



Analysis of The Influence of Islamic Work Ethic, Leadership Style of The Principal, Motivation towards The Assessment of The Performance of Junior High School Teacher

Adhi Pradiptya ✉, Citra Rizkiana, Eviatiwi Kusumaningtyas Sugiyanto

Department of Management, Faculty of Economics, Universitas Semarang, Semarang, Indonesia

Article Information

Article History:

Received January 28, 2022

Revised March 27, 2022

Accepted March 28, 2022

Keywords:

Islamic Work Ethic,
Principal's Leadership
Style, Motivation and
Teacher Performance

Abstract

This study aims to examine the effect of Islamic work ethic, principal's leadership style, motivation on teacher performance at junior high school teacher. The total of 82 respondents as sample selected using purposive random sampling techniques. Data collection method in this study uses questionnaire and processed by SPSS Statistics 24. Data are analysed by multiple linear regression analysis, goodness of fit test, and coefficient of determination. Determination coefficient shows that teacher performance at junior high school teacher isriati Ngaliyan Semarang is 87,2% affected by Islamic work ethic, principal's leadership style, motivation. The rest 12,8% is explained by other variables outside this study. Then, Islamic work ethic, principal's leadership style, motivation have a positive and significant effect on teacher performance at junior high school teacher isriati ngaliyan Semarang either simultaneously or partially. Furthermore, among these three variables, the most dominant effect is Islamic work ethic.

INTRODUCTION

National education is the most strategic process to realize Indonesian people who are capable, self-control, have spiritual strength of religiousness, good personality, have intelligence, noble ahlak, and have skills for environmental life, and nation building and state. National development in the field of education needs to be given a priority so that Indonesian human resources can compete at the regional and international level. Viewed from the point of the development of information technology and the development of science and technology, culture and art that is so fast while the State of Indonesia is still faced with a condition, low quality of human resources. Thus, this becomes an indicator that out puts the world of education has not been able or has not produced and created individuals as human resources and qualified. Improving the quality and quality of education is very necessary to improve the quality of teachers. Teachers or teachers are educators

who contribute greatly in shaping human resource capabilities. Various efforts, ways and efforts are made in order to improve or improve the quality and ability of teachers by the government in the field of renewal of both systems and policies for educators, because a teacher or educator should have a task in learning that will make learners have strategic creation in learning with an interesting and meaningful learning process. This update will be successful if the learning material can be accepted and mastered by students. Thus, improving the quality of a teacher is not only a duty of the state but also a responsibility of itself. Therefore, a teacher needs awareness of himself to always continuously improve the skills, skills and knowledge needed in order to improve performance as a professional teacher. This professional attitude must be supported by several factors, namely: having good academic quality, being forward-looking, having knowledge and having a view with the environment. Thus, teachers are very instrumental in improving quality. Ac-

© 2022 Universitas Negeri Semarang

✉ Correspondence Address:
Institutional Address:
E-mail: adhipradya@gmail.com

cording to Sunardi (2014) the Islamic work ethic is the character and habits of man with regard to work, emanating from the Islamic system of faith / aqidah which is a fundamental attitude of life towards him. With this principle can improve the quality of employee performance, so that organizational goals can be achieved optimally. In addition, what can affect the performance of teacher employees is the leadership style of the principal. To meet the expectations of its members, especially the community of school leaders must use all the potential and ability that exists, with all the potential and intelligence in utilizing the existing environment. Furthermore, Zuryati & Nasir, (2015) explained that the change in the school's organizational environment needs a head of response, critical, responsive, and dare to make decisions strategically and appropriately without causing conflict in achieving educational goals. The style of the head in leading is not all the same must be different between one principal with another headmaster is adjusted to the conditions of subordinates. Educational leadership style is the way a person who leads a school in organizing, refreshing, and guiding all the bottom in order to work well. In order for the leadership of a principal to be more effective, a school board leader must learn from the mistakes that occurred both in the past and try to correct them. In addition, a headmaster provides an opportunity for educators and education personnel (employee staff) to always learn and have a high sense of their duties and obligations so as to make the school a competitive organization. Motivation comes from the word *movere* which means push or move.

