



### The Influence of Principal Leadership and Teacher Professionalism on Honorary Teacher Performance

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#### Abstract

The purpose of this study was to analyze the effect of principal leadership on teacher performance, the effect of professionalism on teacher performance, and the effect of principal leadership and teacher professionalism together on teacher performance. The population is all public elementary school teachers in SD Dabin III, Selomerto District, and the sample size is determined by the Krejcie table as many as 60 people. Data collection techniques using a questionnaire. Analysis of research results using descriptive statistics, and regression analysis. The results showed that the leadership of the principal, teacher professionalism, and teacher performance were in a good category. The results showed that there is a positive and significant effect of principal's leadership on teacher performance, professionalism has a positive and significant effect on teacher performance. The results showed that there is a positive and significant joint influence of principal leadership and teacher professionalism on the performance of elementary school teachers. Based on this research, it is suggested that teacher performance needs to be improved and teachers must be aware that rights and obligations must be balanced. The professionalism has been well maintained and improved again considering it has a dominant influence on teacher performance.

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## INTRODUCTION

Wibowo (2018) states that teachers in Indonesia are divided into two, namely teachers with permanent status and teachers with non-permanent status (honorary teachers). This difference lies in the appointment of status by the state. Permanent teachers, namely civil servants, and non-permanent teachers are called honorary teachers. For obligations, both have the same obligations but the rights obtained are different. Sariwulan et al. (2019), that non-permanent teacher (honorary teachers) is paid based on teaching hours every month. Honorary teachers are generally not paid by the government but by schools with relatively low wages.

The existence of this raises the question of how the performance of honorary teachers and what things can affect the performance of honorary teachers considering the rights they get are different while the obligations are the same as those of civil servant teachers. This can not be denied because the teacher is the key to education. Without the existence of teachers, the goal of education would never be achieved because the system of education would not run well (Suhartini et al., 2019).

There are several things that support and affect the performance of honorary teachers, one of which is the principal's leadership and professional burden. Leadership according to Robbin in Rohmat (2010) leadership is the ability to influence a group toward the achievement goal. The principal's leadership produces a different policy and must be followed by his subordinates, including honorary teachers. For the dismissal of honorary teachers, principals also have their own policies as stated by Balkis and Masykur (2017) that dismissals without severance pay can also occur because the fate of honorary teachers depends on the principal's discretion.

The next thing that affects the performance of honorary teachers is the professional burden. According to Permendikbud RI Number 15 of 2018 article 3, the professional duties of teachers are shortened to 5M, namely planning learning or to mentor, carrying out learning or mentoring,

assessing learning outcomes or mentoring, guiding and training students, and finally carrying out additional tasks. Teacher's performance as the result that was achieved by the teacher is doing their duties as their responsibility based on capability, experience, competence, and commitment agreement with the criteria that was set by the government (Suhartini et al., 2019).

Research on honorary teachers has been conducted by several researchers. One of the researchers, Ahmad Fauzi, a student of Elementary School Teacher Education (PGSD) Universitas Muhammadiyah Surakarta, concluded that there was no difference in performance between PNS and non-PNS teachers at SDN in Putatsari Village with the research population being all teachers in SDN in Putatsari Village, amounting to 60 teachers. Furthermore, research from Nur Aisyah, a management student of UIN Makassar that there is no difference in performance perception between PNS and Non-PNS teachers at public elementary schools in Saotengnga Village, Sinjai Regency, the only difference is status, salary, and pension insurance (old-age insurance). So that the performance between PNS and honorary teachers remains the same in accordance with the responsibilities given.

