

The Influence of Teacher’s Professionalism and School Principal Leadership on Teachers’ Performance

by

Farida

Madrasah Aliyah Negeri, Palembang, Indonesia
Email: faridaalrasyid@gmail.com

Muhammad Kristiawan

Universitas Bengkulu, Indonesia
Email: muhammadkristiawan@unib.ac.id

Happy Fitria

Universitas PGRI Palembang, Indonesia
Email: happyfitriamufly@univpgri-palembang.ac.id

Abstract

This study aimed at determining the influence of teacher professionalism and school principal leadership on teachers’ performance in Madrasah Aliyah Negeri 3 Palembang. This research used quantitative descriptive. The results obtained (Ha) for testing hypothesis 1 declared acceptable, which means the teacher’s professionalism variable has positive and significant relationship and influence on teachers’ performance in MAN 3 Palembang. The alternative hypothesis (Ha) for testing hypothesis 2 is accepted, which means the principal leadership variable has positive and significant relationship and influence on teachers’ performance in MAN 3 Palembang. The alternative hypothesis (Ha) for testing hypothesis 3 was accepted, which means that there was positive and significant influence of teacher’s professionalism and school principal leadership on the teachers’ performance of MAN 3 Palembang in the high category.

Keywords: Teacher’s Professionalism, Principal Leadership, Teachers’ Performance.

Introduction:

Creating qualified and skilled human resources is one of the reasons that education is important (Irmayani et al, 2018; Andriani et al, 2018; Lian et al, 2018; Tobari et al, 2018). Education can develop their potential through instructional process (Apriana et al, 2019). Education aims to increase knowledge, skills and expertise is needed educational resources. Human resource is organization, where an organization will really need management to manage cooperation to achieve goals (Fathurrochman et al, 2019).

The vision of school education formulated by the Directorate General of Education is oriented to the quality, equity, and autonomy (Wandasari et al, 2019). The basic policy adopted in realizing this vision is to increase the competitiveness of graduates, increase the participation of the community in education, and improve organizational health (Abdullah,

2010). Teachers as professional educators should have academic qualification and master competencies as learning agents. Teachers who have science, experience, skills, creativity, initiative, motivation and positive work culture (Fitria et al, 2019; Risdianto et al, 2020), which ultimately have expertise in accordance with the needs. Competence becomes very useful in order to improve performance that provides services, especially for students who are always interact in management because it is closely related to the productivity of the institution (Kristiawan et al, 2019).

To support the teacher's professionalism needs also principal leadership. Principal as leaders of education in schools must have abilities and skills that can be practiced in everyday life at school. According to Kristiawan (2017) the principal job is to influence, encourage, guide, direct, and move teachers, staff, students, parents and related parties to work and play a role in achieving the goals set.

This research was conducted because it was inspired by studies that have been done before (Mutmainah, 2016; Rachmawati, 2013; Setiyati, 2014). Each research concluded that the teacher's professionalism and the principal leadership had a role in improving teachers' performance.

Regarding leadership in fact in Madrasah Aliyah Negeri 3 Palembang, the clarity and achievement of the vision and mission carried out are not yet apparent. In carrying out the work to delegate authority less precisely for whom the task is given, and there are problems that occur in the bureaucratic system that is not managed properly due to lack of trust in leadership, so it is slow in making decisions. A bad relationship between superiors and subordinates makes the atmosphere at work becomes unpleasant. Bosses have variety ways of supervising work (there are those who hand things over to those assigned, there are those who like to command, like to teach and some who like to pay attention to work to detail). Leadership is not the same between one leader and another leader. Each leader has own style of leadership (Andriani et al, 2018). This difference is due to various factors both in the form of external and internal. Internal factors are more on the nature and behavior of the leader itself, while many external factors, including the social environment in which the leader lives or colleagues at school, each leadership has its own environment, meaning that leadership will run effectively if the circumstances support the leadership. However, along with the current globalization, leadership is changing very rapidly. Leadership is no longer rigid, but rather dynamic and tends to be situational.

Based on this description, it is strongly suspected that teacher's professionalism and principal leadership can influence teachers' performance, because the better of the principal leadership and teacher professionalism, the better the performance of a teacher.

