

The Relationship Between School Principal's Managerial Skills And School Principal's Leadership With The Performance Of Primary School Teachers In Palangka Raya

Holten Sion¹, Rina Wahyuni²

^{1,2} Faculty of Teacher Training and Education, University of Palangka Raya
sion.holten@gmail.com rinawahyunimp@gmail.com

ABSTRACT

This research aims to analyze and describe the relationship between school principals' managerial skills and principals' leadership with the performance of primary school teachers in the Palangka Raya city. The research method used is a quantitative method with a correlational design. The population includes all primary school teachers in the Palangka Raya city, totaling 2034 people. The research sample was 291 taken using *probability random sampling* and using the *Slovin* formula. The data collection technique for school principals' managerial skills was carried out by distributing a questionnaire consisting of 18 questions. The principal's leadership data collection technique was carried out by distributing a questionnaire consisting of 22 questions. Meanwhile, teacher performance data was collected by recording documents and documents of each teacher's performance scores. The data analysis technique used is product moment correlation which consists of: (a) partial (simple) correlation technique and (b) simultaneous (multiple) correlation technique. Research results: (1) the principal's managerial skills have a positive and significant relationship with teacher performance, with a correlation coefficient of 0.541; (2) principal leadership has a positive and significant relationship with teacher performance, with a correlation coefficient of 0.587; and (3) the principal's managerial skills and the principal's leadership together have a positive and significant relationship with the teacher performance, with a correlation coefficient of 0.654.

Keywords : managerial, leadership, performance, teacher

I. Introduction

According to The Great Indonesian Dictionary (KBBI), performance is defined as something achieved, demonstrated achievements, and work abilities (KBBI, 2005). This understanding of performance is in accordance with the opinion of Supardi (2014) states that performance is the work results that have been achieved by someone in an organization to achieve goals based on standardization or size and time that are adapted to the type of work and in accordance with

established norms and ethics. Based on the understanding of performance as explained above, performance can be interpreted as a description of the form, method and results achieved from the work. This statement is supported by Wibowo (2017) states that performance is related to questions about what is done, how to do it and the results achieved from the work.

Teacher performance is everything that is done by someone who has a profession as a teacher and at the same time as an educator. In connection with this statement, teacher performance can be interpreted as an explanation and description of what is done, how to do it, and how far the results are achieved and their conformity with predetermined standards or criteria. Based on the definition, teacher performance can be interpreted as the result of real work in terms of quality and quantity achieved by a teacher in carrying out his/her duties in accordance with the responsibilities given to him/her, including preparing learning programs, implementing learning, carrying out evaluations and analyzing evaluation results (Wahyudi, 2012). This statement is in accordance with the opinion which states that performance is a description of the level of achievement of an activity program or policy in realizing an organization's goals, objectives, vision and mission as outlined in an organization's strategic planning (Moeheriono, 2012). Regarding the understanding of teacher performance, according to Asterina and Sukoco (2019), teacher performance is the teacher's ability to carry out actions in accordance with predetermined goals, which includes aspects of planning the teaching and learning programs, implementing the teaching and learning process, creating and maintaining optimal classes, controlling optimal learning conditions and assessing learning outcomes.

Based on the elaboration, we understand that teacher performance is not only limited to the teaching aspect, but also carries out educational activities for students. In teaching and educating, teachers must comply with ethics, rules and all applicable laws. As teachers and educators, they are required to know and understand all the tasks and work that must be done as well as possible. A good understanding of the duties and work as a teacher and educator is a guarantee in carrying out all duties and work professionally. Based on Law Number: 14 of 2015 concerning Teachers, it is stated that the task of teachers is professional educators

with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education, formal education, primary education and secondary education.

