



The Influence of Transformational Leadership, Work Discipline, And Work Facilities on The Performance of State Elementary School Teachers in Boja District Kendal

Ahid Miandi Winoto, Endang Wuryandini, Widya Kusumaningsih
Universitas PGRI Semarang, Indonesia

Corresponding author, email: acidmiandi@gmail.com

Keywords	Abstract
Transformational Leadership, Work Discipline, Work Facilities, Performance Teachers	In the current era of bureaucratic reform, the State Civil Apparatus must have positive competitiveness and is required to innovate and develop their competencies in carrying out their duties and responsibilities in order to achieve the best performance for the organization. This requires the full effort and support of the organization by utilizing the organization's internal resources. Therefore, this study aims to determine and analyze the influence of organizational culture and perceived organizational support on innovative work behavior through the mediating role of knowledge sharing at the Supreme Audit Board (BPK) Representative of Central Kalimantan Province. This study uses quantitative methods with data collection through the distribution of questionnaires with a sample of 103 respondents. Data analysis using SEM-PLS with Smart Pls 3.0 tools. The results showed that organizational culture had no significant effect on innovative work behavior, but showed significant results when knowledge sharing mediated the relationship. In addition, the perceived organizational support has a significant effect on innovative work behavior but knowledge sharing cannot mediate the relationship.

INTRODUCTION

The quality of education in schools is inseparable from the role of the teacher. Teachers are one of the important components in the teaching and learning process that play a role in efforts to form potential human resources in the field of development; therefore, teachers must play an active role and be able to place their position as professionals in accordance with the demands of an increasingly developing society. The teacher's role in teaching must be able to be carried out both in favorable educational conditions and in unfavorable ones, such as during the COVID-19 pandemic, which is currently greatly affecting the teacher's ability to teach students by means of The impact of the COVID-19 pandemic has caused many organizations to experience many significant changes, so that many policies and coaching practices are no longer appropriate and can no longer be used to deal with world situations and conditions that are changing globally. The changes in behavior that followed led to shifts in work paradigms and work culture at various levels of the organization. Minister of Education and Culture (Mendikbud) of the Republic of Indonesia, Nadiem Makarim, issued a circular for the prevention of the Corona virus (Covid-19) in educational units on Sunday, May 9, 2020, addressed to heads of

provincial education offices and heads of district and city education offices throughout Indonesia. Mulyadi (2012: 7) explains that the efforts that can be made by school principals are to direct, improve, and develop the potential of themselves and educators who jointly focus their teaching and learning activities in order to achieve success in learning. Leaders are expected to be able to maximize the potential that exists in the organizational environment to improve organizational efficiency so that optimal performance can be achieved. The performance of a teacher is a very decisive component in any effort to improve the quality of education. For this reason, it is expected that the teacher's ability to manage the teaching and learning process well, especially in creating conducive learning situations and conditions, will allow students to develop their creativity and interest in learning. Teacher performance can be interpreted as a condition that shows the ability of a teacher to carry out his duties at the madrasa and illustrates the existence of an action displayed by the teacher in or during learning activities.

Asf & Mustofa (2013: 156) describe teacher performance as a work result that can be achieved by a teacher in an educational institution or madrasa in accordance with the duties and responsibilities of achieving educational goals. The success of a teacher must

meet predetermined criteria; if the teacher meets these criteria, it means that a teacher can be said to be successful and have good quality. Conversely, if a teacher does not meet good criteria, then the teacher cannot be said to be successful, according to the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 15 of 2018 concerning Fulfilling the Workload of Teachers, Principals, and School Supervisors. Factors that influence teacher performance can come from within the individual itself, such as motivation, skills, and also education. There are also factors from outside the individual, such as work climate, salary level, and so on. However, in this study, the researchers considered factors that might influence teacher performance, one of which was the leadership of the school principal.