Literature Review:

Professionalism comes from the word profession, which means the work that a person wants or will pursue. Profession is also defined as a particular position that requires special knowledge and skills obtained from intensive academic education (Kunandar, 2010) so, profession is a job that requires certain expertise. This means that a job called a profession cannot be held by just anyone, but requires preparation through special education and training. Professional is a form of accuracy in carrying out by a person to be an additional source of income for life that requires expertise, skills that meet certain quality standards or norms and requires professional education (Government Law Number 14 of 2005).

The characteristics of teacher's professionalism are being able to teach their students about the knowledge they have mastered well, the teacher enters into the teaching professional

organization to establish communication between teachers' colleagues. The process of scientific transformation towards others about many things including educating children to have optimal character, having good background, professional, humanitarian, social role, and the teacher's role has an important influence on civilization especially in the field of teaching because teachers must have managerial and technical skills, work procedures as experts as well as the sincerity of the heart to serve others. Teachers must have a code of ethics that are recognized and respected by the community. Teachers have autonomy and have responsibilities as educators, have a high sense of devotion to the community and teachers work with a conscience so that what he gives can be conveyed properly, that is educating students (Salwa et al, 2019; Renata et al, 2018).

From the descriptions above, the indicator of teacher's professionalism in this study is the teacher's commitment in carrying out all tasks and functions as a professional. The task of the teacher is not just to educate as presumptions that have been attached to the community. However, teachers must have professional indicators, which include educating, teaching, guiding and training, assisting in the management and development of school programs, and developing professionalism.

Leadership or also known as personal ability to influence others, so that other people behave in accordance with what is desired by the leader. The success achieved by an organization is certainly influenced by several factors. One of the factors that can influence this success is the leader's performance. In carrying out leadership, it certainly involves superiors who deal directly with their subordinates. Thus leading is a central part of the principal role in working with subordinates to achieve the school's vision, mission and goals. Leadership is a process that occurs everywhere and is carried out in various ways so that it can influence the thoughts, feelings, direct the behavior of others, so that collaboration occurs to be able to achieve certain goals.

Regarding the principal's leadership further regulated in Minister of Education and Culture Regulation No 6 of 2018, the workload of school principal is entirely to carry out duties its main and functions as managerial, entrepreneurship development, and supervision to teachers and educational staff. Based on the description above, the principal leadership indicators used for this research instrument refer to Minister of Education and Culture Regulation No 6 of 2018. These indicators include managerial, entrepreneurial development, and supervision. According to Supardi (2014) teacher's performance is the ability of a teacher in carrying out learning tasks and illustrates the existence of an act displayed by the teacher during learning activities, and the teacher must be responsible for students under his guidance by increasing student's learning achievement. Improving teacher's performance optimally needs to be set clear standards, which can be a reference for all teachers. Teacher's performance will be created if the teacher can carry out their duties and responsibilities well.

Teacher's performance indicators used by researchers are indicators of the teacher's work consisting of planning, implementing, and evaluating instruction. The planning indicator is basically making the Lesson Plan. Furthermore, indicators for learning implementation include activities to open lessons, learning process, and closing lessons. The last indicator is evaluation, which is assessing the progress of the teaching learning process (Renata et al, 2018).

Methods:

This study used a quantitative approach to examine a particular sample with statistical data analysis whose purpose is to test a predetermined hypothesis (Sugiyono, 2010). This

research is ex-post facto. According to Arikunto (2010) ex-post facto research is a research model whose events have occurred before the research is carried out, only revealing the symptoms that have occurred before, so there is no need to give treatment to the variables in the study. The quantitative research variables tested in this study consisted of teacher's professional (X_1) on teacher's performance (Y), principal leadership (X_2) on teacher performance (Y). While testing hypotheses simultaneously professionalism of teachers (X_1), principal leadership (X_2), on teacher performance (Y).

The population in this study was 82 people, therefore citing the opinion of Arikunto (2010), if the subject is less than 100 it is better to take all of them so that the research is population research. Then the number of samples of this study was 82 people. Data collection in this study was carried out by documentation, observation and questionnaires. The questionnaire that will be used to collect data about the principal leadership, professional competence, and teacher performance will refer to the Likert scale. Likert scale is used to measure the attitudes, opinions and perceptions of person or group of people about social phenomena (Sugiyono, 2010). The questionnaire was firstly tested through expert review and statistical validity and reliability testing. For expert review has been carried out to three expert lecturers in the relevant fields, and statistical tests have been carried out for each instrument, and the results stated that the instrument is valid and reliable. Therefore, the instruments that have been prepared can be used as research instruments.

