

The Influence of Madrasah Head Leadership Style and Teacher Self-Motivation on Teacher Performance

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Abstract

The purpose of this study is to investigate the impact of the leadership style of the Madrasah Head and the level of self-motivation of teachers on the overall performance of teachers at MIN 7 South Solok. The purpose of this study is to (1) Gain an understanding of the leadership style of the Madrasah Head and the impact of teacher self-motivation on the performance of teachers at MIN 7 South Solok. (2) Determine the extent to which the leadership style of the Madrasah Head has an impact on the classroom performance of teachers at MIN 7 South Solok. (3) Determine the extent to which self-motivated teachers have an impact on the overall performance of teachers at MIN 7 South Solok (4) Being aware of the impact that the leadership style of the Madrasah Head and the level of self-motivation of teachers have on the overall performance of teachers at MIN 7 South Solok. By utilizing SPSS for Windows 23, descriptive analysis and inductive analysis are used in the process of data analysis. The study's findings show that the Madrasah Head's leadership style significantly impacts MIN 7 South Solok teachers' performance. At MIN 7 South Solok, teachers' self-motivation has a significant effect on their performance. At MIN 7 South Solok, the Madrasah Head's leadership style and teachers' self-motivation work together to impact their performance significantly.

Keywords: Leadership Style, Teacher Self-Motivation, Teacher Performance



INTRODUCTION

Teachers are facilitators, motivators and simulators of the learning process which requires them to master several basic skills. The abilities referred to here include leadership style (Handayani, 2020). The term "leadership style" refers to a collection of traits that leaders employ in order to exert influence over their subordinates and ensure that organizational objectives are met (Siswandi, 2012). A company is considered to be successful if it is able to make the most of the resources it already possesses in a manner that is both professional and effective. From planning and implementation to monitoring and assessment with suitable targets, it makes use of instructors throughout the entire process. The regulations that were requested by the teachers themselves, as well as the organization in which the teachers are employed, have been satisfied by this system. Labour. It is always expected that the performance of each teacher will be further improved in order for organizations to achieve their goals in the most effective manner possible. This is due to the fact that performance demonstrates that there is a connection between achievement and the outcomes of the teacher's work in producing the goals.

A drive or desire that originates from within an individual to accomplish a particular objective is referred to as self-motivation. Their level of self-motivation might influence a person's behavior in the pursuit of these goals. Their level of self-motivation might influence a person's behavior in the pursuit of these goals. Throughout the past few years, numerous researchers have conducted studies on the topic of teacher motivation. These studies have demonstrated that the elements that influence teacher motivation include their knowledge, assumptions, and attitudes toward their work, as well as their beliefs in the factors that motivate them. According to the findings of earlier studies, there have been a significant number of studies that have discussed the relationships between the motivation of teachers and their performance, including study Ardiana (2017); Irianto & Junaidi (2021), the findings of which led to the conclusion that motivation has a positive impact on performance.

The ability of a teacher to carry out learning duties at school or Madrasah and to accept responsibility for pupils who are under his guidance by boosting student learning attainment is what is meant by the term "teacher performance." For this reason, the term "teacher performance" can be seen as a condition that demonstrates a teacher's capacity to carry out his responsibilities at the Madrasah Institution. And delineates a behavior that the instructor exhibits while the students are engaged in educational activities. Both the instructors themselves, specifically by their motivation, and the Head of the Madrasah, through their leadership and coaching, are responsible for improving the performance of teachers in madrasahs. This is necessary in order to achieve the desired results. There are numerous leadership styles, each of which can be influenced by a variety of factors, including the individual's personality, the circumstances, and circumstances, as well as the application of science and technology (Suwarno & Bramantyo, 2019).

There is a correlation between the leadership style of the school principal and the creation of an educational climate that is conducive to good teacher performance (Badrun et al., 2019). On the other hand, most of the time, teachers who have low performance are not enthusiastic about enhancing their abilities (Muflihan et al., 2024). A teacher or a group of teachers, in carrying out their activities, needs to have a principal's leadership style that determines the success of the

school in realizing the vision and mission of an educational institution because an effective leadership style will be able to create a conducive school work climate, able to motivate teachers to achieve the implementation of their work effectively. Best. In other words, the application of an effective leadership style can improve the performance of teachers (Subawa et al., 2015).

Based on this phenomenon, the author aims to conduct further research on the leadership style of the Madrasah Head and the self-motivation of teachers at MIN 7 Solok Selatan. The objective is to determine whether the leadership style of the Madrasah Head and teacher self-motivation have a positive impact on teacher performance at MIN 7 Solok Selatan.