Iskandar (2013: 18) defines educational leadership as the ability and process of influencing, guiding, coordinating, and mobilizing other people who have something to do with the development of educational science and the implementation of education so that the activities carried out can be more effective in achieving educational and teaching goals. One of the leadership focuses is the transformational leadership of the school principal. According to Septyan et al. (2017), transformational leadership consists of intense relationships between leaders and their subordinates that have the potential to influence employees to carry out orders or work happily and without coercion. In line with Septyan's opinion, Wirawan (2013: 352) also gives his opinion that the success of transformational leadership depends on the leader's ability to create an environment that allows followers to create performance that goes beyond past performance.

In educational organizations, the leader of education is the principal. As an educational leader, the principal has a number of quite heavy duties and responsibilities. To be able to function optimally, school principals need to apply proper leadership. Apart from leadership, according to Utari and Rasto (2019), a factor that can affect the performance of teachers as educators is work discipline. Arianti (2018) notes that the task and role of the teacher are not only to educate, teach, and train but also how the teacher can read the class situation and the condition of the students in receiving lessons. Suhadi et al. (2014) describe teachers as professional educators with the main task of educating and developing students in early childhood education through formal education, basic education, and secondary education. According to facts on the ground relating to the leadership of the principal at the public

elementary school in Boja District, Kendal Regency, there were several complaints submitted by teachers about the leadership felt by teachers so far, one of which was the attitude and behavior of the principal, who was less assertive in giving sanctions to teachers. the lack of discipline regarding working hours, the relationship between the principal and the teacher, which has been too rigid so far, and the attitude of the principal, which has not been maximized in terms of motivating teachers at school. Therefore, it is necessary to provide suggestions that are guiding to school principals whose performance is less effective so that it does not affect teacher performance. The next factor that has a good influence on teacher performance is work discipline. Discipline for every employee is very beneficial, both for the company and for employees. Handayani and Azizah (2021: 498) argue that, for education providers, the existence of disciplinary behavior will create order and smoothness in carrying out tasks so that optimal results are obtained and the graduation target will be achieved. According to Rahayu et al (2016: 264), disciplined behavior from employees is required for schools to achieve the expected quality target of graduate quality. Discipline can be interpreted as the awareness and loyalty of employees to carry out and complete work by always complying with company regulations. According to Utari and Rasto (2019: 239), this discipline reflects a person's sense of responsibility for the tasks assigned to him. Discipline must be upheld because, without good discipline, it will be difficult to achieve organizational goals. According to Government Regulation of the Republic of Indonesia Number 94 of 2021 Concerning Civil Servant Discipline, interpreting PNS Discipline is the ability of PNS to comply with obligations and avoid prohibitions specified in laws and regulations.

Teacher performance is not only influenced by transformational leadership and work discipline, but there are other factors that are no less important, namely the work facilities provided by schools as teacher assistants in the teaching and learning process. Work facilities in schools are the most important thing in the learning process. Infrastructure is one of the components that must be fulfilled in supporting good education management; infrastructure includes basic facilities to carry out school functions. Education is a source of national progress, which greatly determines the nation's competitiveness, so the quality of the education sector must be continuously improved. Current facts show that there is still a gap in the quality of education in this country. The gap in the quality of education is partly due to inadequate facilities and infrastructure, limited human resources, and

a curriculum that is not yet ready to meet the future. According to Muzdalifatuz (2017: 21), etymologically (meaning of the word), facilities consist of learning facilities and infrastructure, and learning facilities are tools to achieve educational goals, for example, locations or places, buildings, and others. Therefore, adequate teacher work facilities in schools will greatly assist teachers in improving their performance.

METHODS

The approach in this study uses descriptive language with the aim of describing the research object or research results. According to Sugiyono (2013: 2), the descriptive understanding is a method that functions to describe or give an overview of the object under study through data or samples that have been collected as they are, without carrying out analysis and drawing generally accepted conclusions.