Hasibuan (2016) suggests motivation in management is only aimed at human resources generally and subordinates in particular. Motivation questioned how to direct the power and potential of subordinates, in order to work together productively to achieve and realize predetermined goals. People want to work is to be able to meet the needs, both conscious needs and unconscious needs, in the form of material and non-material.

However, previous studies that have been done by several researchers show varying results. Desky (2014), one of them, who researched the Islamic work ethic, showed that the variables of Islamic work ethic have a positive and significant effect on employee performance. Islamic work ethic did not have a significant effect on employee performance. Research on the discipline of work conducted by Dapu (2015); Research on leadership styles on employee performance was con-

ducted by Elqadri (2015); Chandra and Priyono (2016) with hypothesis testing results in the form of positive and significant relationships between leadership styles and employee performance. However, in contrast to the results of research conducted by Sukwadi and Yonathan (2014) which showed that leadership styles negatively affect employee performance.

In Indonesia, religion plays a very important role in life so it is important that the government is also present in regulating the religious affairs of Indonesian people. Junior high school teacher H Isriati Ngaliyan Semarang became a junior high school that is very important in organizing some islamic religious-based teaching.

This research focuses its attention on the nonphysical needs of employees as one of the efforts to improve the performance of Teachers at SMP H Isriati Ngaliyan Semarang as one of the private schools of Islamic religious representation in Indonesia. This research was conducted to find out whether Islamic work ethic, leadership style and work motivation have a significant influence on employee performance in a government organization. In addition, it is expected to be able to provide benefits for the institution so that the quality of employee performance increases. Therefore, the organization's objectives can be achieved in accordance with *renja* (work plan) or RENSTRA (strategy plan) applied.

This research is based on the research gap, therefore, the research aim elaborate employee performance problems. The research novelty is merge of several variables in the research gap and used as a discussion to be processed so as to produce research that is different from existing ones.

Teacher Performance

The performance wants to get by showing one's ability in the job in achieving goals. Performance is also a result of the expression of potential that is in the form of behavior or ways and attitudes of a person as well as in group in fulfilling the obligation to get a result or product that is the embodiment of duties or work. Thus, performance is a form of achievement of one's results in work and related to the satisfaction of one's work.

Performance from the basic word "work" which can be interpreted as work performance, work results, or can also be called the implementation of work results. Performance is an English word. Performance is also the result of a process of the implementation of the results of work done by humans in doing their work in a certain period of time through the elements of action that are

shown in a pretense that has been. Achieved.

Ashari & Widiyaningsih, (2016) explained that the performance of a productivity teacher is assessed by applicable instruments or owned by schools with the following indicators: 1) Having and providing services that are done whether it can satisfy or not everyone or called quality of work, 2) a teacher has the ability to interact and communicate with various elements to all school residents or in other words as a form of communication, 3) a teacher has the ability to speed in various levels of time but still member the satisfaction of school residents and the improvement of school quality, 4) A teacher has the ability to serve school residents or called capability, and 5) has initiative (initiative) ability, this means a teacher must be able to complete tasks independently.

Looking at indicators of a teacher's performance, the teacher's performance will also be influenced by various factors. Here are some factors that affect a person's performance, namely: 1) the physical and mental condition of a teacher, 2) the level or level of education taken, 3) work motivation, 4) creativity, 5) safety and security in work, 6) social security and welfare, 7) technological advances, and 8) leadership policies, this factor becomes important as a reference for teachers to act.