LITERATURE REVIEW

Performance

When performance is defined, performance is derived from that definition. Despite the fact that some people define performance as the outcome of work or work performance, performance actually has a more expansive meaning that encompasses not only the outcomes of work but also the manner in which the work process is carried out (Robbins & Judge, 2017).

A work outcome that is obtained by a person in the course of carrying out the tasks that have been allocated to him which is based on skill, experience, sincerity, and time is referred to as performance or work achievement (Hasibuan, 2013). Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System states that teachers are: Teaching staff are educational staff who are expressly appointed with the main task of teaching; with regard to the elementary and secondary levels of education, they are called teachers, and at the higher education level they are called lecturers. So what is meant by teacher is a person whose job and profession is teaching in schools at primary and secondary education levels (Mathis & Jackson, 2006).

Leadership

A leader is someone who is able to persuade a group of people to work together in order to accomplish different aims and objectives (Robbins & Judge, 2017). Leadership is a process of social influence carried out by someone on other people to structure activities and relationships within an organization. On the other hand, the leadership of the school principle is another factor that will affect the performance of the teachers. Leadership can be defined as an action that exerts influence over individuals or subordinates and works toward the accomplishment of a goal, which in this context is the achievement of educational objectives (Filgona et al., 2020).

Motivation

It is from the Latin word *movere*, which means to move that the English word motivation originates. The reason, or the impulses that are present within persons and motivate them to do something or do something, is referred to as motivation. The term "motivation" refers to the desire, urge, and driving force that originates from within someone to engage in a particular activity or activity. These psychological elements, which describe the relationship or interaction between attitudes, needs, and satisfaction that occur in people, are related to motivation.

Motivation is tied to a person's psychological factors. It is clear from this definition that the phrase "teacher motivation" refers to the interest that instructors have in the teaching profession, as well as their concentration and dedication to the profession over the long term (Khanal & Phyak, 2021).

The term "motivation" can also be understood as a driving force that originates from within an individual and compels them to take action in order to achieve a particular objective (Yawan, 2016). As a result, past research has demonstrated that teachers who lack motivation are more likely to experience a persistent reduction in performance, which, when sustained over an extended period, can result in teacher burnout. Demotivated instructors may experience emotional tiredness, low personal achievement, and depersonalization in this scenario. Demotivated teachers may also experience low personal achievement (Wanakacha et al., 2018).

METHOD

Types of research

At the moment, the kind of study that is being carried out is known as quantitative research. Quantitative research is a type of research that is founded on the concept of positivism and is employed for the purpose of researching specific populations or samples, data through the utilization of research tools, and quantitative and statistical data processing, with the intention of testing hypotheses that have been developed in advance (Sugiyono, 2018).

Population and Sample

A whole group of units or individuals whose qualities you are interested in learning about is referred to as a population (Sekaran & Bougie, 2016). In the realm of population, two distinct categories can be distinguished: limited population and unlimited population. When the number of people who make up a population can be determined with absolute certainty, we make the statement that the population is restricted. On the other hand, if it is not possible to determine with absolute certainty the number of people who make up a population, then that population is referred to as a limitless population.

Meanwhile, according to Sugiyono (2018), In terms of both number and features, the sample is a representation of the population. Consider a scenario in which the population is substantial. Yet, researchers are unable to investigate every aspect of the population, for instance, because of a lack of resources, energy, or time. In such a scenario, researchers are able to make use of samples obtained from that group.

Data collection technique

To obtain data as material in research, several methods are used as follows:

Questionnaire

A data-gathering method known as a questionnaire is carried out by providing respondents with a collection of written statements to which they are required to respond. Suppose the researcher is aware of the factors that are to be measured and is mindful of what to anticipate from the

responder. In that case, questionnaires are an effective method for collecting data (Sugiyono, 2018).

Documentation

In the process of gathering information, documentation is a method that involves opening records or documents that are regarded to be essential.

Validity and Reliability Test

According to Sugiyono (2018), the validity test is carried out to determine the degree of accuracy that exists between the data that the researcher actually acquires and the data that is actually occurring on the item. The validity of an instrument is determined by whether or not it is able to accomplish its measurement goals, which are defined as measuring the things that it intends to measure. If the researcher aims to collect data through the use of a questionnaire, then the questionnaire that is developed must measure the things that it is intended to measure.