Results and Discussion:

The description of the data is intended to provide a general description of the data obtained. To provide an overall picture of the research data, it can be seen in the following diagrams.

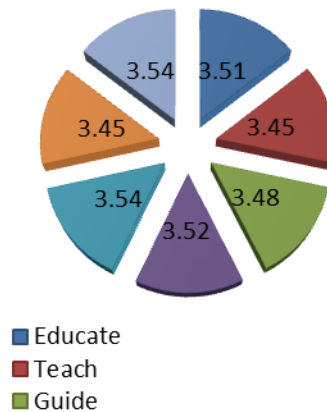


Figure 1. Average Score of Teacher's Professionalism

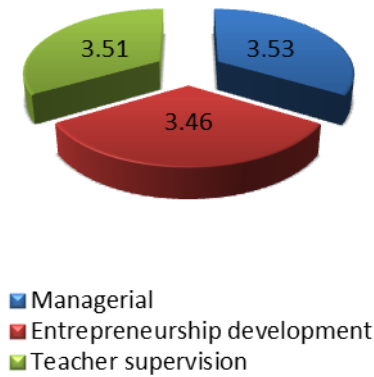


Figure 2. Average Leadership Scores

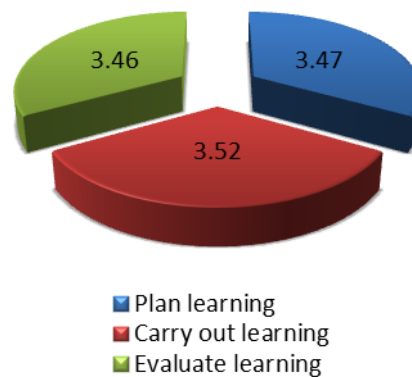


Figure 3. Average Teachers' Performance

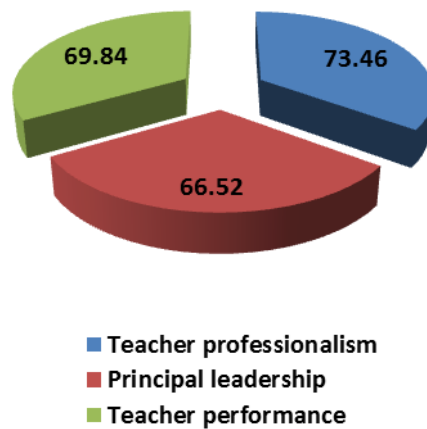


Figure 4. Average Research Variables

After the data were described as shown in the pictures above, then the pre-requisite testing is done. Pre-testing is intended as a determinant of the right analysis to be used so that the results obtained are not biased. The pre-requisite tests used in this study are data normality, linearity and heteroscedasticity tests. Data normality testing in this study was carried out through the SPSS program, data normality was tested through the Kolmogorov-Smirnov (KS) test. The

results of the tests that have been carried out are as follows.

Table 1. Data Normality Test Results

		Unstandardized Residual
N		82
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	1,10731913
Most Extreme Differences	Absolute	,118
	Positive	,116
	Negative	-,118
Kolmogorov-Smirnov Z		1,067
Asymp. Sig. (2-tailed)		,205

- a. Test distribution is Normal.
- b. Calculated from data.

Based on the test results as shown in table 1 above, it can be concluded that the data distribution in this study is normal. Therefore, hypothesis testing can be done through parametric statistical analysis. In this study the significance value was 0.205 which means > 0.05 , and it was clear that the normality criteria for data distribution had been met. The conclusion that the data is normally distributed in accordance with predetermined criteria, that if the significance value > 0.05 then the data is normally distributed.

Data linearity test is a test that aims to find out whether two variables have a significant linear relationship or not in the following table.

Table 2. Data Linearity Test Results

ANOVA Table						
		Sum of Squares	df	Mean Square	F	Sig.
Teachers' Performance Teacher's Professionalism	(Combined)	218,781	11	19,889	16,543	,000
	Between Linearity	203,607	1	203,607	169,354	,000
	Groups Deviation from Linearity	15,174	10	1,517	1,262	,269
	Within Groups	84,158	70	1,202		
	Total	302,939	81			

Table 2 above is the result of data linearity testing for variables X_1 and Y , which concluded that there is a significant linear relationship. This is evidenced at the significance value of $0.269 > 0.05$ which is a prerequisite stated linear. For the results of the linearity test data X_2 and Y are in the following table.

