
THE STUDY OF LEADERSHIP EFFECTIVENESS ON KINDERGARTEN HEADMASTER AT RAJEG DISTRICT, TANGERANG REGENCY

JURNAL KEPEMIMPINAN
PENDIDIKAN

2018, Vol. 1(1) 20-34

© Author, 2018

p-ISSN 2086-2881

e-ISSN 2598-621X

Muzayanah¹, Ihsana El KHULUQO²

School of Graduates University of Muhammadiyah PROF. DR. HAMKA

Abstract

The purpose of this research was to analyze, test and find out: (1) The direct effect of Effectiveness of Principal Leadership on Teacher Competency Kindergarten in Rajeg District Tangerang Regency; (2) The direct effect of Teacher's Achievement Motivation on Teacher Competency Kindergarten in Rajeg District Tangerang Regency; and (3) The direct effect of Effectiveness of Principal Leadership on Teacher's Achievement Motivation Kindergarten teachers in Rajeg District Tangerang Regency. Based on the results of the analysis, it was known that: (1) There was a positive and significant direct influence of the principal's leadership on teacher competency Kindergarten in Rajeg District Tangerang Regency. (2) There was a positive and significant direct influence on the achievement motivation of teacher competency Kindergarten in Rajeg District Tangerang Regency. (3) There was a positive and significant direct influence of the principal's leadership on Kindergarten achievement motivation in Rajeg District Tangerang Regency.

Keywords: Effectiveness of Principal Leadership, Teacher's Achievement Motivation, Teacher competency

¹ Corresponding author: mitrapermata8@gmail.com

² Corresponding author: ihsana_khuluqo@uhamka.ac.id

Introduction

The professionalism of a teacher is reflected in whether or not the teacher is worthy of teaching. Teachers who are fit to teach are teachers who are able to master the class, are able to master the scientific field in depth and have academic qualifications that are relevant to their field of expertise. So the teacher who does not meet the criteria for teaching can be said to be unworthy of teaching. This article explains that teachers as educators must fulfill a number of requirements that exist to prove that they have become professionals including the requirements for meeting the competence of educators. Basically, a teacher's performance can be influenced by how much the teacher masters the competencies that must be fulfilled to become an educator. Mastery of competence by the teacher can be done by speaking, one of them by means of certification, namely the process of giving educator certificates to teachers who have met teacher competency standards.

Good principal leadership is to provide a cool climate for subordinates (teachers) to be able to work comfortably. The principal can take the step if the slogan “Ing Ngarso Sung Tulodho, Ing Madya Mangun Karso, Tut Wuri Handayani” is attached to him. An effective leader is to have a strong desire or will as a driver that is greater than themselves. The principal as the leader in the school is required to have creativity, motivational leadership, and effective leadership so that they can move all teachers according to their roles and functions effective and efficient.

Leadership has a mobilizing function which is essentially a management activity to make other people want and like to work. The moving others require art and ability to influence so that they are motivated to act in accordance with the goals of the organization. In order to move people to achieve the expected goals between one principal and the other principals are very different.

Leadership effectiveness depends on two basic criteria, namely: competence and comfort (Gordon, 2005). Competence refers to the ability of the leader to make work done happily by others. While comfort refers to the leader with himself and with his leadership behavior.

One of the reasons that can make anyone improve their leadership effectiveness is that leaders must have competence. Competencies that need to be possessed such as technical competence are knowledge and behavioral repertoire that can be used by someone to accomplish their tasks properly (Hughes, Ginnett and Gordon, 2012).

On the other hand, teachers as professionals have different work motivation from one teacher to another. Though motivation is very necessary for the teacher in carrying out his

duties so as to increase the success of the learning process. Motivation is the drive for work that arises for yourself to behave in achieving goals.

Motivation is very necessary for the teacher in carrying out his duties, so as to improve the success of the learning process. Teachers who have high motivation are reflected in the attitudes and behavior of teachers who want to work hard, tend to act, utilize all abilities, thoughts, and skills to realize educational goals.