Islamic Work Ethic

Sunardi (2004) said that the Islamic work ethic is the character and habit of humans with regard to work, emanating from the Islamic system of faith / aqidah which is a fundamental attitude of life towards Him. Work ethic is a personality attitude that gives birth to a very deep belief that work is not only to glorify, to show humanity, but also as a manifestation of pious charity and therefore has a very noble value of worship. The Islamic work ethic is a view that a Muslim believes that work is not only to glorify himself as a human being, but also as a manifestation of charity, and therefore has a very noble worship value before Allah SWT.

Hence, it can be concluded that the differentiator of the work ethic in Islam is seen in terms of values and ways in achieving its goals. Where a Muslim works it is an obligation to get the pleasure of Allah SWT. From that principle, the spirit of employees will be encouraged and avoid destructive actions and get more useful value because of how to achieve it in the halal way. Thus, islamic work ethic is the workings of a person whose intention is to prioritize the hereafter to get pleasure from Allah SWT so that

work is able to bring material as well as noble charity.

Sunardi (2004) mentions that there are three indicators of Islamic work ethic. Work is the description of Aqidah, where a Muslim's belief that works with the intention of worship is because of Allah. This characteristic distinguishes the Islamic work ethic from other work ethic. This is what arises and is extracted from the characteristics of the first (work is the description of Aqidah). Work is based on science, where in essence to be controlled by a good purpose. If knowledge and faith are not instilled in a person then it is most likely to breed greed and selfishness by oriented to the pursuit of matter only. Therefore, without knowledge and faith one is easily slipped and misguided, because it is based on disproportionate thinking. Work by examining the nature of Allah SWT and following the instructions, which is basically a mandate that must be done as well as possible responsibly in accordance with islamic sharia.

H1: Islamic work ethic has a positive and significant effect on teacher performance

Headmaster's Leadership Style

Style or style according to Zuryati and Usman (2015) is a display carried out by a leader or one's behavior in ordering an institution or institution. Leader comes from the Saxon anglo word lead. Furthermore, Zuryati and Usman (2015) explained that a unique leader and has from someone who is an individual who then becomes a role model and an example that can influence the attitudes of others both and be followed in real terms by the organizers of both individuals and groups.

Principal should have an attitude or perspective, as stated below: First, Visionary and Symbolic, worker with perspective can convey and explain the various values contained in the school organization by communicating it widely to teachers, staff or employees, and school residents. The second is the institution of a school leader working by management as an institution to work or management by walking about. Third, where a principal works for students, hence, headmaster will be close to the school residents as the customers. Fourth autonomy, a principal that good experience is good and bad is used as a tool to support innovation.

The leadership style of a process that leads an institution by provening or implementing to influence others in accordance with the wishes of the person or leader. Thus, a leader in the world of education or school needs to rea-

lize, understand, and have basic concepts and types in leaders or in managing institutions, namely schools. The leader of the school institution is interpreted as a teacher or educator who is given a functional task and responsibility to have the responsibility to lead and manage the school as a place for the process of interaction in the provision of materials between educators and students in learning.

There are several directional leadership, namely: First, the style of instruction, in this style the school leader directs, motivates, provides guidance, and conveys instructions to teachers and other school residents. Second, namely the style of consultation or style of deliberation in this style a principal conducts consultation or consults to reach a consensus in solving various problems. Furthermore, the third, participatory or democratic style, in this style the school leader acts to participate and is democratic in deciding the problem. Lastly the fourth number is the style of delegation or delegation of authority, sulking to this style the principal delegates and gives full authority to subordinates, that is educators and education personnel.

H2: Headmaster's Leadership Style has a positive and significant effect on the performance

Motivation

Priansa (2014) states that motivation is the factors that are extrinsic from outside the self that determine a person's behavior in one's life. Rusu and Avasilcai (2014), argue that the indicators of work motivation are four: need for income, need for relaxation, need for profit, and encouragement to work.