Table 3. Data Linearity Test Results

ANOVA Table						
		Sum of Squares	df	Mean Square	F	Sig.
Teachers' Performance Principal Leadership	(Combined)	69,455	8	8,682	2,714	,011
	Between Linearity	52,487	1	52,487	16,410	,000
	Groups Deviation from Linearity	16,968	7	2,424	,758	,624
	Within Groups	233,484	73	3,198		
	Total	302,939	81			

Based on Table 3 above which is the result of linearity testing of X_2 and Y data, the significance value is $0.624 > 0.05$ which means that between the two variables have a significant linear relationship. From the two data linearity tests, it can be stated that hypothesis testing can be done through linear regression analysis.

Heteroscedasticity test is one of the tests included in the prerequisite testing category. This test is carried out to assess whether there is a variance in residual for all observations in the linear regression model. The results of heteroscedasticity testing in this study can be seen in the following figure.

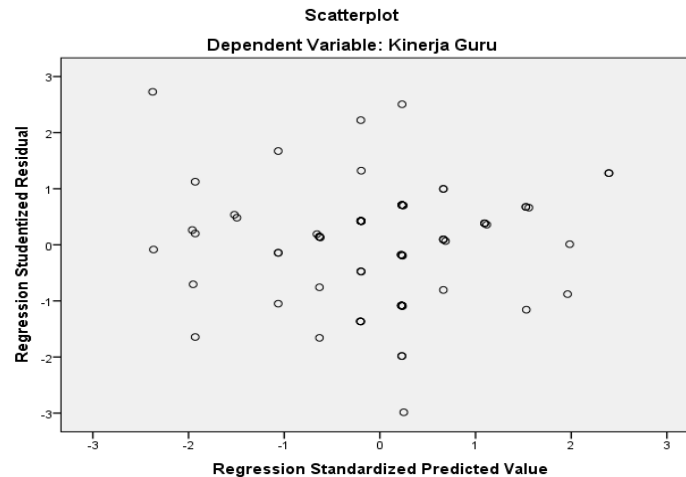


Figure 5. Heteroscedasticity Test Results

Figure 5 above shows scatterplot images from the results of heteroscedasticity testing for the data of this study. The requirement is stated that heteroscedasticity does not occur including the data points spread above and below or around the number 0; the points do not collect only above or below; the distribution of pattern less data points. Based on these conditions, then Figure 5 above has provided a clear picture that these conditions have been fulfilled. Therefore, the researcher concludes that there is no heteroscedasticity problem in the data used in this study.

Testing the hypothesis in this study is an important part of testing. Through hypothesis testing, it can be known and concluded the results obtained from research that has been done. In testing the hypothesis in this study, there are three times the testing, namely two partial tests of hypotheses and one time testing simultaneously. Partial hypothesis is intended as a test to prove the effect of variables X_1 on Y and X_2 on Y. For simultaneous hypothesis testing, it is to test together variables X_1 and X_2 on Y.

Hypothesis Testing 1:

Hypothesis 1 intended in this study is testing for the first hypothesis, which is as follows:

- H₁ : H₀ : It is suspected that there is no influence of teacher professionalism on teacher performance in MAN 3 Palembang
- H_a : It is suspected that there is an influence of teacher professionalism on teacher performance in MAN 3 Palembang

Testing is done by using the SPSS program. The results obtained from testing the hypothesis 1 above are as follows:

Table 4. Hypothesis 1 Test Results

Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	19,313	3,948		4,892	,000
	Profesionalisme Guru	,688	,054	,820	12,805	,000

Based on the results of tests that have been done, it is known that the value of t for the variable teacher's professionalism is 12,805 > t-table is 1,997 which means that the alternative hypothesis (Ha) for testing hypothesis 1 is accepted. Therefore, it is stated that teacher's professionalism has positive and significant influence on teachers' performance. Other evidences can also be done by looking at the significance value of 0,000 < 0.05 which means that the alternative hypothesis (Ha) for H₁ is accepted. To find out the magnitude of the correlation coefficient or the magnitude of the relationship and the coefficient of determinant or the magnitude of the influence of teacher's professionalism on teachers' performance, can be seen in the following table.