The teacher as the spearhead of the transformation of the values of knowledge and attitudes of students is an important component in school. As an important component in the school, the teacher should get comfort at work. The form of comfort is in the form of the principal's leadership that provides a sense of comfort in work, and government policies that provide certainty in the career path so as to increase achievement motivation, improve performance, which in turn has implications for improving the quality of education which one of the indicators is an increase in students' learning achievement.

In this paper, further research is conducted by conducting research related to the Effectiveness of Principal Leadership and Teacher's Achievement Motivation towards teacher competency.

Research Method

This research was a quantitative field research. Field research was a research to obtain data that actually occurs in the field. Quantitative means to emphasize the analysis of numerical data (numbers) obtained by statistical methods. The method used in this research was a causal survey research method with path analysis techniques. Survey research was a research that takes samples from a population using a questionnaire as the main data collection tool.

FINDINGS AND DISCUSSIONS

Discussions

In reviewing the Effectiveness of Principal Leadership and Teacher's Achievement Motivation on teacher competency, a description of the data analyzed using descriptive statistics was needed. Description analysis was used to determine the state of each variable. The analysis includes the average value, median, mode, variant, and data visualization in the form of tables and graphs. Based on the formulation of the research problem where this research consists of three variables, which include the Effectiveness of Principal Leadership (X_1) variable, achievement motivation variable (X_2), and teacher competency variable (X_3). The samples taken in this study were 102 Kindergarten teachers in Rajeg District Tangerang Regency.

The variables in the study consisted of two independent variables, namely Effectiveness of Principal Leadership as a variable (X_1), Teacher's Achievement Motivation as a variable (X_2), and one dependent variable, teacher competency as a variable (X_3). The design of this study is: The results of the study show the statistical values of each variable and the level of the relationship between variables. The results of the study were described as follows:

1. The effectiveness of Principal Leadership Effect on Teacher competency

The teacher has an important role, is a strategic position, and is responsible for national education. The teacher has the task of being an educator, teacher, and trainer. Educating means continuing and developing life values. While teaching means to continue and develop knowledge, knowledge, and technology. In the learning process, the teacher is the main role holder, because technically the teacher can translate the process of improvement in the education system in one activity in his class. Teachers must develop and utilize their professional abilities so that they can improve performance in carrying out their duties and functionalities because future education demands the skills of a quality education profession. Many factors support the development of teacher competency, including the leadership of the principal in motivating teachers. The success of a school essentially lies in the efficiency and effectiveness of the leadership of a school principal. While the School as an educational institution is tasked with organizing the educational process and the teaching and learning process in an effort to educate the lives of the nation. In this case the school principal as someone who is given the task of leading the school, the principal is responsible for achieving school goals. The principal is expected to be a leader and innovator at school. Therefore, the quality of the principal's leadership is significant for school success.

Based on the results of the t-test analysis, showed t_{count} of 8, 644. This t_{count} value was then compared with the t_{table} value with $df = 102$ obtained a value of 1, 984. after it was compared it turned out that the t_{count} was greater than t table ($8, 644 > 1, 984$). Likewise, with the significance level (p-value), in the table above it is known that the significance probability value (Sig.) = 0.000. This means that the value of Sig $< \alpha$ value ($0.000 < 0, 05$) can be concluded H_0 rejected and H_1 accepted. Based on the analysis of the correlation coefficient (r_{xy}) between school leadership (X_1) with the teacher competency (X_3) obtained a value of 0, 654 with Sig. (2-tailed) of 0. 000. This means the value of Sig. ($0, 000 < \alpha (0, 05)$). The coefficient value is 0, 654. Thus it can be concluded that the leadership of the principal and teacher competency has a significant relationship with the strong category.

The results of this study were in accordance with the opinion in Azwar which states “a person's attitude towards an object acts as an intermediary for the response and the object in question”.

The response is classified into three types, namely cognitive response, effective response and connotation response that interact with each other in understanding, feeling and behaving towards an object. The teacher's attitude towards the leadership of the principal is in the form of a positive attitude in which the teacher agrees and supports policies taken by the principal or negative attitudes where the teacher does not agree and does not support all policies that were contrary to or not in accordance with the leadership of the principal.