Managerial comes from the word "manager" which means someone who plans and organizes or manages resources in an organization to achieve predetermined goals. Thus, managerial skills can be interpreted as a person's ability to manage organizational resources based on established competencies in order to achieve the predetermined goals. The statement is in accordance with the opinion of Suprpto (2009) describes that a manager can also be interpreted as a person who is responsible for the work results of people in the organization. Responsibility means being responsible for mobilizing other people to carry out work to achieve the expected goals. This understanding is in accordance with the opinion of Siagian (2019) states that managerial skills are the expertise and ability to mobilize other people to work or complete tasks well. According to Soebagio (2000), the principal is essentially a manager who is a planner, organizer, leader and controller. Based on this essence, it can be said that the principal has a big contribution to the quality of the learning process and outcomes in the school. According to Terry (Sukarna, 2011) a manager, including a school principal, is required to have reliable abilities in carrying out the functions: Planning, Organizing, Actuating (Implementation) and Controlling (Supervision). These four management functions are known by the abbreviation POAC. Katz (Doni, 2017) said that every manager needs a minimum of three managerial skills. These three skills are conceptual skills, human skills and technical skills. The same opinion was also expressed by Wahjosumidjo (2017); Jawwad (2004) states that a manager must have 3 (three) managerial skills, namely: (1) conceptual skills (2) technical skills, and (3) human skills.

Conceptual skills are the ability or skills to diagnose and analyze organizational problems and make predictions for the future. This skill prerequisites the ability to generate ideas and intuition to solve problems that occur within the organization. Through these skills you will also be able to find various creativity and innovations that are useful for developing the organization so that it will become better. In connection with this, every manager is required to be able to think abstractly, systematically, critically, analytically and logically so

that solutions can be found for the problems faced and also strategic plans for future organizational development (Winardi, 2007).

Human skills are skills in interacting and communicating with other people, by upholding the human dignity of each person (Buhler, 2007). This skill is very important considering that a manager is someone who can mobilize other people to do work sincerely on the basis of high motivation. This is because the success of an organization is largely determined by the existence of solid cooperation between members of the organization itself. This statement is in accordance with the opinion which states that in relation to human skills, a manager must have the ability to interact with various different people, this includes: skills in motivating people to work, skills in listening to other people's opinions, as well as skills relating to other people (Jawwad, 2004). Technical skills are skills that are closely related to the methods and tools for carrying out a particular job or specific job. These skills can be acquired through special educational and training activities. According to Paul (2007) technical skills are the ability to use the knowledge, methods, techniques and equipment needed to carry out certain tasks obtained from experience, education and training. Even though more technical skills are needed by frontline management (technical personnel), this does not mean that middle level management and top-level management are not needed. This is important so that middle level management and top-level management can carry out supervision and coaching activities for frontline management (technical personnel).

Dubrin (2005) explains that leadership is the process of influencing many people through communication to achieve goals, a way of influencing people with instructions or orders, actions that cause other people to act or respond and cause positive change. in order to achieve goals, the ability to create a sense of confidence and support among subordinates so that organizational goals can be achieved. According to Kartono (2002); Handoko (2017), leadership is the ability of a person to influence other people to work towards achieving targets. Furthermore, Stoner in Handoko (2017) describes leadership as a process of directing and influencing the activities of a group of members whose duties are related to each other. Based on these opinions, it can be underlined that leadership

is a person's ability to influence, direct and guide and manage other people. These opinions are in accordance with the opinion of Soetopo and Soemanto (Sion, 2022) who define "leadership is an activity in guiding a group in such a way that the goals of the group are achieved, namely common goals". Leadership is basically an ability where a person influences other people to carry out work in accordance with predetermined goals. Therefore, the principal's leadership can be interpreted as the ability of the principal to influence the teachers in a school to work according to what is expected, namely achieving common goals. Thus, it can be said that if the principal has good leadership, then there is a possibility that the teachers in the school will do their work in a good way too. This statement is supported by Edmond and Anderson (in Sion, 2006) describe that "there is no good school, led by a bad principal."

Based on the results of a preliminary study conducted at the research location through observations and interviews, several pieces of information were found, including: there were still several school principals with managerial skills and leadership abilities that were only classified as "sufficient" and even included in the "poor" category". However, in these schools, it was found that the majority of teachers had performance scores in the "good" category and some were even in the "very good" category. This kind of information raises questions such as why teacher performance tends to be good, while on the other hand, the managerial and leadership skills of the principals of the teachers concerned are still not in line with expectations, in other words, they are still not optimal. This question is actually intended to obtain answers about the relationship between the managerial and leadership skills of school principals and teacher performance. In connection with this information, to get answers that are scientifically justified, a more in-depth study needs to be carried out, namely through research activities.