Table 5. Correlational Coefficient and Determinant Coefficient Hypothesis 1

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,820 ^a	,672	,668	1,11429

Table 5 is the result of the analysis of the correlation coefficient and the determinant of the variable X₁ to Y. In column R there is a value of 0.820, which means the correlation coefficient or the magnitude of the relationship between teacher professionalism and teacher performance is 82.0%, and is included in the category of strong relationships. In the R square column there is a value of 0.672 which means the coefficient of determinant or the magnitude of the influence of the teacher professionalism variable on teacher performance of 67.2% which means it has a high influence.

Hypothesis Testing 2:

Hypothesis 2 testing in this study is intended to test the following hypotheses:

- H₂: H₀: It is suspected that there was no influence of the principal's leadership on teacher performance in MAN 3 Palembang
- H_a: It is suspected that there is an influence of the principal leadership on the performance of teachers in MAN 3 Palembang

The results obtained from testing the above hypothesis, are as follows:

Table 6. Hypothesis 2 Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	44,868	6,102		7,353	,000
1 Kepemimpinan Kepala Sekolah	,375	,092	,416	4,095	,000

From the values in the table above, the t-table is interpreted to be 1,997 which means $t_{count} > t_{table}$; $4,095 > 1,997$. Based on this, it is concluded that an alternative hypothesis is accepted, which means the principal's leadership has a positive and significant influence on teacher performance. Confirming these results, can also be seen in the significance value of $0,000 < 0,05$ which means that the alternative hypothesis (H_a) is accepted and the statistical hypothesis (H_0) is rejected. To find out the magnitude of the relationship and the influence of principals' leadership variables on teacher performance, there is a table below.

Table 7. Correlational Coefficient and Determinant Coefficient Hypothesis 2

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,416 ^a	,173	,163	1,76936

In the R column contained in Table 4.7 above, it is known that there is a value of 0.416, which means the magnitude of the correlation coefficient or the magnitude of the relationship between the principal's leadership and performance is 41.6%. The magnitude of the relationship, included in the category that is quite close. In the R square column, there is a value of 0.173 which means the coefficient of determinant or the magnitude of the influence of the principal variable on teachers' performance is 17.3% which is included in the low category.

Hypothesis Testing 3:

Hypothesis 3 testing is a hypothesis testing that is simultaneous or testing together. Intended as joint testing, the independent variables are jointly tested against the dependent variable. The third hypothesis in this study is as follows:

- H_3 : H_0 : It is suspected that there was no influence of teacher professionalism and school principal leadership on the performance of teachers at MAN 3 Palembang
- H_a : It is suspected that there is an influence of teacher professionalism and principal leadership on the performance of teachers in MAN 3 Palembang

The results obtained from these tests can be seen in the following table.

Table 8. Hypothesis 3 Test Results “F Test”

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	203,620	2	101,810	80,982	,000 ^b
Residual	99,319	79	1,257		
Total	302,939	81			

Simultaneous testing is carried out through the "F" test. In Table 8 above, precisely in column F there is a value of 80.982 > F-table of 3.14 which means that there is a positive and significant influence of teacher's professionalism and school leadership on the teachers' performance of MAN 3 Palembang. Other tests to reinforce can be seen from the significance value obtained, namely 0,000 < 0.05 which means that the alternative hypothesis (Ha) is accepted and the statistical hypothesis (H0) is rejected. The magnitude of the influence of the two independent variables on the dependent variable can be seen in the following table.

Table 9. Correlational Coefficient and Determinant Coefficient Hypothesis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,820 ^a	,672	,664	1,12125

Table 9 above is the result of multiple regression analysis. In column R, a value of 0.820 is seen, which means 82.0% of the variables of teacher professionalism and headmaster leadership have a relationship with the teacher's performance. In the R Square column of 0.672 which means the professionalism of the teacher and the leadership of the principal has an influence of 67.2% on the teacher's performance. The magnitude of this influence is included in the high category.

The results of this study indicate that each independent variable has a close relationship and a positive influence on the dependent variable. The magnitude of the relationship and influence between these variables are indeed different, but the substance states that the teacher's professionalism and the principal leadership clearly have a positive and significant relationship and influence on the teachers' performance who teach at MAN 3 Palembang.