Teachers who have a positive attitude towards the leadership of the principal will receive and respond well to all policies taken by the principal, with this positive response will be able to increase the teacher's enthusiasm or performance, for this reason it is necessary to have a reciprocal relationship the positive between the principal and the teacher, because with the existence of two-way communication that continues to be interwoven well all the obstacles that may be faced by the school will be resolved together. With good leadership will also be able to increase the enthusiasm of the teacher in carrying out its main task, namely to educate students, so that if this goes well, the ability of teachers in learning will continue to be improved. Conversely, teachers who have a negative attitude towards school principals' leadership tend to respond poorly to all policies taken by the principal, and if this happens, it can lead to conflict between the teacher and the principal and this will greatly affect the teacher's performance and of course will also adversely affect the ability of teachers.

2. Effect of Achievement Motivation on Teacher competency.

Motivation is very important for a teacher, especially motivation to increase knowledge, ability in the learning process, which ultimately has the ability to stimulate or move students so that the students desire to improve their ability or achievement in learning so that the maximum educational goals were expected to be achieved.

A teacher who has high achievement motivation always wants to compete to achieve goals by setting certain standards, doing good work, and always choosing the best. A teacher who has high achievement motivation always wants to compete to achieve goals by setting certain standards, doing good work, and always choosing the best. With these characteristics, the teacher who has high achievement motivation, the teacher will be encouraged to continue to improve the competencies he has so that he can continue to provide the best and can compete with other teachers in achieving.

Based on the results of the t-test analysis, showed t_{count} of 3, 444. This t_{count} value was then compared with the value of t table with df 102 obtained a value of 1, 984. After comparing it turned out that t_{count} was greater than t table ($3, 444 > 1, 984$). Likewise, with the significance

level (p-value), it is known that the significance probability value (Sig.) = 0,001. This means the value of Sig < α value (0,001 < 0,05), it can be concluded that H₀ is rejected and H₂ is accepted. Therefore, it could be concluded that achievement motivation has a significant effect on teacher competencies in the existing Rajeg District Tangerang Regency.

The correlation coefficient (r_{xy}) between achievement motivation (X_2) and teacher competency (X_3) obtained values of 0,326 with Sig. (2-tailed) of 0,001. This means the value of Sig. (0,001) < α (0,05). Thus it can be concluded that between high motivation and a competent teacher has a significant relationship with the weak category.

Achievement motivation has a direct positive effect on teacher competency. Motivation is very influential in increasing the ability of teachers. With the high motivation, the teacher will always try to improve their abilities in accordance with the development of the times and science and technology which were increasingly advanced, this is in accordance with the opinion that states "achievement motivation as the driving force in achieving high levels of learning achievement obtainable, to get satisfaction "

In addition, professional teachers must also be able to develop their abilities by understanding all environmental phenomena that can be linked to learning enhancement. The ability possessed by the teacher can be enhanced by various methods, for example the teacher must be able to recognize the tools that can be used as supporting educational facilities, for example by the presence of OHP media, computers, LCDs, so that if the teacher has the ability to use this media it can have a positive impact towards the teacher himself or his students. In the learning process, the teacher must be able to know how far the abilities of the students are, this must be known to be a teacher's guide in delivering the material to be conveyed by the teacher. The teacher will be able to design how best the method will be used and what tools were needed in the learning process, and if this can be done correctly it will be able to improve the teacher's ability.

3. Relationship of Effectiveness of Principal Leadership (X_1) to achievement motivation

The effectiveness of Principal Leadership that is good will be able to increase the enthusiasm of the teacher in carrying out its main task, namely to educate students, so that if this goes well the teacher's ability in learning will continue to be improved. Conversely, the leadership of school principals who were less effective tends to respond poorly to all policies taken by the principal, and if this happens, it can lead to conflict between the teacher and the principal and this will greatly affect the performance of the teacher and will certainly have adverse consequences. Similarly, on improving teacher ability

In addition, the Teacher's Achievement Motivation factor is very influential on teacher competency. Motivation is very influential in increasing the ability of teachers. With high motivation, teachers will always strive to improve their abilities in accordance with the development of the times and science and technology that were increasingly advanced.