According to Sedarmayanti (2016) there are three types of motivation, namely the main driver, semi-main driver, non-material driver, so it can be concluded that work performance can provide benefits for the company and for the employee himself. As for the benefits for employees of work performance can cause feelings of satisfaction in themselves. For work performance organizations can provide enormous benefits, because this method can provide convenience to the company, especially matters related to organizational decision making in the process of achieving goals.

H3: Motivation has a positive and significant effect on teacher performance

Based on the above theory, the framework of thought compiled in this study show in Figure 1.

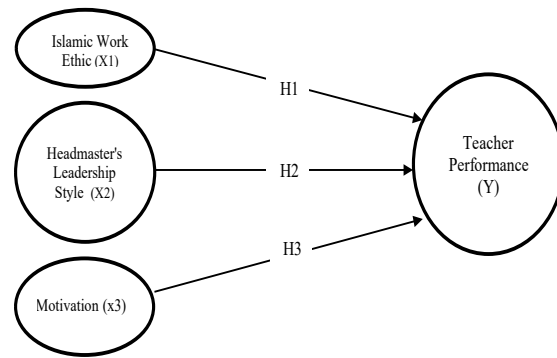


Figure 1. Research Framework

METHODS

This research uses quantitative research methods with independent variables, namely Islamic work ethic, principal leadership style and motivation while teacher performance is a dependent variable. The data collection method in this study is to use questionnaires and data testing using the SPSS Statistics 24 program. The instrument used to measure variables in a questionnaire is a likert scale with a value range of 1-5. The population in this study is all employees of the Regional Office of the Ministry of Religious Affairs of Central Java Province which amounted to 250 people (PMA No. 12 of 2018) and the number of samples based on statistical approaches with the formula Slovin (Umar, 2007) as follows:

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n : Number of samples

N : Population size

e : margin of error, i.e. percent of inaccuracy due to sampling errors that can still be tolerated by 10%.

Using the calculation of the formula above, the sample used as many as 82 respondents with sampling techniques that use purposive random sampling or sampling aims. The study used descriptive and quantitative analysis methods of multiple linear regressions.

Descriptive Analysis

This analysis is used in explaining the results of respondents' responses to each state-

ment or question from each variable. Descriptive analysis in this study uses index analysis with scoring techniques. The scoring technique used in this study is with a maximum score of 5 and at least 1, with the formula:

$$\text{Index value} = [(F1 \times 1) + (F2 \times 2) + (F3 \times 3) + (F4 \times 4) + (F5 \times 5)] / 5$$

As for obtaining respondents' answers to each variable, it is based on the average score value of the three box method calculation (Echdar, 2017), as follows:

Upper limit of score range:

$$(\%F \times 5)/5 = (82 \times 5)/5 = 82$$

Lower limit of score range:

$$(\%F \times 1)/5 = (82 \times 1)/5 = 14,4$$

The resulting index figures showed the highest score of 24.4 and the lowest score of 82, with a range of 57.6. Using the three box method, the range of 57.6 is divided into 3 parts, resulting in a range for each section of 19.2 where it will be used as the basis for index interpretation, as follows:

24.4 - 33.6	: Low category
33.7 - 52.8	: Medium category
52.9 – 82.0	: High category

Quasi-Anticipated Analysis

The quantitative analysis used in this study is the analysis of multiple linear regression through the SPSS Statistics 24 program. Some of the stages of quantitative testing in this study are validity tests, reliability tests, classical assumption tests, F tests, T tests, and coefficient of determination (R^2) tests.

RESULTS AND DISCUSSION

Descriptive Analysis

Descriptive analysis is a statistic used to analyze data by describing or describing data that has been collected as is without intending to make conclusions that apply to the public or generalization (Sugiyono, 2017). The average results of descriptive analysis index can be seen in Table 1 below:

Table 1. Descriptive Analysis of Variables

Variable	Index average	Category
Islamic Work Ethic	63.75	High
Headmaster's Leadership Style	61.66	High
Motivation	62.45	High
Teacher Performance	62.60	High

Table 1 shows that the average index value of all variables falls into the high category. This reflects that respondents consider all variables, namely Islamic work ethic, headmaster leadership style, motivation towards the performance of junior high school teacher has superior quality.