Problems about honorary teachers have been going on for a long time and in various places. One of them occurred in Wonosobo Regency, Sigit Sukarsana, the Head of the Wonosobo Education and Sports Office at Suara Merdeka (Tuesday, 18 September 2018) explained that as many as 781 K2 honorary workers throughout Wonosobo agreed to send a letter of complaint to the President of the Republic of Indonesia Joko Widodo. One of the Dabins who had sent a letter of complaint to the President was Dabin III of Selomerto Sub-district, not even just sending a letter of complaint, most of the honorary teachers held demonstrations at Monas Jakarta for several days. But what has happened until now is that many honorary teachers have remained. This is the reason the researchers conducted research in Dabin III, Selomerto District.

The purpose of this study was to analyze the influence of principal's leadership on teacher performance, the effect of professionalism on teacher performance, and the effect of principal leadership and teacher professionalism together on teacher performance at Dabin III Elementary School, Selomerto District, Wonosobo Regency which will later be useful as information material and improve leadership quality. Principals and professionals on the performance of honorary teachers.

## METHOD

This study uses a quantitative research method with a survey approach with descriptive objectives in SD Dabin III, Selomerto District, Wonosobo Regency. This research method uses quantitative because the research data is in the form of numbers or scores. The approach in this study uses a survey approach because the researchers directly came to the object of research to analyze the influence of the principal's leadership and professional workload on the performance of honorary teachers at SD Dabin III, Selomerto District, Wonosobo Regency. The population is all elementary school teachers in SD Dabin III Selomerto District, and the sample size is determined by the Krejcie table as many as 60 people.

The purpose of this research is descriptive, that is, the researcher examines the existing facts. Effendi and Tukiran (2012) say that descriptive research develops concepts and collects facts, but does not test hypotheses. This study describes a situation or phenomena that were as they were at the time the research was conducted. As mentioned by Arikunto (2010) that descriptive research is research that really only describes what is or occurs in a particular scene, field, or area. Research subjects or respondents are the parties used as samples in a study.

The subjects in this study were honorary teachers in Dabin III, Selomerto District, Wonosobo Regency. The population in this study were all honorary teachers of Dabin III, Selomerto District, Wonosobo Regency. This is done when the population is relatively small. So

in this study, the entire population of teachers was taken as a sample.

Research variables are everything in any form determined by the researcher to be studied, so that information is obtained about it then conclusions are drawn (Sugiyono, 2013). In this research there are three independent variables and one dependent variable. The variables in this study use a dual paradigm with three independent variables.

Data collection is how researchers determine the exact method to obtain data, then followed by ways to arrange assistants, namely instruments (Arikunto, 2013). Furthermore, when viewed in terms of data collection methods or techniques, data collection techniques can be carried out by interview (interview), questionnaire (questionnaire), observation (observation) and a combination of the three (Sugiyono, 2009). This study collects data using questionnaires, interviews and documentation.

Validity and reliability are prerequisite tests to find the validity of data in research. The instrument requirement test is intended to obtain valid and reliable data in measuring the desired data in order to answer the formulation of the research problem. This study used descriptive statistical analysis. Descriptive statistics are statistics used to analyze data by describing or describing the data that has been collected as it is without intending to make conclusions that apply to the public or generalizations. Analysis of research results using descriptive statistics, simple regression, and multiple regression.

## RESULTS AND DISCUSSION

### Data Description

The results of descriptive statistical analysis of the performance variables of honorary teachers (Y), principal leadership (X1), teacher professionalism (X2) can be seen in Table 1.

**Table 1.** Results of Descriptive Statistical Analysis of Research Variables Descriptive Descriptive Statistics

	Mean	Std. Deviation	N
Y	61.4155	4.49624	60
X1	58.8028	4.26970	60
X2	58.0915	4.73991	60

Based on Table 1 above, it can be explained that the variable of honorary teacher performance obtained a mean of 61.4155 with a standard deviation of 4.49624. The principal's leadership variable obtained a mean of 58.8028 with a standard deviation of 4.26970. The teacher professional variable obtained a mean of 58.0915 with a standard deviation of 4.73991.

