended to find out the relationship of a variable with other variables. The relationship

between one and several other variables is expressed by the magnitude of the correlation coefficient (bivariate) and significance (statistically significant) (Bahrudin, E, Hamdi, 2014).

While the data collection techniques in this study were observation, questionnaires in the form of questionnaires, interviews and documentation studies in addition to relevant supporting data.

Data collection techniques in research is a very strategic step, because the main goal in conducting research is to obtain data. the data collection techniques used in this study was in the form of a questionnaire. The questionnaire was compiled based on indicators from each dimension of this the research variables and then distributed to all teachers in MAN 1 Bogor Regency.

The data analysis technique used in this study was a simple regression technique using a linearity test that is seen based on the ANOVA table and the model summary by using the *SPSS program version 25 for windows*.

In this study, data analysis used the Pearson correlation test technique, and linearity test with a simple regression technique using the help of the *IBM SPSS Statistics Version 25 program*.

This research was conducted in 4 (four) months, from December 2019 until March 2020. The location of research was at madrasah Aliyah Negeri 1 Bogor Regency, the data used in this study were questionnaires that had been distributed to all teachers in madrasah Aliyah Negeri 1 Bogor Regency as the population.

FINDINGS AND DISCUSSION

In the statistical analysis was performed and it showed that the relationship between these three variables and the contribution of one independent variable to two independent variables.

For regression analysis and correlation were used to find the model and the strength of the relationship between independent variables with independent variables. To find the contribution of independent variables to the dependent variable.

Hypothesis Test Relationship Between Madrasah Principal Leadership Style (X) and Professional Competence (Y1) and Teacher Performance (Y2).

In this study in terms of hypothesis testing, the authors use the t test and F test in the analysis of multiple regression.

Relationship between Madrasah Head (X) Leadership Style and Professional Competence (Y1)

The hypothesis to be tested in this section is: the leadership style of the madrasah headmaster is related to the professional competence of teachers in madrasah Aliyah Negeri 1 Bogor Regency.

The following t test results can be seen according to the table below:

Table 1.
Variable regression test X with Variable Y1

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	21.735	5.818	.303	3.736	.001
	Madrasah head leadership style	.308	.202		1.526	.141

a. Dependent Variable: Professional Competence

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24.663	1	24.663	2.330	.141 ^b
	Residual	243.497	23	10.587		
	Total	268.160	24			

a. Dependent Variable: Professional Competence

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Change	F Change	df1	df2	Sig. Change F
1	.303 ^a	.092	.052	3.25374	.092	2.330	1	23	.141

b. Predictors: (Constant), madrasah head leadership style
c. Dependent Variable: Professional Competence

Based on the calculation data above, it is known that the Sig value for the relationship between the leadership style of the madrasah headmaster and professional competence is $141 > 0.05$ and showed that the r count was smaller than the r table ($303 < 2.069$), another way is to look at the t value, where t arithmetic (303) is greater than the price of t table (2.069), so that the alternative hypothesis (Ha) which reads: "there is a significant relationship between the leadership style of madrasah with professional competence" was rejected.

The r square determination coefficient was 0.92, that means that 92% of the relationship between the leadership style of the madrasah headmaster (X) and professional competence (Y1). The following was a regression line $Y1 = 21.735 + 308 X$. The constant value is 21,735. this can be interpreted if the leadership style coefficient of the madrasah headmaster is 0, then the professional competence had a positive value of 21,735. The regression coefficient value of the madrasah head style leadership variable is positive, that is 308. this can be interpreted every increase in madrasah headmaster leadership style by 3, then professional competence will also increase by 303.

Based on the interpretation of the correlation coefficient r (count), the value of r count was 303 including not having a very strong level of relationship on the two variables in the hypothesis.

So it can be concluded that there was a positive and significant

relationship between the leadership style of madrasah principals with professional competence.

Table 2.
Variable X regression test with Variable Y2

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
1 (Constant)	11.163	4.685		2.383	.026
Madrasah head leadership style	.735	.163	.686	4.519	.000

a. Dependent Variable: Teacher Performance

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	140.147	1	140.147	20.420	.000 ^b
	Residual	157.853	24	6.577		
	Total	298.000	25			

- a. Dependent Variable: Teacher Performance
- b. Predictors : (Constant), madrasah head leadership style

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					Change	F Change	df1	df2	Change
1	.686 ^a	.470	.447	2.61976	.470	20.420	1	2	.000

- a. Predictors:(Constant), madrasa head leadership style
- b. Dependent Variable: Teacher Performance

Based on the calculation data above, it is known that the Sig value for the relationship between the leadership style of the madrasah headmaster and professional competence was $0,000 > 0.05$ and shows that the r count was greater than the r table ($4,519 > 2,069$), another way is by looking at the t value, where t arithmetic (4,519) was greater than the price of t table (2,069), so that the alternative hypothesis (Ha) which reads: “there is a significant relationship between the leadership style of madrasah headmaster and professional competence” was accepted.