In this study, the research design used is quantitative research. According to Sutanto (2013: 98), quantitative research is research based on the collection and analysis of data in the form of numbers (numeric) to explain, predict, and control the phenomena of interest. Quantitative research emphasizes its analysis of numerical data processed by statistical methods. The significance of the relationship between variables will be determined using the quantitative method. This research was

conducted at a public elementary school in Boja District, Kendal Regency. The population in this study was all PNS teachers at public elementary schools in Boja District, Kendal Regency. In this study, researchers used probability sampling. According to Sugiyono (2017: 82), probability sampling is a sampling technique that provides equal opportunities for each element or member of the population to be selected as a sample. So based on the explanation of the theory, this study finally used the probability sampling technique because the sample used was all teachers in the Boja sub-district, totaling 110 people. The research instrument was a questionnaire. The questionnaire is a set of questions or statements by researchers that are conveyed to respondents regarding problems in research. The questionnaire in this study consisted of four variables that discussed the influence of transformational leadership, work discipline, and work facilities on the performance of public elementary school teachers in Boja District, Kendal Regency.

RESULTS AND DISCUSSION

Results of Testing Hypothesis 1: The Effect of Transformational Leadership on Teacher Performance

The first hypothesis to be tested is the effect of transformational leadership on teacher performance. The results of this first hypothesis test were tested through a simple regression analysis, with the following results:

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
1					
	(Constant)	53,066		4,912	,000
	Kepemimpinan Transformasional	,594	,099	,501	,000

a. Dependent Variable: KINERJA GURU

Based on the table, the results of the regression test show that the regression coefficient $t = 4,912$ is significant at $\alpha = 0.000$, meaning that the regression constant is very significant, and $t = 6,023$ is significant at $\alpha = 0.000$, meaning that the regression coefficient is 0.594, which is very significant. The results of the transformational leadership regression test on teacher performance obtained a constant value of 53,066 and a regression coefficient value of 0,594 with a significance of 0.000, with the regression equation being $\hat{Y} = 53.066 + 0,594 X_1$. Based on the equation above, it is known that the

constant value is 53,066. Mathematically, the value of this constant states that when transformational leadership is 0, the teacher's performance has a value of 53,066. Furthermore, the positive value (0.594) contained in the regression coefficient of the independent variable (transformational leadership) illustrates that the direction of the relationship between the independent variable (transformational leadership) and the dependent variable (teacher performance) is unidirectional/positive, where every increase of one unit of the transformational leadership variable will cause an increase in teacher

performance. Based on the description of the research data, it can be seen that the transformational leadership of public elementary schools in Boja District and Kendal Regency is included in the good category. The dimensional measurement of transformational leadership found the greatest (strongest) value on the inspirational motivation dimension and the lowest (weakest) value on the personal awareness dimension. Based on the description above, it can be explained that transformational leadership at public elementary schools in Boja District and Kendal Regency is classified as good in matters related to the ability of school principals to motivate teachers to work even better. Based on the results of the regression test, it can be seen that the correlation between transformational leadership and teacher performance obtained a correlation value that is included in the strong category. Meanwhile, the magnitude of the influence of transformational leadership on teacher performance obtained an R Square value of 0.251 meaning that teacher performance was influenced by transformational leadership by 25.1%, the rest of teacher performance was influenced by other variables. These results indicate that transformational leadership has a significant effect on the performance of state elementary school teachers in Boja District, Kendal Regency.

Transformational leadership from a school leader is a figure who has a role in controlling school activities to achieve various

educational goals, including in empowering existing resources. Performance is a measure both qualitatively and quantitatively of a teacher's work, therefore teacher performance must be something that a school principal pays attention to. Based on the results of the research analysis above, the researchers concluded that there was a positive effect of transformational leadership on the performance of public elementary school teachers in Boja District, Kendal Regency.

The results of the research above are also supported by the results of research conducted by Muhamad Taufik B.K. (2019), whose research conclusions suggest that there is a positive and significant influence of transformational leadership on teacher performance, as well as research results from Alice Yeni Verawati Wote and Jonherz Stenly Patalatu (2019), whose conclusions suggest that the school principal's transformational leadership style has a positive effect on teacher performance, as well as the results of research conducted by Muhammad Sehul (2022), whose conclusions suggest that transformational leadership influences work motivation and teacher performance.

Hypothesis Testing Results: the effect of work discipline on teacher performance.

