

FACTORS THAT EFFECT THE PERFORMANCE OF THE TEACHER

Suryadi
STIE Mandala Jember

Agustin HP
STIE Mandala Jember

Hari Sukarno
Jember University

Abstract

The purpose of the research was to analyze and test the effect of the principal managerial competency, work motivation and work discipline to the performance of teachers, either partially or simultaneous. This research was explanatory survey research including research. The population of the research was the whole teacher SMA Negeri 1 Cluring, Banyuwangi totalling 39 teachers. The sample used totaled 31 teachers, chosen by purposive sampling technique. The preparation of the instrument is made in the form of the now, with answers 1-5 scale, consisting of 37 rounds. Grain of the instruments used to collect data was a qualified analysis of invalid constructs and be valid. Its reliability engineering Cronbach's law calculated by Alpha. Data collection methods used in this research was the observation, interview, questionnaire, and through documentation. While data analysis used multiple linear regression. Based on the results of research and analysis of the data showed that the principal managerial Competency, work motivation and work discipline influenced to the teacher performance significantly either partially or simultaneous. Test results partially were evidenced by the significant value to the variable of the managerial competency that was 0.048, then the significant value of work motivation variable was 0.014 and for work discipline was 0.016. So all their significance value was smaller than 0.05. The results of the test simultaneously were demonstrated by the value of the principal managerial competency, work motivation and work discipline to the performance of teachers that 0.000. So their significance value was smaller than 0.05.

Keywords: The Principal Managerial Competency, Work Motivation, Work Discipline, Teacher Performance

I. Introduction

The autonomous areas are imposed in Indonesia through Act No. 23 of 2014 on local governance. Education is one of the parts that are included in these changes, which the school fully authorized to manage themselves. The principal, teachers, educational personnel, supervisors, and the society are instrumental in achieving the vision and mission of the school. The Principal with a good managerial competence and effective, is expected to boost the spirit and passion of the work of teachers, administrative personnel and employees, and provides motivation for those in charge. The principal at least has a role and function as Educator, Manager, Administrator, Supervisor, Leader, Innovator and Motivator (EMASLIM) (Mulyasa, 2009:98). According to the Act No. 2 2015 about teachers and professors at chapter I article 1 states that the teacher is a professional educator with the main task of educating, teaching, guiding, directing, train, assess, and evaluate learners in the early childhood education path of formal education, elementary education, and secondary education. Teacher professional duties include (1) carry out a quality learning, assessing and evaluating learning outcomes, (2) improve the academic qualification and competence on an ongoing basis with the development of science, and (3) upholding the legislation law and the code of ethics of the teachers as well as the values of religion and ethics and are able to maintain, cultivate unity and the unity of the nation. To realize professional teachers need the motivation of working so that the performance of the teachers can be increased.

The Research of Sutikno (2015) concluded that work motivation influenced significantly on performance of teachers SMK Negeri 5 Jember. According to Husein (2002:274) work motivation is encouragement, effort and desire that exists in human resources as well as giving activate, directing behavior in the performance of tasks in environmental work. Teacher who has high work motivation will work hard to carry out the duty carefully and always use the procedure appropriate learning conditions optimally and best. Factors that affect the performance of the teacher in order to increase the motivation of working also influenced other than influenced by discipline teachers. Meta (2013) concluded that the performance of the employees affected by a work discipline. According to Rivai (2004:444) work is a discipline used managers to communicate with employees so that they are willing to change behaviors as well as an effort to raise awareness and the willingness of someone adhering to all company regulations and social norms in force. The teacher's performance is disciplined one of its work since it relates to obedience and adherence to the code of conduct or rules that are applicable, the percentage of attendance, declining productivity of the influential work to education. Given the existence of the teachers is still dominant in the process of learning both inside and outside

the classroom. In fact in SMA Negeri 1 Cluring still have many problems that must be addressed with regard to managerial competencies of the principal work, motivation and discipline teachers work to achieve the vision and mission of the school which produced a good and qualified graduates. It can be seen from the absentee (presence/absence) of teachers, still no results of the work achievement of teachers in either contest district level activities, provincial as well as national, the ability of Principals in affect the performance of the teacher training program and not optimal for the development of competence teacher frequency is still low.