For the teacher's professionalism variable, it is clear that the relationship with teacher performance is 87.6%, and is included in the category of strong relationships. The magnitude of the influence of the teacher professionalism variable on teacher performance by 76.8% which means it has a high influence. So, the more professional of teacher is based on the better performance he shows.

The magnitude of the relationship between the principal leadership and teacher's performance is 49.6%, and is included in a fairly close category. The magnitude of the influence of the principal leadership variable on teacher's performance is 24.6% which is included in the

low category. Although the effect is relatively low, it still has a positive influence. It would be better if the principal's leadership had a better perspective so that the performance of teachers based on the existing formula would also experience a significant increase.

If the test is carried out together or simultaneously, then the magnitude of the relationship is 82.0%, which means it has a close relationship with teachers' performance. The magnitude of the influence of teacher's professionalism and principal leadership is 67.2% on teachers' performance, and this influence is included in the high category. So, if teachers have high professionalism and combined with good school principal leadership, it will obviously improve the teachers' performance who teaches at MAN 3 Palembang.

The results of this study reinforce the studies conducted by previous researchers, such as those conducted by Purwanto (2012) in Jakarta, from the results of the study concluded that leadership in schools is able to improve teacher's performance. Other research conducted by Sopandi (2019) results show that professional competence and personality have a significant effect on teacher performance. Patarai (2018) shows that professional competence has a positive and significant effect on teachers' performance at SMK Negeri 4 Soppeng.

Mutmainah (2016) shows that the principal leadership influences teacher's performance by 15.7% based on (R Square) of 0.157, teacher's professional influences on teachers' performance by 26.3% based on (R Square) of 0.263 and school principal and professional leadership of teachers jointly affect the performance of teachers by 35% based on (R Square) of 0.350%, then the leadership of the principal and professional teachers should be improved so that they can improve the performance of teachers of SMK Negeri 1 Tepus.

The results of this study also support the research conducted by Aprilana et al (2016) that the leadership of the school has an impact on the progress of a school, as the results obtained from research that has been carried out states that under the leadership of a madrasa head who have qualified competence so effective learning is carried out in schools. The leadership of the Madrasah Head has produced brilliant achievements. Effective learning is carried out by producing students with noble character and achievement. The concern of the Head of MI REY in developing the participatory abilities of teachers and students makes schools also increasingly have a good image in the community. The Head of MI REY tried to fulfill the infrastructure facilities for the smooth learning. The Head of MI REY has implemented technical skills; human skills; and conceptual skills. The approach used in the learning process in schools uses the term domain approach. The domain approach focuses on the inculcation of the character values of students who have a flagship project-based effective learning program, which aims to strengthen students' understanding with the material provided. As a supporter of the implementation of the program initiated by a school principal, learning is carried out by utilizing the surroundings of the school namely the real environment and nature as a source of learning for students.

Therefore, it is fitting that the results of this study become a reference regarding the importance of qualified competencies possessed by the principal. This really has a role to play in improving the overall quality of education. Other research also supports and solidifies the results of this study that was conducted by Yuliandri & Kristiawan (2016) the results obtained from the implementation of the study stated that the role of the principal leadership to improve the performance of teachers was by providing regular monthly salary, incentives and additional income outside salary. Collaboration is also carried out by the principal and the supervisor to take an active role in supervising the professionalism of the work carried out by the teacher. Another effort is to build a security system and monitor learning on the spot through the installation of surveillance cameras in each study room. The results of the efforts made by the

principal can be seen from the many achievements achieved by the school during the principal's leadership.

Conclusion:

The conclusion of this study stated that teacher's professionalism has positive and significant relationship and influence teachers' performance in MAN 3 Palembang; the principal leadership has positive and significant relationship and influence teachers' performance in MAN 3 Palembang; there is positive and significant influence of teacher professionalism and principal leadership simultaneously on teachers' performance MAN 3 Palembang.

Acknowledgements:

We would like to express our special thanks and gratitude to Rector Universitas PGRI Palembang and Universitas Bengkulu, Director of Graduate Program Universitas PGRI Palembang and Dean of Faculty Education Universitas Bengkulu who gave us the support to do this wonderful project. This project was funded independent. Secondly, we would also like to thank our friends in Faculty of Education who helped us a lot in finalizing this project within the limited time frame.