According to the elaboration, the problems of this research were formulated as follows: (1) Is there a significant relationship between the managerial skills of school principal and the performance of teachers in Palangka Raya city?; (2) Is there a significant relationship between school principal's leadership and the performance of teachers in Palangka Raya city?; and (3) Is there a jointly

significant relationship between principal's managerial skills and principal's leadership and the performance of teachers in Palangka Raya city?

In accordance with the research problems, the aims of this research are: (1) To analyze and describe the relationship between school principal's managerial skills and the performance of teachers in Palangka Raya city, (2) To analyze and describe the relationship between school principal's leadership and the performance of teachers in Palangka Raya city, and (3) To analyze and describe the relationship between the principal's managerial skills and principal's leadership and the performance of teachers in Palangka Raya city. In accordance with the research objectives of analyzing and describing the relationship between variables, the type of research used is quantitative research with a correlational design (Ary, D., Jacob, L.C. and Razavieh, A. 1985; Huck, Schuyler, 2012).

The population of this research was all primary school teachers in Palangka Raya city, Central Kalimantan Province, totaling 2034 people. Taking into account the fairly large population, and considering the limited resources available, this research was carried out using a sample (Arikunto, 2015; Sugiyono, 2017; Gay, L.R. 1983). Sampling was carried out using the Slovin formula (Sugiyono, 2017; Gay, L.R. 1983; Arikunto, 2015), namely $n = \frac{N}{N(0.05)^2 + 1}$, so the sample for this study was 291. Data on the managerial skills of school principal and school principal's leadership was collected by distributing questionnaires for respondents/samples to answer. Meanwhile, the performance of teachers was collected through documents or archives of each teacher's performance scores. Based on the results of testing the principal's managerial skills data collection instrument, it was proven that of the 20 questions in the questionnaire, 18 questions were found to be considered valid, so they could be used to collect research data. This was because the 18 questions each have a sig value (two-tailed) < 0.05 . Meanwhile, the results of the reliability test produced a Cronbach's Alpha value of $0.715 > 0.60$, so that the instrument was declared reliable (consistent) and could be used to collect research data (Sudjana, 2024; Dajan, 1995). Furthermore, of the 26 questions on the questionnaire collecting data on school principal's leadership, 22 questions were found to be valid. This was because the 22 questions each have a sig value (two-tailed) < 0.05 . Meanwhile, the results of the reliability test produced a Cronbach's

Alpha value of $0.736 > 0.60$, so that the instrument was declared reliable (consistent) and could be used to collect data. Before the data was analyzed, a classic assumption test was first carried out which included: normality test, linearity test, autocorrelation test, multicollinearity test, and heteroscedasticity test. The results of the classical assumption test showed that all data met the requirements for analysis. The data analysis technique was carried out using the Product Moment analysis technique, namely the simple correlation technique (partial correlation) and the multiple correlation technique (simultaneous correlation). The partial correlation technique was carried out to determine the correlation coefficient or the degree of strength of the relationship between variables X1 and variable X2 with variable Y separately or individually. In connection with this, the correlation coefficient between variable X1 and variable Y was denoted by r_{X1Y} , and the correlation coefficient between variable X2 and variable Y was denoted by r_{X2Y} . Meanwhile, the correlation coefficient or degree of strength of relationship between variables X1 and variable X2 together with variable Y was symbolized by R_{X1X2Y} .

Several hypotheses proposed and tested in this research were: Hypothesis 1: H_0 : there was no relationship between X1 and Y; and H_a : there was a relationship between X1 and Y. Hypothesis 2: H_0 : there was no relationship between X2 and Y; and H_a : there was a relationship between X2 and Y. Hypothesis 3: H_0 : there was no relationship between X1 and X2 together with Y; and H_a : there was a relationship between X1 and X2 together with Y. Hypothesis testing was carried out by comparing sig values (two-tailed) at a degree of confidence of 0.05. Based on these values, it could be concluded: (a) If the sig. (two-tailed) > 0.05 , then H_0 was accepted, and H_a was automatically rejected. (b) Conversely, if the sig value (two-tailed) < 0.05 , then H_0 was rejected, and H_a was automatically accepted (Sugiyono, 2017; Gay, L.R. 1996; Arikunto, 2015). All data analysis activities were carried out with the help of the Statistical Product and Service Solutions (SPSS) application version 26).