**Normality test**

Before the final analysis of the data for hypothesis testing, the level of normality was first tested using the *Kolmogorow Smirnov Goodness of Fit Test analysis* with the SPSS computer software. The summary of the results of the analysis can be seen in Table 2 below.

**Table 2.** Data Normality Test Results One-Sample Kolmogorov-Smirnov Test

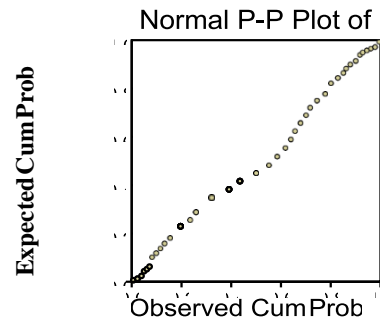
		Y
N		142
Normal Parameters <sup>a,b</sup>	Mean	61.4155
	Std.Deviation	4.44962
Most Extreme Differences	Absolute	.213
	Positive	.213
	Negative	-.132
Kolmogorov-Smirnov Z		2.540
Asymp.Sig. (2-tailed)		.217

a. Test distribution is Normal.

b. Calculated from data.

Based on the output of one sample Kolmogorow Smirnov Goodness of Fit Test, obtained sig value (significance) 0.217 = 21.7% and greater than 5% or (21.74% > 5%) then the null hypothesis is accepted and thus the dependent variable is normally distributed. The

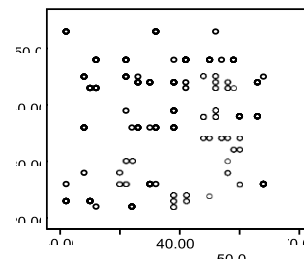
test results of this requirement meet to analyze with regression analysis as a requirement. Furthermore, based on the P-Plot graph, the data spread around the diagonal line and follows the direction of the diagonal line, so that the regression model meets the assumption of normality. The complete and detailed can be seen in Figure 1.



**Figure 1.** P-Plot of Normality Test Results

**Heteroscedasticity Test**

This test of requirements determines that the residuals must not be related to each other. Disturbance up will depend on the chosen value of the explaining variable is a constant number equal to the variance. This is an assumption of homoscedasticity or equal variance. The results of heteroscedasticity can be seen in Figure 2.



**Figure 2.** Heteroscedasticity Test

It can be seen from Figure 2 above that the points are scattered around the vertical axis and do not form a certain pattern or appear random, so it can be concluded that the regression model does not contain heteroscedasticity or is homoscedastic or homogeneous.

**The Influence of Principal Leadership (X1) on Honorary Teacher Performance (Y)**

To test the magnitude of the influence of the principal’s leadership on teacher performance partially, simple linear regression analysis was used. With the help of the SPSS for Windows Release 14 computer software program. Before determining the magnitude of the influence of the principal’s leadership variable on teacher performance, it will be analyzed first about the close relationship between the two variables. Based on the computer output regarding the correlation coefficient, the correlation coefficient is 0.508 (in Appendix 4) and this coefficient is positive. This shows that if the principal’s leadership increases or is good, the teacher’s performance will also increase. The model of the principal’s leadership relationship with teacher performance is significant, this is indicated by the magnitude of the t-test value = 6.982 which is greater than the t table alpha of 0.05 (df = 140) of 1.645. The results of the t-test for this simple regression model can estimate teacher performance which is determined by the principal’s leadership. The results of the t-test based on computer output can be seen in Table 3.

**Table 3.** T-test Results 1

Model	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.258	.253	3.88614	2.095

a. Dependent Variable: Y

Based on the output above, the regression coefficient is 0.535 and the constant is 29.946. Then it can be described the form of the relationship between the principal’s leadership variable and teacher performance in the form of a regression equation  $Y = 29.946 + 0.535X1$ . This means that if the principal’s leadership increases by 1 point, the teacher’s performance will increase by 0.535 points at a constant 29.946. In other words, the better the leadership of the principal, the teacher’s performance will increase. This relationship is also linear, it is explained by

the results of the F test through the computer output  $Sig\ 0.000 < 0.05$ . It can also be said that the regression model is a model that can estimate teacher performance, namely the effect is positive and significant. The positive and significant influence of the principal’s leadership variable on teacher performance can be seen in Table 4.