It is helpful to determine whether the instrument, which in this case is the questionnaire, can be used more than once, at least by the same respondent, through the use of reliability testing. (Sekaran & Bougie, 2016).

In the course of this investigation, Cronbach's Alpha statistical test was utilized as a tool to determine whether or not the questionnaire was reliable. The reliability test assessment criteria are as follows:

- a. If the results of the alpha coefficient are more significant than the significance level of sixty percent, also known as sixty percent, then the questionnaire can be considered credible.
- b. There is a lack of reliability in the questionnaire if the findings of the alpha coefficient are lower than the significance level of sixty percent, which is equal to sixty percent.

Data analysis technique

Descriptive Analysis

When doing research, descriptive statistics are typically utilized to offer information about the characteristics of the variables that are the primary focus of the investigation. The measures used in the description include average, median, mode, and standard deviation.

Multiple Regression Analysis

The data analysis technique used to solve the problems in this research is regression analysis. This analysis was used to find out and obtain an overview of the influence of the Madrasah Head's leadership style (X1) and teacher self-motivation (X2) on teacher performance at MIN 7 South Solok (Y). The computer program known as the Statistical Package for Social Science (SPSS) was utilized in order to process the data that was collected for this study effectively.

In the form of multiple linear regression, the equation $Y = \alpha + \beta_1X_1 + \beta_2X_2 + e$

Coefficient of Determination (R^2)

It is necessary to compute the coefficient of determination (R^2) in order to put this research model to the test. This coefficient is a measurement that essentially determines how well the model can explain dependent variables. The value of the coefficient of determination falls somewhere in the range of zero to one. When the coefficient of determination (R^2) of an independent variable is higher, it suggests that the independent variable can exert a more significant influence on the dependent variable. Conversely, the independent variable that has the highest R^2 implies that it has the most critical impact on the dependent variable. The coefficient of determination (sample) is the quantity that is most usually used to measure the goodness of fit (goodness of fit) of the regression line. The amount that is defined as R^2 is typically referred to as the coefficient of determination. R^2 is a measure that may be expressed verbally and assesses the proportion (part) or total percentage of variance in Y that can be attributed to the regression model. With the help of the coefficient of determination, one can ascertain the degree to which the independent variable has an impact on the variable that is being studied (the dependent variable). The coefficient of determination (KD) is utilized with the following formula, which can be applied either in a partial or multiplied manner:

$$KD = R^2 \times 100\%$$

t-Test (Partial Test)

Sekaran & Bougie (2016) States that "The t test basically shows how far the influence of one explanatory/independent variable individually is in explaining variations in the dependent variable". The issue that needs to be addressed in order to test the null hypothesis (H_0) is whether or not a parameter in the model (b_i) is equal to zero or $H_0: b_i = 0$. This is the question that needs to be answered. The question that is being referred to here is whether or not a specific independent variable does not offer a significant explanation for the variable that is being used as the dependent variable. This is the alternative hypothesis (H_a), which states that the parameters of a variable do not equal zero. In other words, the alternative hypothesis is denoted by the symbol $H_a: b_i \neq 0$. To put it another way, this suggests that the variable in question is contributing significantly to the explanation of the variable that is being discussed.

For the purpose of determining test criteria with a significance level of 0.05, the following criteria are used:

- a. If $t \text{ count} < t \text{ table}$ and ($\text{Sig.} > 0.05$), then H_0 is accepted, and H_a is rejected.
- b. If $t \text{ count} > t \text{ table}$ and ($\text{Sig.} < 0.05$), then H_0 is rejected and H_a is accepted.

Tests are carried out to describe the degree of influence that the independent variables (X_1, X_2) have on the dependent variable (Y). These tests can be performed separately or in combination. It is carried out with the degree of freedom $df = n - k - 1$ in order to analyze the value of t – number of samples, denoted by n , and the number of independent variables, denoted by k .

F Test (Simultaneous Test)

When determining the extent to which the independent factors affect the dependent variables concurrently, the F test is utilized to quantify this relationship. The F test is a regression coefficient test that tries to evaluate the simultaneous relationship between the variables Leadership style of the Madrasah Head (X1) and teacher self-motivation (X2) on teacher performance at MIN 7 Solok Selatan (Y). The goal of this test is to determine whether or not the two variables affect each other. Criteria for evaluation:

- a. $H_0: \beta = 0$; There is no positive and significant influence between the leadership style of the Madrasah Head (X1) and teacher self-motivation (X2) together on teacher performance at MIN 7 Solok Selatan (Y).
- b. $H_a: \beta > 0$; There is a positive and significant influence between the leadership style of the Madrasah Head (X1) and teacher self-motivation (X2) together on teacher performance at MIN 7 Solok Selatan (Y).