Thus to improve the performance of teachers are needed a principal who has managerial competency, work motivation and work discipline well anyway. Activities of the study of managerial competency, work motivation and work discipline to improve the performance of the teachers are very important to do. Based on the descriptions that have been explained above, so this research aims to analyze the effect of the principal managerial competency, work motivation and work discipline to the performance of the teachers either partially or simultaneously.

II. Theoretical Framework and Hypothesis Development

Dharma (2009:102) defines the competencies is what brought someone into his work in the form of the type and level of the different behavior. According to the law of the Republic of Indonesia No. 14 of 2005 about the teachers and professors are stated that competency is a set of knowledge, skills, and behaviors that must be owned, appreciated, and mastered by teacher and lecturer in performing the professional task. Referring to the opinion of experts as above, then the competencies are defined as something or an idea of what should be done by a person in the exercise of an occupation, in the form of activities, behaviors and the results that can be shown and demonstrated. Managerial comes from the manager which means leader. According to Fattah (1999:13) managerial practices is an activity performed by managers. Next Siagian (1996:63) suggests that the managerial skill is the skill moves others to work properly. So it can be interpreted that the managerial ability is the ability that is owned by someone to move the others in utilizing human resources (HR) and other resources that exist in achieving organizational goals effectively and efficiently. The principal is the Office or additional duties of a teacher. The Office of the principal can be samed to a Manager in a company or organization. According to Wahjosumidjo (2005:83) the principal is a functional teacher who is given the task of leading a school where the teaching and learning process is organized, or

the place where happened interaction between teachers who give lessons and pupils who received lessons. While according to Mulyasa (2009:24) head of the school is one of the most educational component was instrumental in improving the quality of education. From expert opinion can be stated that the principal is a functional that serves to improve the quality of education, in addition to the principal as well as insurer of liability for this education, administration schools, coaching educators, supervisors at his school as well as the maintenance of facilities and infrastructure.

Some of the Principal roles in a new paradigm of management education that is as follows (Mulyasa, 2009:98)

- a. the principal as educator
- b. Principal as Manager
- c. the school principal as administrator
- d. Principal as supervisor
- e. Principal as leader
- f. Principal as innovator
- g. Principal as a motivator

In running the daily activities, a teacher really need the motivation of working that is a very powerful teaching and learning activities in order to be able to run well and smoothly appropriates the purpose that want to be achieved.

According to Sutikno (2015) the work motivation of teachers can be interpreted as encouragement that there is good in a person of the teacher as well as from the teacher that is causing the surrounding has a strong desire to work and fulfil his duties as a teacher in order to achieve the goal of its activities is educating. Therefore the work motivation of teachers can be interpreted as encouragement or stimulation that exist either inside or outside the teacher's self to create excitement and fulfil his duties as a teacher as teachers and educators in order to achieve a goal or aim of the teaching and learning activities in school.

Two-factor theory of motivation maintenance which are developed by Herzberg in Syahdan (1996:22) suggests that there are two factors that influence the employment conditions, namely: (1) pemuas factors (motivation factor), also known as satisfier or with intrinsic motivation factors, (2) maintenance (maintanance factor), also known as discatisfier or extrinsic motivation.

The motivation factor is a booster factor for successfully sourced from within the person concerned that include: (1) job satisfaction it self, (2) achievements, (3) opportunities to advance, (4) the recognition of other people (5) the possibility of the development of a career.

To achieve the implementation of the work of each employee, we need a leader who always tries to encourage his subordinates to be more qualified to do the job in order to achieve maximum possible achievement. It's important because of the accomplishments are achieved by each employee not only gives rise to a sense of pride in themselves are concerned, but also profitable for the Organization in an effort to improve its productivity. Hasibuan (2006:193) argue that discipline is the awareness and willingness of someone adhering to all company regulations and social norms in force. According to Fathoni (2006:172) discipline is an attitude of awareness and the willingness of someone to obey all the rules of organization and social norms in force.