**Table 4.** F-Test Results 1

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	736.193	1	736.193	48.748	.000a
Residual	2114.293	140	15.102		
Total	2850.486	141			

a. Predictors: (Constant), X1

b. Dependent Variable: Y

The magnitude of the influence of the principal’s leadership on the performance of honorary teachers can be seen in Table 5.

**Table 5.** Model Summary 1

Model	Unstandardized Coefficients	Standardized Coefficients	T	Sig.
1	(Constant)		6.627	.000
	X1	0.508	6.982	.000

a. Predictors: (Constant), X1

b. Dependent Variable: Y

Based on the computer output above, it can be explained that the R square value is 0.258. This means that the principal’s leadership variable affects teacher performance by 25.8%, and the remaining 74.2% is determined by other reasons outside the regression model.

**The Effect of Professionalism (X2) on the Performance of Honorary Teachers (Y)**

To test the magnitude of the influence of teacher professionalism on teacher performance partially used simple linear regression analysis. With the help of the SPSS for Windows Release 14 computer software program. Before determining the magnitude of the influence of the teacher professionalism variable on teacher performance, it will be analyzed first about the close relationship between the two variables. Based on the computer output regarding the correlation coefficient, the correlation coefficient is 0.627 (in Appendix 4) and this coefficient is positive. This shows that if the professionalism of the teacher increases or the teacher is more professional in carrying out their duties, the teacher's performance will also increase. The model of the relationship between teacher professionalism and teacher performance is significant, this is indicated by the magnitude of the t test value = 9.536 which is greater than the t table alpha of 0.05 (df = 140) of 1.645. The results of the t-test for this simple regression model can estimate teacher performance which is determined by teacher professionalism. The results of the t-test based on computer output can be seen in Table 6.

**Table 6.** F-Test Results 2

Model	Unstandardized Coefficients	Standardized Coefficients	T	Sig.
1 (Constant)	26.837	.627	7.37	.000
X2	.595	.627	9.536	.000

a. Dependent Variable: Y

Based on the output above, the regression coefficient is 0.595 and the constant is 26.837. Then it can be described the form of the

relationship between the two variables of teacher professionalism and teacher performance in the form of a regression equation  $Y = 26.837 + 0.595X_2$ . This means that if the professionalism of the teacher increases by 1 point, the teacher's performance will increase by 0.595 points. It can also be said that teachers who are professional in carrying out their professional duties will increase their performance. This relationship is also linear, it is explained by the results of the F test through the computer output Sig 0.000 < 0.05. It can also be said that the regression model is a model that can estimate teacher performance, namely the effect is positive and significant. For more details, the results of the F-test through the computer output can be seen in Table 7.

**Table 7.** F-Test Results 2

Model	Sum of Squares	Df	Mean Square	F	Sig.
1	1122.379	1	1122.379	90.928	.000
Residuals	1728.107	140	12.344		
Total	2850.486	141			

a. Predictors: (Constant), X2

b. Dependent Variable: Y

The magnitude of the influence of teacher professionalism on teacher performance can be seen in the following computer output.

**Table 8.** Model Summary 2

Model	R	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.627 <sup>a</sup>	.394	389.351	1.993

a. Predictors: (Constant), X2

b. Dependent Variable: Y

Based on Table 8, it can be explained that the R square value is 0.394. This means that the

variable of teacher professionalism affects teacher performance by 39.4%, and the remaining 60.6% is determined by other reasons outside the simple regression model or partial testing. Teacher professionalism is more dominant than the principal's leadership. The influence of the teacher professionalism variable on teacher performance is significant, namely, the F-test results obtained through computer output Sig 0.000 <0.05.