Multiple Linear Regression Analysis

After the conditions of detection of classical assumption violations do not occur, then research data processing can be done. The following table 2 is the result of data processing using the SPSS Statistics 24 program:

Table 2. Multiple Linear Regression Analysis Test Results

Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
Constant	-5.676	2.397	
Islamic Work Ethic	0.745	0.178	0.389
Headmaster's Leadership Style	0.356	0.153	0.227
Motivation	0.283	0.079	0.384

Based on the results of the double linear regression analysis in Table.2 obtained the following regression equation:

$$Y = -5,676 + 0.745 X1 + 0.356 X2 + 0.283 X3$$

The regression coefficient equation above can be interpreted as follows:

The variable of Islamic work ethic (X1) has a positive influence on the performance of the Teacher, which means that if the employee has a high Islamic work ethic, then the Teacher's *kenerja* tends to increase, assuming the absence of other independent variables.

The principal's leadership style variable (X2) has a positive influence on the teacher's performance, which means that if the principal's leadership style is implemented according to the institution's rules, then the teacher's performance increases, assuming the absence of other independent variables. The motivation variable (X3) has a positive influence on the teacher's performance, which means that if the motivation, then the teacher's performance increases, assuming the absence of other independent variables.

Islamic work ethic variables have the most dominant effect on employee performance. This is because the Islamic work ethic variable (X1) has the highest coefficient value compared to other independent variables which are followed by the principal's leadership style variable (X2) and the Motivation variable (X3).

Simultaneous Significance Test (Test F)

The F test is performed to find out if the independent variables studied have a high degree of feasibility in explaining dependent variables. F testing can be seen from the results

displayed from the ANOVA table, provided that F calculates greater than F table with significance less than 0.05. The results of the F test in this study can be seen in Table 3:

Table 3. F Anova Test Results

Model	F	Sig
Regression		
Residual	145.574	0.000 ^b
Total		

- Dependent Variables: Teacher Performance
- Predictors: (Constant), Islamic Work Ethic, Principal Leadership Style, and Motivation

From Table 3, the results of the F test stated that the value of F calculated $145.574 > F$ table of 2.74 with significance of $0.000 < 0.05$. In conclusion, simultaneously independent variables used, namely Islamic work ethic, work discipline, and leadership style have a positive and significant effect on dependent variables, namely employee performance, which means H1 is accepted.

Partial Significance Test (T Test)

The statistical T test is used to test the significance of the relationship between an independent variable and a partial dependent variable. The T test in this study was conducted using the criteria if T table $> T$ counted, then Ho is accepted and Ha is rejected, if T table $< T$ calculates, then Ho is rejected and Ha is accepted. This test also uses criteria if the probability of significance number > 0.05 , then Ho is accepted and Ha is rejected, and vice versa. The results of the T test on this study can be seen in Table 4:

Table 4. Test Results T

Model	T Count	T Table	Sig	Information
(Constant)	-2.403	1.66	0.02	
Islamic Work Ethic	3.565	1.55	0.00	H2 Accepted
Headmaster's Leadership Style	2.745	1.44	0.01	H3 Accepted
Motivation	4.836	1.56	0.00	H4 Accepted

Determination Coefficient Test (R^2 Test)

The coefficient of determination (R^2) is often referred to as the multiple coefficient of determination. This test is used to find out how much influence an independent variable exerts on its dependent variables. The following results of the determination coefficient test can be seen in Table 5:

Table 5. Coefficient of Determination Results

R	R Square	Adjusted R Square	Std. Error of The Estimate
0.934 ^a	0.732	0.867	2.675

a. Variable: Employee Performance

b. Predictors Dependent: (Constant), Islamic Work Ethic, Principal Leadership Style

From Table 5 shows the value of the coefficient of determination used is R Square. The results of the coefficient of determination test of the regression model amounted to 0.7325. This suggests that 87.2% of employee performance can be explained by Islamic work ethic (X1), work discipline (X2), and leadership style (X3), while the rest ($100\% - 73.25\% = 26.75\%$) can be explained by other variables beyond the regression model used in the study.