Based on the above understanding. It can be stated that the discipline of work is an attitude, behavior, and actions the teacher in accordance with the rules both written and unwritten, and when breaking there will be sanctions over the offense to the achievement of business objectives of the organization. Tu'u (2004:38) suggested a few things that can be affected by discipline, among others:

- 1) Structuring life together
- 2) Developing personality
- 3) Training personality
- 4) Forcing function
- 5) Punishment function
- 6) Creating function

Sinungan (1997:145-146) according to the characteristics of the discipline are:

- 1) the existence of a strong desire to carry out fully what it has become the norm, ethics and rules in force in the community;
- 2) existence of the behavior-controlled;
- 3) presence of obedience.

According to Soejono (1997:67), indicators of the work discipline are:

- 1) timeliness;
- 2) using Office equipment properly;
- 3 high responsibility);
- 4) adherence to the rules of the Office.

The application of the discipline of work in a work environment, it will initially be felt heavily by the officers, but when continuously enacted will become a habit, and discipline will not become a heavy burden for employees. This discipline needs to be applied in the work environment, because it has been mentioned above that the discipline is not born with it, but the need for coaching in enforcing work discipline. Based on the above, the theory component used in this study researchers were: 1) timeliness. 2) awareness in work. 3) obedience to the rules. The components used in this research because it pertains to research on the discipline of work and factors that affect the work of the indicators at the same time discipline itself.

According to Sulistyorini (2001:28) performance is the success rate of a person or group of people in carrying out the duties and responsibilities as well as the ability to achieve the goals and standards that have been set. According to Usman (1990:4) the teacher is a position or profession who has the expertise to educate, teach and train students to develop themselves and be able to adapt to the environment.

Based on some of the above definition, it can be inferred about the definition of a teacher's performance was as a result of the work or the activities of a teacher in the discharge of his duties in managing the learning activities in the quality and quantity within an organization (school) to achieve the goals and standards that have been set.

In the implementation performance of produce educators or teachers can be measured using five aspects of the measurement of the dimensions of the current delivered by Mitchell quoted Mulyasa (2009:138):

1. Quality of Work
2. Promptness
3. Initiative

4. Capability

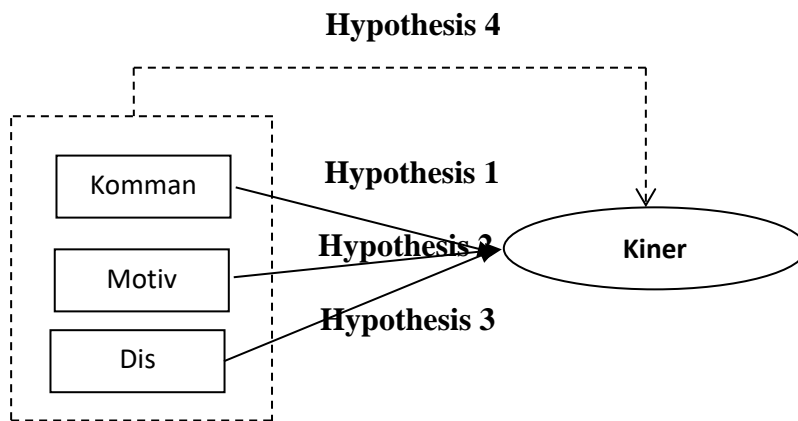
5. Communication

Based on the regulation of the Minister of national education Republic Indonesia number 16 in 2007 about the the standard academic qualification and competence of teacher explained that it is academic qualification and competence of teachers developed completely from 4 main

competencies, namely: 1) competence padagogy, 2) competence of personality, 3) competence of social and 4) competence of professional.

The Conceptual Framework

This conceptual framework is as a whole illustrate the influence of the principal managerial competencies (Komman), motivation (Motiv), work and discipline work (Dis) against performance (Kiner). Based on the descriptions, the relationships between variables influence in this research as a whole is described in Figure 2.1.