**The Influence of Principal Leadership (X1) and Teacher Professionalism (X2) on Teacher Performance (Y)**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
	1 (Constant)	18.668			
X1	.260	.079	.247	3.312	.001
X2	.472	.071	.498	6.669	.000

To test the magnitude of the joint influence of principals' leadership and teacher professionalism on teacher performance, multiple linear regression analysis was used. With the help of SPSS for Windows Release 14 computer software, the following output is obtained in Table 9.

**Table 9.** SPSS Test Results in The Effect of Principal Leadership on Honorary Teacher Performance

Based on the results of multiple linear regression analysis in Table 9, the following multiple regression equations are obtained: The constant is 18.668, the principal's leadership coefficient (X1) is 0.260 and the teacher professionalism coefficient (X2) is 0.472. Thus the equation of the regression line is  $Y = 18.668 + 0.260X1 + 0.472X2$ . This positive regression line equation indicates that the better the leadership of the principal and the more professional teachers are in carrying out their duties, the better the teacher's performance will also increase.

The magnitude of the influence of principal leadership and teacher professionalism has an effect on teacher performance together can be

seen in the following computer output. Meanwhile, to determine the magnitude of the effect together, the F-test with the help of computer software is used, the results of which can be seen in Table 10.

**Table 10.** Results of SPSS F-Test the Effect of Principal Leadership on Honorary Teacher Performance

Model	Sum of Squares	Df	Mean Square	F	Sig.
1	1248.763	2	624.38154	154.185	.000a
Regression					
Residual	1601.723	139	11.523		
Total	2850.486	141			

d. Predictors: (Constant), X2, X1

e. Dependent Variable: Y

Based on Table 10, it can be explained that the principal's leadership and teacher professionalism have a significant effect on teacher performance, that is, the F test results are 54.185, greater than the F distribution table alpha 0.05 (df = 2:139) = 3.06 or Sig 0.00 < 0.00.

**Table 11.** Model Summary 3

Model	R	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson	
1	.662a	.438	430	3.39458	2.018

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

Based on Table 11, it can be explained that the R square value is 0.438. This means that the principal's leadership and professionalism variables affect teacher performance together by 43.8%, and the remaining 56.2% is determined by other reasons not examined.

**The Influence of Principal Leadership (X1) on the Performance of Honorary Teachers (Y)**

The results of the descriptive analysis show that the performance of the honorary teachers of State Elementary Schools at the Elementary Schools of Selomerto District, Wonosobo

Regency is in the good category of 65.5%, which is obtained by means or an average score of 61.4155 which lies in the interval 52-63. However, there are still teachers whose performance is in the sufficient category which shows that it is not optimal in teaching and carrying out professional duties of 15.2% in the sufficient category, according to the data results there are indicators of the ability to analyze learning outcomes and the ability to develop improvement and enrichment programs for students. While the results of the descriptive analysis of the principal's leadership showed good or 71.8%.

There is an influence of principal's leadership on the performance of honorary teachers by 25.8%, and this effect is smaller than the professionalism of teachers, which is 39.4%. The influence of the principal's leadership on the performance of honorary teachers shows a positive and significant regression coefficient. The principal has a heavy responsibility as a leader in his school related to the management of human resources, namely the teachers he leads. This means that if the principal's leadership is good, the performance of honorary teachers will increase. So that the leadership role of the principal is very important as the main driver of the wheels of education in a school, to achieve the goals of national education requires a high professionalism and commitment in carrying out the task (Taswir, 2014). The principal has the power and influence in determining teaching and learning activities in schools, life in schools is regulated in such a way through the leadership of a principal (Kompri (2016). Thus, effective principal leadership can improve the performance of honorary teachers. In this case for Elementary School Selomerto District, Wonosobo Regency, this is evidenced by the results of regression analysis that the principal's leadership coefficient is positive.