The second hypothesis test is to test the effect of work discipline on teacher performance. The results of this second hypothesis test were tested through a simple regression analysis with the following results:

Coefficientsa

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
1 (Constant)	57,592	9,042		6,370	,000
Disiplin Kerja	,531	,079	,542	6,701	,000

a. Dependent Variable: KINERJA GURU

Based on the table, the regression test results show the significance of the regression coefficients: $t = 6.370$ is significant at $\alpha = 0.000$, meaning that the regression constant is very significant, and $t = 6,701$ is significant at $\alpha = 0.000$, meaning that the regression coefficient is 0.531, which is also very significant. The results of the work discipline regression test on teacher performance obtained a constant value of 57,592 and a regression coefficient value of 0.531 with a significance of 0.000 with the following regression equation: $\hat{Y} = 57.592 + 0,531 X_2$. Based on the equation above, it is known that the constant value is 57,592. Mathematically, the value of this constant states that when work

discipline is 0, the teacher's performance has a value of 57,592. Furthermore, the positive value (0.531) contained in the regression coefficient of the independent variable (work discipline) illustrates that the direction of the relationship between the independent variable (work discipline) and the dependent variable (teacher performance) is unidirectional/positive, where every increase of one unit of the work discipline variable will cause an increase in teacher performance. Based on the description of the research data, it can be seen that the work discipline of teachers in the Public Elementary School, Boja District, and Kendal Regency is included in the good category.

The dimensional measurement of work

discipline found the largest (strongest) value on the obedience to time dimension and the lowest (weakest) value on the work responsibility dimension. Based on the description above, it can be explained that the work discipline of teachers of public elementary schools in Boja District, Kendal Regency, is classified as good in matters related to teacher obedience in paying attention to the punctuality of attending, completing assignments, and adjusting work time. The most striking weakness of work discipline lies in the dimension of work responsibility, namely, that the teacher is not optimally paying attention to work responsibilities in the form of making PTK and completing lesson plans before the teaching and learning process takes place, which affects the decline in teacher performance at school. Based on the results of the regression test, it can be seen that the correlation between work discipline and teacher performance obtained a correlation value that is included in the strong category. Meanwhile, the magnitude of the influence of work discipline on teacher performance obtained an R square value of 0.271, meaning that teacher performance is influenced by work discipline to the extent of 27,1% and the rest is influenced by other variables. These results indicate that work discipline has a significant effect on the performance of state elementary school teachers in Boja District, Kendal Regency. The work discipline of a teacher is the teacher's

ability to pay attention to attitudes and behavior to comply with work discipline. Performance is a measure both qualitatively and quantitatively of the teacher's work, therefore teacher performance must be a matter of concern, especially in the field of work discipline.

Based on the results of the research analysis above, the researchers concluded that there was a positive influence on work discipline on the performance of public elementary school teachers in Boja District, Kendal Regency. The results of the research above are also supported by the results of research conducted by Sondri Riyadi, Kuswara, and Maria Elina (2018), whose research conclusions suggest that there is an influence between discipline and the performance of SD Negeri 2 Sumberejo Elementary teachers in Bandar Lampung, and the results of research conducted by Suhartini (2016, whose research conclusions suggest that work discipline and work environment have a positive and significant effect on teacher performance in the Sultan Agung Pematangsiantar Private Elementary School (SD) both simultaneously and partially.

Results of Testing Hypothesis 3: The Impact of Work Facilities on Teacher Performance

The third hypothesis test is to test the effect of work facilities on teacher performance. The results of this third hypothesis test were tested through a simple regression analysis, with the following results:

Model	Coefficients ^a					
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	75,839	8,454		8,971	,000
	Fasilitas Kerja	,364	,073	,434	5,006	,000

a. Dependent Variable: KINERJA GURU

Based on the table, the results of the regression test show that the regression coefficient $t = 8,971$ is significant at $\alpha = 0.000$, meaning that the regression constant is very significant and $t = 5,006$. significant at $\alpha = 0.000$, it means that the regression coefficient of 0.364 is very significant. The results of the work facility regression test on teacher performance obtained a constant value of 75,839 and a regression coefficient value of 0.364 with a significance of 0.000, with the regression equation being $\hat{Y} = 75,839 + 0.364 X$. Based on the equation above, it is known that the constant value is 75,839, mathematically, the value of this constant states that when work facilities are 0, the teacher's performance has a value of 75,839 Furthermore, the positive value (0.364) contained in the regression coefficient

of the independent variable (work facilities) illustrates that the direction of the relationship between the independent variable (work facilities) and the dependent variable (teacher performance) is unidirectional/positive, where every increase of one unit of the work facility variable will cause an increase in teacher performance.