Description:

The dependent variable (performance)

Kiner = Performance

Independent variables

Managerial Competency Komman = principal

Motiv Motivation = work

DIS = Discipline work

————▶ = Partial

-----▶ = Simultaneous

Figure 2.1. The Conceptual Framework

The hypothesis

The hypothesis is a conjecture or statement expressed in declarative of the answer to a problem. The hypothesis in this study refers to earlier research and the study of the theory is as follows:

1) based on that explanation, it can be formulated the hypothesis that the principal managerial competencies: partially significant effect on performance.

- 2) based on that explanation, it can be formulated the hypothesis that: the motivation of working partially significant effect on performance.
- 3) based on that explanation, it can be formulated the hypothesis that: discipline work partially effect significantly to performance.
- 4) based on the explanation it may be formulated the hypothesis that the managerial competencies: principal, work motivation and job disciplines simultaneously significantly influential on performance.

III. RESEARCH METHODS

This research will be held at SMAN 1 Cluring. SMAN 1 Cluring Banyuwangi address is located at JL. Cluring Huzaini Benculuk Banyuwangi. In this study population is the teachers of SMAN 1 Cluring totalling 39 teachers with details of 31 Teachers and CIVIL SERVANTS 8 Teachers don't stay (GTT), while respondents required as many as 31 people. To obtain the respondent's Purposive Sampling technique was used. The criteria in determining the sample was (1) CIVIL SERVANTS (2) teacher has served at least 2 years. The purpose of the determination of the criteria is in order to be more homogeneous sample.

Variables that will be analyzed in this study are grouped into two types as follows:

- a. independent variable: the independent variable in this study was the principal Managerial Competencies (Komman), motivation (Motiv), Work and discipline work (Dis).
- b. dependent Variable: the dependent variable in this study is performance (Kiner)

Test validity and Reliability

Measuring instruments can be said to be valid when the tool is running a function of its size or measure that results in accordance with the purpose of measurement. Each grain in the questionnaire valid or not, can be known by way of mengkorfimasi between the score of grains (rx) with a score of 0.3. Indicators of a variable is said to be valid if;

- a. $rx < 0.3$ means any grain of statements in the questionnaire is not valid
- b. $rx > 0.3$ means any grain of statements in the questionnaire valid

The instrument of measuring tools reliability said if the results are consistent and can be used safely as it may work well at different times and different conditions, thus reliability indicates how large the measurement can provide a relatively no different results when carried

out measurement again against the same subject. The value of the limit that is used to assess a reliability level can be known by way of mengkorfisasi between the Cronbach's Coefficient Alpha (α) with a score of 0.6. Indicators of a variable is said to be reliabil if;

a. $\alpha < 0.6$ means reliability questionnaire $<$

b. $\alpha > 0.6$ means questionnaire reliability

The analysis used by the researchers in this study is the analysis of multiple regression. The equation of multiple regression are:

$$\text{Kinerit} = b_0 + b_1 + b_2 + \text{Motiv}_{it} \text{Kommanit} + b_3 \text{Dis}_{it} + e_{it}$$

Description:

Kinerit = Performance

b_0 = Constant

b_1, b_2, b_3 = Linear Regression Coefficient of multiple

Komman_{it} = the principal managerial Competencies

Motiv_{it} = work Motivation

Dis_{it} = Discipline work

e_{it} = Error

The Test Of Hypothesis

Test t (partial Test)

The t-test is used to find out the influence of each variable (performance) against the free variables used to measure the problem formulation to 1. Use of the level of significance in various t-test:

a) $H_0: b_i = 0$

b) $H_a: b_i \neq 0,$

1) if the value of their significance < 0.05 , it can be said that there are significant effects between managerial competency partially, work motivation, discipline work against performance, it means H_0 is in declined.

2) if the value of their significance > 0.05 , it means that no significant effects between managerial competency partially, work motivation, discipline work against performance, it means H_0 on received.