#### **The Influence of Teacher Professionalism (X2) on the Performance of honorary teachers (Y)**

The results of the descriptive analysis show that the professionalism of teachers in the category of professional teachers in carrying out

their duties is 77.5%. However, there are still teachers whose professionalism is in the quite professional category by 12.0%, and there are teachers who are less professional in carrying out their duties by 2.8%, this is reflected in the indicator that teachers lack mastery of methods and evaluation of learning outcomes. The professionalism of Elementary School teachers in Selomerto District, Wonosobo Regency, which belongs to this professional category is driven by a need for encouragement and efforts to improve their competence, which in turn pushes them towards an achievement, namely their performance.

There is a positive effect of the variable of teacher professionalism on the performance of honorary teachers, which is 39.4%. The positive regression coefficient means that the more professional a teacher is in doing his job as a teacher, his performance will increase. Therefore, a teacher must improve his competence. Competence is a characteristic that underlies a person and is related to the effectiveness of an individual's performance in his work. Spenser in Sutrisno (2009). Makovec (2018) states that Teacher professional development begins with training at the faculty when future teachers begin to create their professional identity, which happens through defining and recognizing the various roles the future teachers will take on as a teacher in the classroom. Education will be carried out well if a teacher pursues his profession with a professional attitude. Professional teachers will always work hard to overcome all the problems faced in the hope of achieving better performance.

#### **The Influence of Principal Leadership (X1) and Teacher Professionalism (X2) on the Performance of honorary teachers (Y)**

Based on the results of multiple regression analysis, the regression equation line  $Y = 18.668 + 0.260X_1 + 0.472X_2$ . This result shows that this positive sign is in accordance with the theory and it can be interpreted that the principal's leadership and teacher professionalism are good, so the performance of honorary teachers will be good too.



The influence of the principal's leadership on the performance of honorary teachers shows a positive and significant regression coefficient. The joint influence of the principal's leadership and teacher professionalism variables on the performance of honorary teachers is 43.8%. The influence of teacher professionalism on the performance of honorary teachers is 39.4%, this influence is greater or dominant, this is because teachers who are increasingly professional in carrying out their professional duties as teachers will increase their performance. In Permendiknas Number 16 of 2007 concerning the qualifications and competencies of educators, it is stated that teachers must have professional competence. This result is also in accordance with the desired theory, namely that teachers who are professional in their duties will increase their achievements because they carry out tasks according to their expertise. Professional teachers will always work hard to overcome all the problems faced in the hope of achieving better performance. This demand for professional teachers will improve their performance and lead to the quality of education, this is also a challenge and anticipation of facing globalization that teachers must be professional.

Observing education as a system, the performance of honorary teachers cannot be separated from the leadership of the principal in terms of the headmaster and top management in managing schools and empowering teachers. The better the principal's leadership in empowering teachers, the performance of honorary teachers will increase. In fact, it is not only the principal's leadership and teacher professionalism that affects teacher performance but there are also many other and very complex factors, therefore other factors outside of this research model affect the performance of honorary teachers by 56.20%. Factors outside the regression model and this research, such as school culture, supervision by the principal, work motivation, job satisfaction, pedagogic competence, and so on were not examined.

## CONCLUSION

Based on the results of descriptive statistical analysis of teacher performance variables, the principal's leadership and the teacher professionalism in the good category at State Elementary Schools, Selomerto District, Wonosobo Regency. There is a positive and significant influence of principal's leadership on teacher performance. This positive influence means that if the principal's leadership is getting better, the teacher's performance will increase. There is a positive and significant effect of teacher professionalism on teacher performance. This positive influence means that if the teacher is more professional in carrying out his duties, the teacher's performance will increase. There is a positive and significant effect of principals' leadership and teacher professionalism on teacher performance. This positive influence means that if the leadership of principals and teachers is more professional in carrying out their duties, the teacher's performance will increase.

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