Based on the description of the research data, it can be seen that the teacher's work facilities in the Public Elementary School, Boja District, and Kendal Regency are included in the good category.

Dimensional measurements of work facilities found the largest (strongest) value on the dimension of spatial facilities and the lowest (weakest) value on the learning equipment infrastructure dimension. Based on the

description above, it can be explained that the work facilities of public elementary schools in Boja District, Kendal Regency are classified as good in terms of conducive teacher rooms because they are well maintained and provide complete practicum rooms for students, which are able to improve teacher performance at school. The most striking weakness of work facilities lies in the dimension of learning equipment infrastructure, namely the incomplete collection of teaching materials for students, which affects the decline in teacher performance in schools. Based on the results of the regression test, it can be seen that the correlation between work facilities and teacher performance obtained a correlation value that is included in the strong category. While the magnitude of the effect of work facilities on teacher performance obtained an R square value of 0.217, meaning that teacher performance is influenced by work facilities by 21,7%, the rest of teacher performance is influenced by other variables. These results indicate that work facilities have a significant effect on the performance of public elementary school teachers in Boja District, Kendal Regency.

The work facilities used by a teacher are a condition of the availability and ability to use existing work facilities in schools so that they can affect the teacher's performance at work. Performance is a measure both qualitatively

and quantitatively of the teacher's work, therefore teacher performance must be a matter of concern, especially in the field of providing adequate work facilities.

Based on the results of the research analysis above, the researchers concluded that there was a positive influence of work facilities on the performance of public elementary school teachers in Boja District, Kendal Regency. The results of the research above are also supported by the results of research conducted by Muhammad Sabiq (2018), whose research conclusions suggest that there is a significant effect of work facilities on the performance of SDIT Al-Fauzi teachers, and the results of research from Baheramsyah (2020), whose conclusions suggest that work facilities have a positive and significant effect on teacher performance at SD Negeri Segugus I, Stabat District, Langkat Regency.

Hypothesis 3 test results: the influence of transformational leadership, work discipline, and work facilities on teacher performance

The fourth hypothesis test is to test the effect of transformational leadership, work discipline, and work facilities on teacher performance. The results of this third hypothesis test were tested through multiple regression analysis, with the following results:

Coefficientsa						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4,223	11,242		4,376	,008
	Kepemimpinan Transformasional	,505	,090	,427	5,604	,000
	Disiplin Kerja	,463	,074	,472	6,217	,000
	Fasilitas Kerja	,151	,070	,061	1,729	,048

a. Dependent Variable: KINERJA GURU

Based on the table, the results of the regression test show that the regression coefficient $t = 4,376$ is significant at $\alpha = 0.008$, meaning that the regression constant is very significant, and $t X1 = 5,604$, $t X2 = 6,217$, and $t X3 = 1,729$ significant at $\alpha = 0.008$, it means that the multiple regression coefficient is very significant. The results of the regression test of transformational leadership, work discipline, and work facilities on teacher performance obtained a constant value of 4.223 and an X1 regression coefficient value of 0.505, an X2 coefficient value of 0.463, and an X3 coefficient value of 0.151 with a significance of 0.000,