References

- Abdullah, M. (2010). *Pendidikan Karakter Membangun Karakter Anak Sejak dari Rumah [Character Education Builds Children's Character From Home]*. Yogyakarta: PT. Pustaka Insan Madani.
- Andriani, S., Kesumawati, N., & Kristiawan, M. (2018). The Influence of the Transformational Leadership and Work Motivation on Teachers Performance. *International Journal of Scientific & Technology Research*, 7(7).
- Apriana, D., Kristiawan, M., & Wardiah, D. (2019). Headmaster's Competency In Preparing Vocational School Students For Entrepreneurship. *International Journal of Scientific & Technology Research*, 8(8).
- Aprilana, E. R., Kristiawan, M., & Hafulyon, H. (2017). Kepemimpinan Kepala Madrasah dalam Mewujudkan Pembelajaran Efektif di Madrasah Ibtidaiyyah Rahmah El Yunusiyyah Diniyyah Puteri Padang Panjang [Madrasa headmaster leadership in realizing effective learning]. *ELEMENTARY: Islamic Teacher Journal*, 4(1).
- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik [The procedure of research is a practical approach]*. Jakarta: Rineka Cipta.
- Fitria, H., Kristiawan, M., & Rasyid, A. (2019). The Educational Character on Instruction. *Opción*, Año 35, Especial No.21 (2019): 964-979
- Fathurrochman, I., Budiman, D. A., Alamsyahril, & Kristiawan, M. (2019). Revitalization Management of Islamic Boarding School Preventing The Radicalism. *Restaurant Business*, (10), 495–505.

Government Law Number 14 of 2005 Concerning Teachers and Lecturers.

Irmayani, H., Wardiah, D., & Kristiawan, M. (2018). The Strategy of SD Pusri In Improving Educational Quality. *International Journal of Scientific & Technology Research*, 7(7).

Khasanah, U., Kristiawan, M., & Tobari. (2019). The Implementation of Principals' Academic Supervision In Improving Teachers' Professionalism in the State Primary Schools. *International Journal of Scientific & Technology Research*, 8(8).

Kristiawan, M., Safitri, D., & Lestari, R. (2017). *Manajemen Pendidikan [education management]*. Yogyakarta: Deepublish.

Kristiawan, M., Yuniarsih, Y., Fitria, H., & Refika, N. (2019). *Supervisi Pendidikan [educational supervision]*. Bandung: Alfabeta.

Kristiawan, M., Nizarani., & Syamsidar. (2019). Role of School on Forming Character of Z-Generation Through Entrepreneurial Skills. *International Journal of Scientific & Technology Research*, 8(10).

Kunandar. (2010). *Guru Profesional [professional teacher]*. Jakarta: Rajawali Press.

Lian, B., Kristiawan, M., & Fitriya, R. (2018). Giving Creativity Room to Students through the Friendly School's Program. *International Journal of Scientific & Technology Research*, 7(7).

Mutmainah. (2016). *Pengaruh kepemimpinan kepala sekolah dan profesionalitas guru terhadap kinerja guru SMK Negeri 1 Tepus [The influence of school principal leadership and teacher professionalism on the performance of teachers of SMK Negeri 1 Tepus]*. Yogyakarta: Universitas Negeri Yogyakarta.

Minister of Education and Culture Regulation Number 6 Year 2018

Purwanto, N. (2012). *Prinsip-prinsip dan teknik evaluasi pengajaran [The principles and techniques of teaching evaluation]*. Bandung: PT. Remaja Rosdakarya.

Patarai, I., Mustari, & Azis, M. (2018). Motivasi Mengajar, Kompetensi Profesional dan Tingkat Pendidikan terhadap Kinerja Guru [Teaching Motivation, Professional Competence and Education Level on Teacher Performance]. *Jurnal Mirai Management*, 3(2) , 120-133.

Rachmawati, Y. (2013). Pengaruh Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru [Effect of Principal Leadership on Teacher Performance]. *Jurnal Pendidikan Ekonomi IKIP Veteran Semarang* , 19-28.

Renata, R., Wardiah, D., & Kristiawan, M. (2018). The Influence of Headmaster's Supervision and Achievement Motivation on Effective Teachers. *International Journal of Scientific & Technology Research*, 7(4).