The Effect of Islamic Work Ethic on Teacher Performance

Based on the results of multiple linear regression analysis on Islamic work ethic variables (X1) have a positive influence on teacher performance. Of the three independent variables in the study, the Islamic work ethic included the variables that had the most influence on teacher performance. The higher the Islamic work ethic, the performance of junior high school teacher is increasing. The result of the T test on the Islamic work ethic variable is known that the T value calculated ($3.565 > T$ table (1.55857)) with a significance level of 0.002, which indicates H_0 was rejected and H_a accepted. Reinforced also from the results of respondents' responses gave a good assessment of Islamic work ethic with the average index value resulting from respondent responses of 61.83 which means having a "high" category. Based on these results, the Islamic work ethic hypothesis has a positive and significant effect on the performance of junior high school teacher (H_2) received.

These results support research conducted by Desky (2014) which states that Islamic work ethic has a positive and significant effect on te-

acher performance. It also supports the theory put forward by Sunardi (2004) who says that the Islamic work ethic is the character and habit of man with regard to work, emanating from the Islamic system of faith / aqidah which is a fundamental attitude of life towards Him.

The Effect of Headteacher's Leadership Style on Teacher Performance

Based on the results of multiple linear regression analysis on the principal's leadership style variable (X2) has a positive influence on teacher performance. This means that if the leadership style of the Principal of a professional superior, then the performance of junior high school teacher tends to increase, assuming the absence of other independent variables. The T test result found that the calculated T value for leadership style (X2) was $2.745 > T$ table (1.44366) with a significance level of 0.005, indicating H_0 was rejected and H_a was accepted.

Then it can be noted that the variable leadership style of the principal has a positive and significant effect on the performance of junior high school teacher. Reinforced also from the results of respondent responses provided a good assessment of the leadership style of the principal, with the average index value resulting from the respondent's response of 61.66 which means having a "high" category. Based on these results, the hypothesis of the principal's leadership style positively and significantly affects the performance of junior high school teacher (H_2) received.

These results support research conducted by Elqadri (2015); Chandra and Priyono (2016) stated that the leadership style of the principal has a positive and significant effect on teacher performance. The leadership style of the principal is interpreted as the behavior or way that the leader chooses and uses in influencing the thoughts, feelings, attitudes, and behavior of the organization. Leadership style encourages higher performance by providing activities that affect subordinates to believe that results can be achieved with serious effort. The right principal leadership style will motivate teachers to excel in carrying out optimal teacher performance.

Influence of Motivation on Teacher Performance

Multiple linear regression test results on motivational variables (X3) have a positive influence on teacher performance. This means that if the teacher's motivation is carried out appropriately in accordance with the rules of the institution, then the performance of junior high

school teacher tends to increase, assuming the absence of other independent variables. The result of the T test on the work discipline variable is known that the T value calculated T count (4.836) > T table (1.56887) with a significance level of 0.003, which indicates H_0 was rejected and H_a accepted.

Strengthened also from the results of respondents' responses give a good assessment of motivation. The average value of the index value resulting from the respondent's response is 62.6 which means it has a "high" category. Based on these results, the motivation hypothesis has a positive and significant effect on the performance of junior high school teacher (H_3) received. These results support research conducted by Dapu (2015);

Supported also by the theory of Sutrisno (2011) which says that motivation is the attitude of willingness and willingness of a person to obey and obey the norms of the rules that apply around him. With good motivation from junior high school teacher, then performance achievements can be achieved with the maximum. Conversely, without good motivation, institutions are difficult to achieve optimal results.