Teacher's Achievement Motivation is an internal factor of the teacher, while Effectiveness of Principal Leadership and supervision of the principal were external factors of the teacher. The higher the Teacher's Achievement Motivation and the better the Effectiveness of Principal Leadership, the teacher competency will have a greater influence because the teacher's achievement motivation and Effectiveness of Principal Leadership were two different things that can complement each other to improve teacher competency. If these two factors can be used together, teacher competency will be higher.

Based on the results of the t-test analysis, showed t_{count} of 2,044. This t_{count} value was then compared with the value of t table at a significant level with df 102 obtained a value of 1,984.,984). Likewise, with a significance level (p-value), in the table above it is known that the significance probability value (Sig.) = 0,044. This means that the value of Sig < α value (0,044 < 0,05) can be concluded H0 rejected and H3 accepted. So it can be concluded that the leadership of school principals has a significant effect on the achievement of the Kindergarten motivation in Rajeg District Tangerang Regency.

The correlation coefficient (r_{xy}) between the principal's leadership (X_1) with achievement motivation (X_3) obtained a value of 0,200 with Sig. (2-tailed) of 0,019. This means the value of Sig. (0,044) < α (0,05). The coefficient value 0, is in the moderate correlation category. Thus it can be concluded that the leadership of the principal with achievement motivation has a significant relationship with the medium category.

The results of this study support the results of research conducted by Samson which shows that relationship-oriented leadership has a significant and direct and positive effect on achievement motivation. Another study conducted by Nawawi (2000) also showed that leadership variables proved to be influential but not significant to employee motivation.

Leadership has a strong influence on achievement motivation because the success of a leader in moving others to achieve a goal depends on how the leader creates motivation within each of his subordinates. The leader tries to influence or motivate his subordinates to work in accordance with the goals expected of the leader. High achievement motivation can be supported by the right leadership, therefore that the principal's leadership style that is

inappropriate in its application will less motivate the teacher in carrying out his professional activities which were providing good learning for his students.

Discussions

In the law number 20 of 2003 concerning the National Education System explains educators were qualified teaching staff as teachers, lecturers, counselors, facilitators, and other designations that were appropriate to their specificity and participate in the delivery of education. In the Javanese paradigm, educators were identified as “Guru” (Gu and Ru), which means “digugu and ditiru”. It said to be “digugu” (trusted) because the teacher has an adequate set of knowledge, because the teacher has broad insight and views in seeing This life was said to be “ditiru” (followed), because the teacher has an intact personality, which was why a teacher's actions must be a good role model and role model by his students. A teacher also has a heavy responsibility, namely the teacher must have academic qualifications, competence, certificate of educator, physically and mentally healthy, and have the ability to realize national education goals. One key task and the position of teacher as a professional person according to the provisions of article 4 of the Law on Teachers and Lecturers was as a Learning Agent that functions to improve the quality of education As a learning agent, teachers have a central role quite standardized, among others, as a facilitator, motivator, driver, learning engineer, and learning inspiration for students. While the teacher competency understanding according to experts was as follows:

1. According to Moh. Uzer Usman Teacher competency was the ability of an educator to carry out his obligations responsibly and appropriately.
2. Rastodio defines teacher competency as mastery of knowledge, skills, values , and attitudes reflected in the habit of thinking and acting in the profession as an educator.
3. Kunr stated that teacher competency was a set of abilities that must exist in educators in order to realize their performance appropriately and effectively.
4. According to Majid, competence was a set of responsible full intelligence actions that must be owned by a person as a condition to be considered capable of carrying out tasks in a particular job. Intelligence must be shown as skill, accuracy, and success of the action. The nature of responsibility must be shown as the truth of action both in terms of science, technology, and ethics.

Teacher competency criteria that must be possessed include:

1. Cognitive competence, which was competence related to intellectual.

2. Affective competence, namely the competence or ability in the field of attitude, respect for work and attitude in respect of matters relating to the task and profession.

3. Psychomotor competence, namely the ability of educators in various skills or behavior.

Teacher competency includes personality competency, social competence, and professional competence.