The coefficient of determination r square of 0, 470 which means 47% of the relationship between the leadership style of the madrasah headmaster (X) with professional competence (Y1). The following is a regression line $Y2 = 11,163 + 308 X$. The constant value was 11,163. this can be interpreted if the leadership style coefficient of the madrasa headmaster is 0, then the professional

competence was positive with the value of 11,163.

The regression coefficient value of the madrasah headmaster style leadership variable was positive, that was 308. this can be interpreted every increase in madrasah headmaster leadership style by 3, then professional competence will also increase by 308.

Based on the interpretation of the correlation coefficient r (count), then the value of r count of 308 includes having a very strong relationship level on the two variables in the hypothesis.

So it can be concluded that there was a positive and significant relationship between the leadership style of madrasah headmaster with teacher performance.

Table 3.

Variable X regression test with Variables Y1 and Y2 Simultaneously

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
1 (Constant)	.058	4.693		.012	.990
Madrasa Head Leadership Style	.577	.135	.539	4.281	.001
Professional Competence	.511	.133	.485	3.851	.001

- a. Dependent Variable: Teacher Performance

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1	203.711	2	101.855	23.765	.000 ^b
	94.289	22	4.286		
	298.000	24			
Total					

- a. Dependent Variable: Teacher Performance
- b. Predictors: (Constant), Professional Competence, madrasah headmaster leadership style

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.827 ^a	.684	.655	2.07024	.684	23.765	2	22	.000

- a. Predictors: (Constant), Professional Competence, madrasah headmaster leadership style

Based on the calculation data above, it is known that the Sig value for the relationship between the leadership style of the madrasah headmaster and professional competence was $0,000 > 0,05$ and shows that the f count is greater than the f table ($23,765 > 4,26$), another way is to look value of f, where f arithmetic (4,519) was greater than the price of f

table (4.26), so that the alternative hypothesis (Ha) which reads: “there is a simultaneous relationship between the leadership style of the madrasah headmaster with professional competency and teacher performance” was accepted.

The coefficient of determination r square of 0,684 which means 68.4% of the relationship between the leadership style of the madrasah headmaster (X) with professional competence (Y1). The following is a regression line $Y1 = 21,735 + 11,163 Y2 + X$. The constant value was 11,163. this can be interpreted if the coefficient of the leadership style of the madrasah headmaster, then the professional competence is positive was 11,163. The regression coefficient value of the madrasah headmaster style leadership variable was positive, that was 735. It can be interpreted every improvement in the style of leadership of madrasah by 7, then professional competence will also increase by.

Based on the interpretation of the correlation coefficient r (arithmetic), then the value of f arithmetic of including has a very strong level of relationship on the two variables in the hypothesis.

So it can be concluded that there was a positive relationship between the leadership style of the madrasah headmaster and professional competence and teacher performance.

CONCLUSION

From the research findings above, it can be concluded that :

1. Based on the interpretation of the

correlation coefficient with (r arithmetic), the value of r arithmetic of madrasah headmaster style leadership with professional competence of 0,30 it is at a value of 0.20 to 0.40 and it means that it has the level of a low or weak relationship between the two variables on the hypothesis. It can be seen that there is a low or weak relationship between the leadership style of the madrasah headmaster and professional competence.

2. Based on the interpretation of the correlation coefficient with (r arithmetic), the value of r arithmetic headmaster leadership style with teacher performance, amounting to 0.68 is at the value of 0.40-0.70 meaning that between the two variables have sufficient correlation. Based on this it can be seen that there is a relationship between the leadership style of madrasah teacher performance.
3. By looking at the results of the calculated r value about the relationship between the leadership style of the madrasah headmaster with professional competence and teacher performance, the r count value of 0,82 is at the value of 0.70-0.90 based on this it can be concluded that there is a strong correlation, so it can be concluded that there is a positive and strong or significant relationship between the leadership style of the madrasah headmaster and professional competence and teacher performance in MAN 1 Bogor Regency.

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