CONCLUSION AND RECOMMENDATION

Based on the data that has been collected and the tests that have been done on the problem using multiple linear regression models, it can be concluded Islamic work ethic becomes one of the variables that have the most dominant influence on the performance of junior high school teacher compared to the variables of the principal's leadership style and motivation. Average contribution of variables outside the regression model has a negative impact on the performance of junior high school teacher. The performance of junior high school teacher is influenced by Islamic work ethic, Principal Leadership Style and Motivation of 73.65% The remaining 26.75% is explained by other variables outside of this study.

REFERENCES

- Ashari, M. Y., & Widiyaningsih, P. M. (2016). Hubungan antara Hasil Penilaian Kinerja Guru dengan Kompetensi Guru PAI Tingkat SLTP/MTS di Pondok Pesantren Darul Ulum Jombang. *Dirasat: Jurnal Manajemen dan Pendidikan Islam*, 2(1), 44-69.
- Chandra, T. (2016). The Influence of Leadership Styles, Work Environment and Job Satisfaction of Employee Performance--Studies in the School of SMPN 10 Surabaya. *International Education Studies*, 9(1), 131-140.
- Dapu, V. A. W. (2015). The influence of work discipline, leadership, and motivation on Employee performance at PT. Trakindo utama Manado. *Jurnal EMBA: Jurnal Riset Ekonomi, Manajemen, Bisnis dan Akuntansi*, 3(3), 352-361.
- Desky, H. (2014). Pengaruh etos kerja islami dan gaya kepemimpinan terhadap kinerja karyawan rumah makan ayam lepaas lhokseumawe. *INFERENSI: Jurnal Penelitian Sosial Keagamaan*, 8(2), 459-478.
- Echdar S. (2017). *Metode Penelitian Manajemen dan Bisnis*. Bogor: Ghalia Indonesia.
- Elqadri, Z. M., Suci, R. P., & Chandra, T. (2015). Effect of Leadership Style, Motivation, and Giving Incentives on the Performance of Employees--PT. Kurnia Wijaya Various Industries. *International Education Studies*, 8(10), 183-192.
- Rusu, G., & Avasilcai, S. (2014). Linking human resources motivation to organizational climate. *Procedia-Social and Behavioral Sciences*, 124, 51-58.
- Heryanti, T. (2017). Pengaruh Motivasi Berprestasi Terhadap Kinerja Guru Di SMK Tunas Muda. *Jurnal Research and Develoepmen of Education*, 4(1), 44-55.
- Hasibuan, Malayu. (2016). *Manajemen Sumber Daya Manusia*. Yogyakarta: STIE YKPN.
- Priansa, D. J. (2014). *Perencanaan dan Pengembangan Sumber Daya Manusia*. Bandung: Alfabeta
- Sedarmayanti. (2016). *Perencanaan dan Pengembangan SDM*. Bandung: Refika Aditama.
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Sukwadi, R. & Yonathan. (2014). Analisis Pengaruh Gaya Kepemimpinan dan Komunikasi Interpersonal terhadap Kinerja UKM. *Jurnal Teknik dan Ilmu Komputer*, 3(11), 243-251.
- Sunardi, D. (2014). Etos Kerja Islami. *JISI: Jurnal Integrasi Sistem Industri*, 1(1).
- Sutrisno, E. (2011). *Manajemen Sumber Daya Manusia, Cet ke-3*. Jakarta: Kencana Prenada Group.
- Umar, Husein. (2007). *Metode Penelitian untuk Skripsi dan Tesis Bisnis*. Jakarta: PT. Raja Grafindo Persada.
- Zuryati, D. A., & Natsir, U. (2015). Gaya Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Guru pada di Sekolah Dasar Negeri 7 Muara Dua Lhokseumawe. *Jurnal Administrasi Pendidikan*, 3(2), 38-48.