II. Discussion

This section explains the following: (1) The relationship between the Managerial Skills of School Principal and Performance of Teachers. (2) The

relationship between the Principal's Leadership and Performance of Teachers. (3) The relationship between the Principal's Managerial Skills and Principal's Leadership with the Performance of Teachers, and equipped with Hypothesis Testing and Discussion of Research Results.

1. Relationship between Principal's Managerial Skills and Performance of Teachers

Based on the results of data analysis, a correlation coefficient was found between the Principal's Managerial Skills and the Performance of Teachers ($r_{X1Y} = 0.541$), with a significance value (Sig. two-tailed = 0.00) and variance ($R^2 = 0.2927$). The results of the data analysis showed that the Principal's Managerial Skills were positively and significantly related to the Performance of Teachers. The degree of strength of the relationship between these two variables ($r_{X1Y} = 0.541$) was included in the "strong relationship" category. This was increasingly proven by the contribution or contribution of the Principal's Managerial Skills to the Performance of Teachers of $0.2927 \times 100\% = 29.27\%$. Next with the Sig value. two-tailed = $0.00 < 0.5$, then the H_0 which said there is no relationship between Principal's Managerial Skills and the Performance of Teachers was rejected. Thus, the statement which stated that there was a relationship between the Principal's Managerial Skills and the Performance of Teachers was accepted.

2. Relationship between Principal's Leadership and Performance of Teachers

Based on the results of data analysis, a correlation coefficient was found between Principals' Leadership and the Performance of Teachers ($r_{X2Y} = 0.587$), with a significance value (Sig. two-tailed = 0.00) and variance ($R^2 = 0.3446$). The results of the data analysis showed that Principal's Leadership was positively and significantly related to the Performance of Teachers. The degree of strength of the relationship between these two variables ($r_{X2Y} = 0.587$) was included in the "strong relationship" category. This was increasingly proven by the contribution or contribution of the Principal's Leadership to the Performance of Teachers of $0.3446 \times 100\% = 34.46\%$. Next with the Sig value two-tailed = $0.00 < 0.5$, then the H_0 which said

there was no relationship between Principal's Leadership and the Performance of Teachers was rejected. Thus, the statement which stated that there was a relationship between Principal's Leadership and the Performance of Teachers was accepted.

3. Relationship between Principal's Managerial Skills and Principal's Leadership with Performance of Teachers

Based on the results of data analysis, a correlation coefficient was found between the Principal's Managerial and Leadership Skills with the Performance of Teachers (R. 4270). The results of the data analysis showed that the Principal's Managerial Skills and Principal's Leadership had a positive and significant relationship with the Performance of Teachers. The degree of strength of the relationship between these three variables (R. $X1X2Y= 0.654$) was included in the "strong relationship" category. This was increasingly proven by the contribution or contribution of the Principal's Managerial Skills and Principal's Leadership to the Performance of Teachers of $0.4270 \times 100\% = 42.70\%$. Next with the Sig value two-tailed = $0.00 < 0.5$, then the H_0 which stated that there was no relationship between Principal's Managerial Skills and Principal's Leadership with the Performance of Teachers, was rejected. Thus, the statement which stated that there was a relationship between the Principal's Managerial Skills and the Principal's Leadership with the Performance of Teachers, was accepted.