F-test (test of simultaneous)

The F-test is used to find out the influence of free variables simultaneously (simultaneous) against variables bound. Significant means relationships that occur can be applicable to the population. The use of F-test levels of significance in a wide array of:

a) $H_0: b_i = 0$

b) $H_a: \text{one } b_i \neq 0,$

1) if the value of their significance can then < 0.05 , it can be said that there are significant effects between managerial competency together, work motivation, discipline work against performance, it means H_0 is in declined.

2) if the value of their significance > 0.05 , it means that no significant effects between managerial competency together, work motivation, discipline work against performance, it means H_0 on received.

IV. RESULTS

Test validity and reliability of data used in order instruments of the research have function properly, so the instruments used are valid and reliability. The instrument was said to be valid and reliability if it was able to gauge what it should be measured. The results of the test validity and reliability was about the managerial competence of the principal variables with 7 indicator and 15 questions items are gotten the correlation value ($r_{\text{arithmetic}}$) it was ranged about 0.528 up to 0.915. The value of the range $r_{\text{arithmetic}}$ was greater than 0.3 or $r_{\text{arithmetic}} > 0.3$, so it could be stated that the whole item question on managerial competence of the principal variables were valid. The value of the Cronbach's Coefficient Alpha (α) by 0.950 was larger than 0.60 or $\alpha > 0.60$, that it could be stated that the whole item question on managerial competence of the principal variables were reliability. The results of the test validity and reliability concerned a variable motivational work with 2 indicators and 10 items of questions retrieved the value of the correlation ($r_{\text{arithmetic}}$) range from 0.498 up to 0.865. The value of the range $r_{\text{arithmetic}}$ was greater than 0.3 or $r_{\text{arithmetic}} > 0.3$, so it could be stated that the whole items question on work motivation variables were valid. The value of the Cronbach's Coefficient Alpha (α) of 0.914 was greater than 0.60 or $\alpha > 0.60$, so that it could be stated that the whole item a question on work motivation variables is reliability. The results of the test validity and reliability concerned a work discipline with 3 variable indicators and item 9 questions retrieved the value of the correlation ($r_{\text{arithmetic}}$) range from 0.461 up to 0.873. The value of the range $r_{\text{arithmetic}}$ greater than 0.3 or $r_{\text{arithmetic}} > 0.3$, so it could be stated that the whole item a question on work discipline were valid variables. The value of the Cronbach's Coefficient Alpha (α) was 0.875, it was greater than 0.60 or Alpha (α) of $0.875 > 0.60$, so that it could be stated that the whole item a question on employment was a discipline of variable reliability.

Validity and reliability of testing results concerned the performance indicators with 3 variables and 3 items question obtained the value of the correlation ($r_{\text{arithmetic}}$) it was ranged from 0.878 up to 0.962. The value of the range $r_{\text{arithmetic}}$ was greater than 0.3. or $r_{\text{arithmetic}} > 0.3$. So it could be stated that the whole item question on performance variables were valid. The value of the Cronbach's Coefficient Alpha (α) was 0.922 it was larger than 0.60 or Cronbach's Coefficient Alpha (α) was $0.922 > 0.60$, so that it could be stated that the whole item question on reliability performance was variable.

Multiple Linear Regression Analysis

The results of calculation of multiple linear regression analysis in this research used the help computer calculation program by using Statistical Product and Service Solution (SPSS) it was version 19.0. As for the recapitulation of multiple linear regression analysis results were presented in table 1.

Table 1 recapitulation of Multiple Linear Regression analysis results

No.	Variabel Bebas	Koefisien regresi	Sign.
1.	The principal managerial competencies (komman)	0,273	0,048
2.	Work motivation (motiv)	0,396	0,014
3.	Work Discipline (dis)	0,443	0,016
Constants		= -0,827	
F-arithmetic		= 27,599	
Significance		= 0,000	

Source: Research data is processed

Based on the results of a multiple linear regression analysis regression equation was obtained as follows:

$$\text{kiner} = -0.827 + 0.396 \text{ komman} + 0.273 \text{ motiv} + 0.443 \text{ dis} \quad (4.1)$$

From equations (4.1) could be seen the influence of managerial competencies of the principal variables, work motivation and discipline work against performance.