Significance level = 0.05 with $df = n - k - 1$. n = a number of samples, k = a number of independent and dependent variables.

ANALYSIS AND DISCUSSION

Descriptive Analysis of Respondent Data

Descriptive Analysis is a description of the data used in a study. In this descriptive test, the researcher tries to find out the description or condition of the respondents who are the samples in this study. From the collection of questionnaire data, the results of respondents' answers were obtained from a total sample of 30 respondents who were Madrasah Committee members, guardians of grade 6 students, and principals of Madrasahs. An application called SPSS for Windows 23 was utilized to carry out the testing.

Table 1. Characteristics of Respondents

Information	Total	Percentage (%)
Gender		
Male	20	67
Female	10	33
Age		
20-30 years	-	
31-45 years	21	70
>46 years	9	30
Last Education		
Elementary School	9	30
Junior High School	11	36,6
Senior High School	6	20
Bachelor Degree	4	13,3

Source: Processed primary data, 2023

Based on this table, it can be seen that the most common type of respondent is male at 67%, while the rest are female at 33%.

Based on age 31-45 years, there are 21 respondents, which is 70% of the total respondents. This age range covers a period of life where many individuals have entered their career phase and may already have family responsibilities. They may have more life experience than younger age groups. There were nine respondents aged > 46 years, which was 30% of the total respondents.

Based on education, there were still many respondents with elementary school education, nine people. Twelve individuals had completed their secondary education, six individuals had completed their high school education, and four individuals had completed their bachelor's degree.

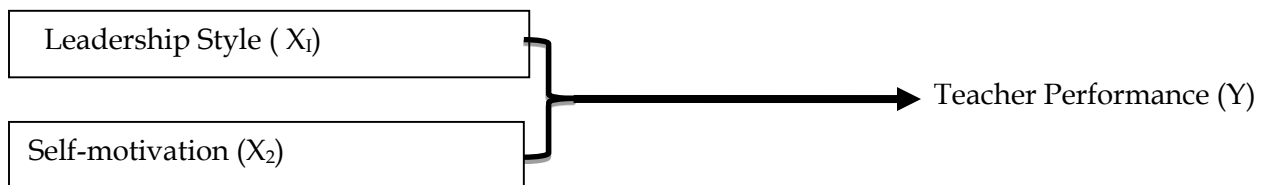


Figure 1. Thinking Framework

Validity Test Results

The objective of a validity test is to discover the extent to which a measurement instrument is able to characterize what it is that it can measure. This is accomplished by putting the instrument through a valid test. In order to determine whether or not a questionnaire is genuine, it is necessary to decide whether or not the count presented in the table is more significant. The research instrument will be said to be valid if the calculated r -value > r table. The table r value can be obtained via df (degree of freedom) = $n-k$. n = number of samples in the study, k = number of variables in the study.

Reliability Test Results

A reliability test is a measurement that can show consistency in measuring instruments to measure the same symptoms on different occasions. We may say that a questionnaire is reliable if the Cronbach alpha is more than 0.60, which is equivalent to sixty percent. If the indications are dependable, then we can say that the questionnaire is reliable.

Table 2. Reliability Test Results

No	Variable	Cronbach's Alpha	Information
1	The leadership style of the Madrasah Head (X1)	7,62	Reliable
2	Self-motivation (X2)	7,61	Reliable
3	Teacher Performance (Y)	7,73	Reliable

Source: Processed primary data, 2023

Based on table 2 above shows that Cronbach's Alpha value for the Madrasah Head's leadership style questionnaire is 7.62, teacher self-motivation is 7.61, and performance is 7.73. Therefore, it is possible to conclude that the statements contained in this questionnaire are trustworthy due to the fact that Cronbach's Alpha value is more significant than fifty percent. As a result, this demonstrates that every statement item that is utilized is capable of obtaining consistent data. This indicates that if the statement is questioned once more, a response that is very comparable to the answer that was acquired previously will be obtained.