Risdianto, E., Dinissjah, M. J., Nirwana., & Kristiawan, M. (2020). The Effect of Ethno Science-

- Based Direct Instruction Learning Model in Physics Learning on Students' Critical Thinking Skill. *Universal Journal of Educational Research* 8(2): 611-615
- Salwa., Kristiawan, M., & Lian, B. (2019). The Effect of Academic Qualification, Work Experience and Work Motivation towards Primary School Principal Performance. *International Journal of Scientific & Technology Research*, 8(8).
- Sarina., Kristiawan, M., & Wardiah, D. (2019). Module Development the Utilization of Patchwork Fabric As Teaching Materials Crafts on the Subjects of Craft and Entrepreneurship For High School Students. *International Journal of Scientific & Technology Research*, 8(5).
- Sergiovanni, T. J., & Starratt, R. J. (2009). *Supervision: Human Perspectives, Second Edition*. USA: McGraw-Hill Inc.
- Setiyati, S. (2014). Pengaruh Kepemimpinan Kepala Sekolah, Motivasi Kerja, dan Budaya Sekolah Terhadap Kinerja Guru [Effects of Principal Leadership, Work Motivation, and School Culture on Teacher Performance]. *Jurnal Pendidikan Teknologi dan Kejuruan*, 200-207.
- Sopandi, A. (2019). Pengaruh Kompetensi Profesional dan Kompetensi Kepribadian Terhadap Kinerja Guru [Effect of Professional Competence and Personality Competence on Teacher Performance]. *Scientific Journal of Reflection: Economic, Accounting, Management and Business*, 2(2), 121-130.
- Sugiyono. (2010). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D)* [Educational Research Methods (Quantitative, Qualitative and R&D Approaches)]. Bandung: Alfabeta.
- Suhayati, I. Y. (2017). Supervisi Akademik Kepala Sekolah, Budaya Sekolah Dan Kinerja Mengajar Guru [Academic Supervision of the Principal, School Culture and Teacher Teaching Performance]. *Jurnal Administrasi Pendidikan*, 17(1).
- Supardi. (2014). *Kinerja Guru [Teacher Performance]*. Jakarta: PT Raja Grafindo Persada.
- Tobari., Kristiawan, M., & Asvio, N. (2018). The Strategy of Headmaster on Upgrading Educational Quality In Asean Economic Community (AEC) Era. *International Journal of Scientific & Technology Research*, 7(4).
- Wandasari, Y., Kristiawan, M., & Arafat, Y. (2019). Policy Evaluation of School's Literacy Movement on Improving Discipline of State High School Students. *International Journal of Scientific & Technology Research*, 8(4).
- Wardhana, R. A. (2016). Pengaruh Kepemimpinan Kepala Sekolah, Profesionalisme dan Pelatihan Guru terhadap Implementasi Kurikulum 2013 SMKN Yogyakarta [The Effect of Principal Leadership, Professionalism and Teacher Training on the Implementation of the 2013 Curriculum of SMKN Yogyakarta]. *Jurnal Akuntabilitas Manajemen Pendidikan*, 4(2), 257-269.

- Yuliandri, J., & Kristiawan, M. (2016). Peran kepemimpinan kepala sekolah terhadap peningkatan kinerja guru [The role of the principal's leadership in improving teacher performance]. *Mewujudkan sumber daya manusia yang profesional dalam kompetisi global* (hal. 570-577). Palembang: Program Pascasarjana Universitas PGRI Palembang.
- Yustiyawan, R. H., & Nurhikmahyanti, D. (2014). Pengaruh Motivasi dan Kompetensi Profesional Guru yang Bersertifikasi Terhadap Kinerja Guru di SMP Negeri 1 Surabaya [The Effect of Motivation and Certified Professional Teacher Competence on Teacher Performance in SMP Negeri 1 Surabaya]. *Jurnal Inspirasi Manajemen Pendidikan*, 3(3), 114-123.
- Zaimina, A. B. (2016). Implementasi Supervisi Akademik (Telaah Teori dan Aplikasi Upaya Peningkatan Profesionalisme Guru) [Academic Supervision Implementation (Study Theory and Application of Efforts to Increase Teacher Professionalism)]. *EDUKASI*, 5(01), 1-21.