The results of hypothesis testing Regression Coefficient Partially with the t-test To know the influence of variable managerial work motivation, work discipline on performance partially used t test, where the testing is to compare between the value of their significance was more than 5% (0.05) or their significance value less than 5% (0.05).

Table 2- t Test Result Recapitulation

Variabel	Sig.
----------	------

The principal managerial competencies (komman)	0,048
Work motivation (motiv)	0,014
Work Discipline (dis)	0,016

Source: Research data is processed

Based on table 2, the significance value of the variable managerial competency were 0.048. So that their significance was smaller than 0.05 or $0.048 < 0.05$. This indicates that the variable of Principal managerial competence had significant influence on performance. The value of the variable on the significance of labor motivation was 0.014. So that, their significance was smaller than the value of 0.05 or $0.014 < 0.05$. This indicates that the variable was partially work motivation had a significant influence on performance. The value of the variable on the significance of the work discipline of 0.016. So that, their significance was less than the value of 0.05 or $0.016 < 0.05$. This indicates that the variable of work discipline partially had a significant influence on performance.

The results of the regression Coefficient Hypothesis Test Simultaneously with the F-test

The F-test is used to find out the influence of managerial competency variables on the principal work, motivation, discipline work against performance. Significant means relationships that occur can be applicable to the population. Based on table 2, the significant value at the variable of principle competence, work motivation, work discipline on performance was 0.000. So that their significance was smaller than the value of 0.05 or $0.000 < 0.05$. This indicates was simultaneously that the variable f principal managerial, work motivation, work discipline had the significant influence on performance. This research indicated that the influence of managerial competencies of the principal work, motivation, work discipline to the performance of teachers simultaneously. In carrying out its duties of a principal was required to have managerial competencies such as Principal as educator, administrator, Manager, supervisor, leader, innovator and motivator. The principal gave coaching to teachers, employees and students. The principal joined stake holder making the vision and mission, performing the empowerment of teachers on the implementation of the programme of work, programme oversight, evaluation and monitoring programs, administering the implementation of the programme and documentation of the results of the implementation of the program. The principal made a supervision program, implement supervise. Principals gave example to the teacher, giving the right decision on any policy taken. The principal gave

a new idea in the learning activities. The principal gave rewards and sanctions to teachers, and created an atmosphere conducive to work.

Besides the principal managerial competencies, it was also supported by the work motivation of teachers. Teachers were given the opportunity to Excel, get recognition from colleagues, friends to feel proud of his work as a teacher, get recognition from colleagues, receive a salary or honorarium each month, a pleasant working conditions, school leadership policy favors to all, and have a good relationship between colleagues (interpersonal) that can improve the performance of teachers. Work discipline as like the right time, doing the job efficiently, the high attendance rates, understand with the tasks that are carried out, responsible with his job done, execute carefully, work together with all parties, abiding by the rules that apply, and willing to accept sanctions if it violates the rules can improve the performance of teachers. From this it can be seen from some teachers who prepare learning devices such as RPP (plan of implementation of the study), Journal of teaching, syllabus, instructional media when the principal will perform supervision classes. When the teacher was given several tasks to be completed, the teacher could solve them with timely and the principal was satisfied with the results obtained. Any activity that was carried out was always administered and documented. Although there are still some teachers that their motivation was lacking and their discipline were also low, because there were still some teachers who were not able to finish the task on time, Principals were not satisfied with the results of the work of the teacher, there was the teacher that came late in school. The results of this research, the competency of the principal managerial, work motivation, work discipline simultaneously influenced significantly to the teacher at performance at SMAN 1 Cluring, Banyuwangi.

V. CONCLUSION, IMPLICATION AND LIMITATIONS

Conclusion

Based on the results of the analysis that had been done on this research, it could be concluded that: 1) the competence of principal managerial, work motivation and work discipline partially effected significantly to the performance of the teacher at SMA Negeri 1 Cluring. 2) the competence of principal managerial, work motivation and work discipline simultaneously effected significantly to the performance of the teacher at SMA Negeri 1 Cluring.