The finding of a positive and significant relationship between the principal's managerial skills and the performance of teachers proves that the principal's ability to plan, carry out activities, and understand other people and work together to achieve goals is something that is very important. This statement is in accordance with the opinion of Wagner and Hohenbergh (Sion, 2021) describe that technical skills which are part of managerial skills can be interpreted as skills related to special understanding related to work procedures and the use of tools in an effort to improve work services. This statement is in accordance with the opinion of Meggison, et al (1993) describes human relations skills, which are also one of the managerial skills, are the manager's ability to understand other people and the ability to collaborate

effectively. This skill is also closely related to the ability to create a comfortable and supportive work environment for everyone to work well. Apart from that, managerial skills are also related to coaching and developing the work environment. In connection with this, every school principal who is also a school manager is required to have reliable managerial skills. This statement is in accordance with the opinion of Endang, et al (2020) describes that one of the roles of managers is to create and foster a conducive work environment so that it stimulates work implementation which in turn can improve performance.

The results of this research are also supported by Manik and Siahaan (2021) who in their research conclude that managerial skills are positively related to the performance of teachers and the school principal's ability to lead, making teachers and staff feel well protected, so that they can improve performance. This conclusion explains that a person's performance will be better if the person concerned is guided, assisted and directed well by the person leading. The results of Siti's (2019) research also conclude that there is a positive and significant relationship between managerial skills and the performance of teaching staff and education staff. This was also proven in Akhmadi's (2017) research which finds that there is a very strong relationship between school principal's managerial skills and the performance of teachers, namely with a correlation coefficient of 0.995. The degree of strength of the relationship between managerial skills and teacher performance was found to be 15.7% (Kusumawati, 2016), and the same thing is also supported by the research results of Arif, et al (2013) which conclude that there is a relationship between principal managerial skills and teacher performance, namely with correlation coefficient of 0.757.

The finding of a positive and significant relationship between the principal's managerial skills and the performance of teachers provides an explanation that the better the principal's managerial skills, the better the performance of teachers. On the other hand, the school principal's low managerial skills will result in the performance of teachers not being able to achieve the expected results. Based on the data from this research, it was also found that the majority of school principals in Palangka Raya city had

demonstrated managerial skills in the good category (67%), even those in the very good category (22%), although there were still 11% who were in the good category. in the sufficient category. On the other hand, based on the data, the average teacher performance score was found to be above 80 (>80), or in the Good and Very Good category range. This explains that the principal's managerial skills and the performance of teachers show a unidirectional and parallel (linear) relationship. This fact supports the research results of Islamaya (2022) which conclude that the managerial skills of school principals have an influence on improving teacher performance, and is also supported by the results of research by Sartika (2023) which found that there is a very strong relationship between the managerial skills of school principals and teacher performance, with a coefficient correlation of 0.709. The results of this research support the research results of Susana (2022) which in its conclusion states that there is a very strong relationship between the managerial skills of school principals and the performance of teachers, or with a correlation coefficient of 0.810. The existence of a relationship between these two variables is also strengthened by the presence of a contribution or contribution. of the principal's managerial skills amounting to 29.27% of the performance of teachers. This means that 29.27% of the changes that occur in the performance of teachers are due to the contribution or contribution that comes from the managerial skills of the school principal, while the remaining 70.73% comes from other variables.

A positive and significant relationship in this case mean that if the principal's managerial skills are good, there is a tendency to be followed by improved teachers' performance. On the other hand, if the principal's managerial skills are poor, this tends to be followed by the low performance of teachers. The finding of a positive and significant relationship between the principal's leadership and teachers' performance proves that a leader has an important role in planning and implementing a job. Leaders have a big role and responsibility in influencing the people they lead to do something in order to achieve the expected goals. This statement is in accordance with the opinion of Soetopo and Soemanto (1984) who define "leadership is an activity in guiding a

group in such a way that the goals of the group are achieved, namely common goals. Based on the data from this research, it was found that the majority of school principals in Palangka Raya city have demonstrated abilities as leaders that could be classified as good category (70%), very good category (17%), and sufficient category (13%). On the other hand, based on the data, it was found that the average performance scores of the teachers in this research sample were all above 80, or within the Good and Very Good category. This explains that the principal's leadership and teachers' performance showed a unidirectional and parallel (linear) relationship. The statement is supported by Handoko (2005) who defines leadership as the ability a person has to influence other people to work to achieve targets. Based on this statement, it appears that there are two key words in the term leadership, namely "influencing" and "guiding". To influence means to act or cause a change in an individual or in something. Meanwhile, guiding means giving advice, direction and assistance for an activity in achieving a goal.