Coefficient of Determination Results (R^2)

At MIN 7 Solok Selatan, the coefficient of determination R^2 is utilized in order to ascertain the degree to which the model is able to explain the variables of the influence of the Madrasah Head's Leadership Style and teacher self-motivation on teacher performance. This is done in order to identify the extent to which the model is able to explain the variables. When it comes to determining the significance of the independent factors in conjunction with the dependent variable, this test is of exceptional assistance. The value of R Square that was obtained is 0.764, which indicates that the variables of Leadership Style (X1) and Self-Motivation (X2) contribute 76.4% to performance through their respective contributions. In the meantime, the remaining 24.6 is affected by additional factors that are not included in this study.

t-Test Results (Partial Test)

The partial t-test was used to test the research hypothesis of whether there was a significant influence of the Madrasah Head's leadership style and teacher self-motivation on employee performance in Pauh Duo District.

- a. The t-test on the leadership style variable (X1) obtained a calculated t-value of 3.556, which was more significant than the t-table value of 2.055 ($\alpha = 5\%$), sig value ≤ 0.05 , so the decision was that leadership style had a significant effect on teacher performance. The regression model used in the current research model is appropriate. So, the leadership style variable in this research influences teacher work discipline.
- b. The t-test on the motivation variable (X2) obtained a calculated t value of 3.080, which is greater than the t-table value of 2.055 ($\alpha = 5\%$), the sig value ≤ 0.05 , namely 0.001, so the decision is that motivation has a significant effect on teacher performance. The regression model used in the current research model is appropriate. So, the motivation variable in this research influences performance.

F Test (Simultaneous Test)

The F statistical test is carried out with the purpose of determining whether or not all of the independent variables have a combined influence on a single dependent variable being examined.

Table 3. F Test Results (Simultaneous Test)

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4251.672	2	2125.836	43.711	.000 ^b
	Residual	1313.128	27	48.634		
	Total	5564.800	29			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Leadership Style, Motivation

Source: Processed primary data, 2023

According to the results of the analysis of variance (ANOVA) presented in Table 3, it is possible to conclude that there is a considerable relationship between leadership style and motivation on the performance of teachers. The F value that was calculated was 43.711, and the significance level was 0.000. This demonstrates that this is the case. This estimated F value is higher than the F table value at a significance level of 0.05 (F table = $df_1 = k-1$; $df_2 = n-k$ / $df_1 = 2$; $df_2 = 27$), which means that Ftable equals 3.35 after being calculated. As a result, the verdict is that hypothesis H0 is not accepted, and hypothesis Ha is accepted. When it comes to the current research model, the regression model that is being utilized is suitable. The conclusion that can be drawn from this is that the independent factors, which are leadership style and motivation, have a considerable impact on the dependent variable, which is teacher performance, either simultaneously or simultaneously.

CONCLUSION

Taking into consideration the findings of the hypothesis testing that has been carried out, as well as the discussion of those findings, several conclusions are obtained as follows:

- a. Respondent Achievement Level (TCR) for the leadership style of Madrasah Heads with an average of 3.83 with a percentage of 76.7, including the excellent category, motivation TCR with an average of 4.08 with a rate of 81.65, including the Very Good category and performance TCR with an average an average of 3.56 or a percentage of 71.35 is in the Good category.
- b. The leadership style variable has a t-count value of 3.556 with a t-table of 2.0555. Based on these results, Ha is accepted. Furthermore, based on the t-calculation at a significant level of 5%, it is 0.005; this means that there is a considerable influence of the Madrasah Head's leadership style variable on the performance variable. This also rejects the hypothesis that there is an insignificant influence of the leadership style variable on the performance variable. Based on the results of testing the first hypothesis, H0 is rejected, and Ha is accepted. So, it can be concluded that leadership style has a positive and significant effect on performance; the better the Madrasah Head's leadership style is, the more teacher performance will increase.

- c. The motivating variable has a t-calculated value of 3.080 with a t-table value of 2.0555. Furthermore, the calculated t-value at the 5% significance level is 0.001, which means that motivation variables have a significant influence on performance. These results also reject the hypothesis that motivation variables have an insignificant influence on performance. The results of testing the second hypothesis found that H₀ was denied and H_{a2} was accepted, so motivation has a positive and significant effect on performance. The better the work motivation, the better the performance.
- d. The results of the F test, namely testing the leadership style and motivation variables simultaneously/together, obtained a t-count value of 43.711 with the F table value at 5% significance being 3.35, so H₀₃ was rejected, and H_{a3} was accepted. This means that there is a significant influence between the leadership style variable and the teacher self-motivation variable simultaneously with the teacher performance variable. This means that when the leadership style and self-motivation are reasonable, it will improve teacher performance.

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