Thus the competence of principal managerial, work motivation and work discipline effected significantly to the performance of the teacher at SMA Negeri 1 Cluring

Implications

The conclusion of the result of the research had been presented above, it had a number of important implications of efforts to improve the performance of the teacher in the achievement of the vision and mission of the school. The formulation of the implications this research emphasized the efforts of increasing the perception of managerial competency against the principal, the motivation to work, and work discipline to the performance of teacher at SMAN 1 Cluring, Banyuwangi. The implications of the results of research on the managerial competencies of the principal problem, work motivation, and work discipline in relation to the performance of the teachers was that the three variables turns out to be closely related to the performance of teachers. With managerial competence was a good principal, teachers could also increase performance. For that school principals were expected to increase the frequency of coaching to the. teachers, employees and students. Increasing empowerment of teachers on the implementation of the programme of work, programme oversight, evaluation and monitoring programs, administering the implementation of the programme and documentation of the results of the implementation of the program. Carrying out the supervision, rewards and sanctions to the teacher, as well as creating a conducive working atmosphere. Teachers worked in order to increase motivation, teachers must be given the opportunity to Excel. Teachers feel proud of his work as a teacher, a pleasant working conditions, school leadership policy favors to all, and have a good relationship between colleagues (interpersonal) so that it can improve the performance of teachers.

The discipline of work must also be improved as timely, do work in an efficient, responsible with the job done, execute carefully, can work together with all parties, abiding by the rules that apply, and willing to accept sanctions if it violates the regulations so that it can improve the performance of teachers.

Limitation

Based on the result of the research conclusions, then it can be suggested that: 1) The manager (principal) is much needed to give motivation to the teachers continuously and consistently so that, their performance is more increasing. 2) The teachers must improve the teacher their discipline, in order their performance is more increasing too.

References

- Fattah. 1999. *Landasan Manajemen Pendidikan Remaja*. Bandung: Rosda Karya.
- Fathoni Abdurrahmat. 2006. *Organisasi dan Manajemen Sumber Daya Manusia*, Jakarta : PT Rineka Cipta
- Hasibuan. 2006. *Manajemen Sumber Daya Manusia*. Jakarta: PT Bumi Aksara. Jakarta
- Meta, Nandha. 2013. *Pengaruh Disiplin Kerja dan Kepemimpinan Terhadap Kinerja Karyawan Pada PT. Pustaka Rizki Putra Semarang*. Tesis. Fakultas Ilmu Sosial dan Politik Universitas Diponegoro Semarang.
- Mulyasa. 2009. *Menjadi Kepala Sekolah Profesional*. Bandung : PT Remaja Rosdakarya.
- Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 16 Tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi
- Rivai Veithzal. 2004. *Manajemen Sumber Daya Manusia Untuk Perusahaan : Dari Teori Ke Praktik*. PT. Raja Grafindo Persada, Jakarta.
- Siagian, Sondang P. 1996. *Teori dan Praktek Kepemimpinan*. Jakarta: Rineka Cipta
- Sinungan. 1997. *Produktifitas Apa dan Bagaimana*. Jakarta: Bumi Aksara.
- Soejono. 1997. *Sistem dan Prosedur Kerja*. Jakarta: Bumi Aksara
- Sutikno. 2015. *Pengaruh Gaya Kepemimpinan, Motivasi Kerja dan Kompensasi Terhadap Kinerja Guru Melalui Kepuasan Kerja*. Tesis. STIE Mandala Jember.
- Syahdan. G. 1996. *Manajemen Sumber Daya Manusia (Human Resources Manajement)*. Jakarata: Djembatan.
- Tu'u, Tulus, 2004. *Peran Disipiln Pada Perilaku dan Prestasi Siswa*, Jakarta: Gramedia Widiasarana.
- Usman M. Uzer, 1990. *Menjadi Guru Profesional*, Bandung : Remaja Rosdakarya.
- Wahjosumidjo. 2005. *Kepemimpinan Kepala Sekolah*. Jakarta: PT Raja Grafindo. Persada.