0.000, and 0.048, respectively, with the equation regression as follows: $\hat{Y} = 4.223 + 0,505 X1 + 0,463 X2 + 0,151 X3$. Based on the equation above, it is known that the constant value is 4.223. Mathematically, the value of this constant states that when transformational leadership is 0, the teacher's performance has a value of 4.223. The regression coefficient of transformational leadership X1 is 0.505, which means that if transformational leadership is increased by 1 point, teacher performance will increase by 0.505 units, so the coefficient is positive, meaning that there is a unidirectional relationship between transformational

leadership and teacher performance. The regression coefficient for work discipline X2 is 0.463, which means that if work discipline is increased by 1 unit, the teacher's performance will increase by 0.463 units, so the coefficient is positive, meaning that there is a unidirectional relationship between work discipline and teacher performance. The regression coefficient for work facilities X3 is 0.151, which means that if work facilities are increased by 1 unit, the teacher's performance has increased by 0.151 units, so the coefficient is positive, meaning that there is a unidirectional relationship between work facilities and teacher performance. Based on the results of the regression test, it can be seen that the correlation between transformational leadership, work discipline, and work facilities and teacher performance obtained a correlation value that is included in the strong category. Meanwhile, the magnitude of the influence of transformational leadership, work discipline, and work facilities on teacher performance obtained an R square value of 0.352, meaning that teacher performance is influenced by work discipline to the extent of 35,2% and the rest is influenced by other variables. These results indicate that transformational leadership, work discipline, and work facilities have a significant effect on the performance of state elementary school teachers in Boja District, Kendal Regency.

Transformational leadership from a school leader is a figure who has a role in controlling school activities to achieve various educational goals, including empowering existing resources. The work discipline of a teacher is the teacher's ability to pay attention to attitudes and behavior to comply with work discipline. The work facilities used by a teacher are a condition of the availability and ability to use existing work facilities in schools so that they can affect the teacher's performance at work. Performance is a measure both qualitatively and quantitatively of the teacher's work, therefore teacher performance must be a matter of concern, especially in the field of providing adequate work facilities.

Based on the results of the research analysis above, the researchers concluded that there was a positive influence on transformational leadership, work discipline, and work facilities on the performance of public elementary school teachers in Boja District, Kendal Regency. The results of the research above are also supported by the results of research conducted by Anita Barus (2018), whose research conclusions suggest that there is an influence of transformational leadership, work discipline, and facilities that simultaneously have a significant effect on

performance.

CONCLUSION

Based on the results of testing the hypothesis and discussing the results of the study, it can be concluded as follows: Transformational leadership has a positive and significant effect on the performance of public elementary school teachers in Boja District, Kendal Regency, this is evidenced by the results of research which state that transformational leadership is included in the good category, as well as from the results of the R Square value obtained at 0.251 or 25,1% which is interpreted as teacher performance is influenced by transformational leadership by 25.1%, then the value of the regression equation $\hat{Y} = 53.066 + 0.594 X_1$, it can be said that transformational leadership has an influence on teacher performance, so this shows that the better the transformational leadership, the more teacher performance also increases. Work discipline has a positive and significant effect on the performance of public elementary school teachers in Boja District, Kendal Regency, this is evidenced by the results of the study which stated that work discipline is included in the good category, as well as from the results of the R Square value obtained at 0.271 or 27,1% which is interpreted as teacher performance is influenced by work discipline by 27,1%, then the value of the regression equation $\hat{Y} = 57,592 + 0,531 X_2$, it can be said that work discipline has an influence on teacher performance, so this shows that the better the teacher's work discipline, the teacher's performance also increases. Work facilities have a positive and significant effect on the performance of public elementary school teachers in Boja District, Kendal Regency, this is evidenced by the results of research which state that work facilities are included in the good category, as well as from the results of the R Square value obtained at 0,217 or 21,7% which is interpreted as teacher performance is influenced by work facilities by 21,7%, then the value of the regression equation $\hat{Y} = 75,839 + 0.364 X_3$, it can be said that work facilities have an influence on teacher performance, so this shows that the better the work facilities, the more teacher performance also increases. Transformational leadership, work discipline and work facilities have a positive and significant effect on the performance of public elementary school teachers in Boja District, Kendal Regency, this is evidenced by the results of the study which stated that the R Square value obtained was 0.352 or 35,2% which is interpreted as teacher performance is influenced by transformational leadership, work discipline and work facilities

35.2%, then the value of the regression equation $\hat{Y} = 4.223 + 0.505X_1 + 0.463X_2 + 0.151$, it can be said that transformational leadership, work discipline and work facilities have an influence on teacher performance, so this shows that the better the transformational leadership, the work discipline and work facilities the better the teacher's performance.

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