According to the elaboration, it is clear that theoretically the principal's leadership is assumed to have an influence or be related to the performance of teachers. Apart from being supported theoretically, various empirical facts also prove that these two variables have a positive and significant relationship. In the conclusion of research, Ariffudin (2021) states that there is a positive and significant influence from the principal's leadership on the performance of teachers. The results of this research support the research results of Saifulloh (2014) which concludes that there is a correlation coefficient of 0.4269 between school principal's leadership and the performance of teachers. Positive relationship means that if the principal's leadership is good, there is a tendency to be followed by improved performance of teachers. On the other hand, if the principal's leadership is poor, this tends to be followed by low performance of the teachers. The research results are in accordance with the findings of Anggraini (2019); Ayu (2023), in her research, concludes that school principal's leadership has a positive and significant relationship with the performance of teachers. The existence of a positive and significant relationship between these two variables is also supported by the research

results of Sari, et al (2016); Diana (2021); Prasetyarini (2017), all of whom find that the leadership of the school principals has a relationship with the performance of teachers led by the principal.

The overall results of the research indicate that to achieve good performance, serious attention is needed to the abilities of someone who has a leadership role. Some indicators of good leadership include having a good personality such as being responsible, being a role model, being honest and wise, including: being authoritative, setting an example, guiding, directing, helping, being honest and fair. The existence of a relationship between the two variables is also strengthened by the contribution or contribution of the principal's leadership of 34.46% to the performance of teachers. This means that 34.46% of the changes that occur in the performance of teachers are due to the contribution or contribution that comes from the leadership of the school principals, and the remaining 65.54% comes from other variables.

Based on the elaboration, both individually (partially), the principal's managerial skills and the principal's leadership, as well as together (simultaneously), have been empirically proven to have a positive and significant relationship. Both partial relationships and simultaneous relationships between the three variables (managerial skills of the principal, leadership of the principal and the performance of teachers), are all in the category with the characteristic of "strong relationship". If we look closely, it can be seen that the degree of strength of the relationship between variables simultaneously is greater than the degree of strength of the relationship between variables that are partial. The comparison of the degree of strength of the relationship and the share or contribution of the three research variables can be explained as follows. The degree of strength of the relationship between the principal's managerial skills and the performance of teachers is 0.541, with the contribution or contribution of the skills to the performance of teachers amounting to 29.27%. Furthermore, the degree of strength of the relationship between principal's leadership and the performance of teachers is 0.587, with a contribution to the performance of teachers of 34.46%. Then finally, the degree of strength of the relationship between the principal's managerial skills and the

principal's leadership with the performance of teachers is 0.654, with a share or contribution to teachers' performance of 42.70%.

The findings of this research provide an explanation based on empirical facts about: (a) high/low or good/not the principal's managerial skills will have an impact on high/low or good/not the performance of teachers, (b) high/low or good/not the principal's leadership will have an impact to the high/low or good/not the performance of teachers, (c) the high/low or good/bad managerial skills of the principals and the principal's leadership will have an impact on the high/low or good/not the performance of teachers. So, whether the principal's managerial skills and leadership are good or not, there is a tendency to be followed by whether the performance of teachers is good or not.

III. Closing

Based on the results of the data analysis and discussion, it can be concluded that: (1) there is a positive and significant relationship between the managerial skills of school principal and the performance of primary school teachers in Palangka Raya city, with a correlation coefficient of 0.541; (2) there is a positive and significant relationship between the leadership of school principals and the performance of primary school teachers in Palangka Raya city, with a correlation coefficient of 0.587; (3) there is a positive and significant relationship between the principal's managerial skills and the principal's leadership with the performance of primary school teachers in Palangka Raya city, with a correlation coefficient of 0.654. In connection with the results of this research, to be able to produce teacher performance, effective alternative solutions are needed. Among the many solutions chosen to be implemented is providing the widest possible opportunities and facilitating school principals to be actively involved in educational and training activities in the field of school management and leadership.

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