1. Personal competence

In this personal competence has included personality competencies and social competencies which were the basic capital for educators in carrying out their duties and education professionals. Educator's personal competence points to the need for a standardized adult personality that was steady, moral, dynamic (reflective and striving to progress), and responsible. Personality competence has a huge influence on the growth and personal development of students. This competence was also very important in shaping the personality of children, educators prepare and develop human resources (HR), as well as the welfare of society, the progress of the state and nation in general. According to Lardizabal, personal-social competence was as follows: a). Educators live and practice the values of life (including moral values and faith). b). Educators should be able to act honestly and responsibly. c). Educators were able to act as leaders, both within the school and outside the school. d). Educators were friendly and skilled in communicating with anyone for good purposes. e). Educators were able to participate actively in the preservation and development of the culture of the community. f). In friendship with anyone, educators should not lose the principles and values of life that they believe. g). Willing to participate in various social activities. h). Educators were healthy and stable mental people. I). Educators appear appropriately and neatly. J). Educators were able to be creative with calculation. K). Educators should be able to act on time in their appointments and complete their tasks. l). Educators should be able to use their free time wisely and productively. Professional Competence.

In the national standard of education, professional competence was the ability to master learning material widely and in depth which allows guiding students to meet the competency standards set in national education standards. There were ten basic educational abilities that become the benchmark for the performance of educators as professional educators, including the following: a). Educators were required to master teaching materials. Mastery of teaching materials from educators was crucial to the success of teaching. Educators should master the compulsory (basic) teaching materials, enrichment teaching materials and supporting teaching materials well for teaching purposes, able to describe and organize teaching materials

systematically, relevant to the learning objectives, in harmony with the mental development of students, in line with the demands of the development of science and technology (up-to-date) and by taking into account the conditions and facilities in the school and or in the school environment. b). Educators were able to process teaching and learning programs. Educators were expected to master functionally about the teaching system approach, teaching principles, procedures, teaching standards, mastering in depth and standardized teaching materials, and able to design the use of teaching facilities. c). Educators were able to manage classes, the efforts of educators to create social class situations that were conducive to learning as best as possible. d). Educators were able to use media and teaching resources. The ability of educators in creating, organizing, and caring for and storing teaching tools and/or teaching media was important in an effort to improve the quality of teaching. e). Educators master educational foundations. Educators who master the foundation of science with great confidence will be able to guarantee that their students learn something meaningful from the educator concerned. f). Educators were able to manage the teaching and learning interactions, educators were able to act as motivators, inspirators, organizers, facilitators, evaluators, assist in administering class and school administration, participating in B. K services in schools. In the teaching, educators were required to be competent in the didactic-methodical aspects so that students can study hard. g). Educators were able to assess students' achievements for teaching purposes. The expertise of educators in measuring and assessing students' learning achievements has a broad impact, accurate assessment data was very helpful to determine the direction of students' self-development, guide business, optimize and integrate students' self-development. The first thing that educators need to understand functionally was that teaching assessment was an integral part of the teaching system. So the assessment activities include the preparation of measuring instruments (tests), administering tests, correcting students' answers as well as scoring, managing scores, and using certain norms, administering the processes that exist or were in the school environment. b). Educators were able to process teaching and learning programs. Educators were expected to master functionally about the teaching system approach, teaching principles, procedures, teaching standards, mastering in depth and standardized teaching materials, and able to design the use of teaching facilities. c). Educators were able to manage classes, the efforts of educators to create social class situations that were conducive to learning as best as possible. d). Educators were able to use media and teaching resources. The ability of educators in creating, organizing, and caring for and storing teaching tools and/or teaching media was important in an effort to improve the quality of teaching. e). Educators master educational foundations. Educators who master the foundation of science with great confidence

will be able to guarantee that their students learn something meaningful from the educator concerned. f). Educators were able to manage the teaching and learning interactions, educators were able to act as motivators, inspirators, organizers, facilitators, evaluators, assist in administering class and school administration, participating in B. K services in schools. In teaching, educators were required to be competent in the didactic-methodical aspects so that students can study hard. g). Educators were able to assess students' achievements for teaching purposes. The expertise of educators in measuring and assessing students' learning achievement has a broad impact, accurate assessment data were very helpful to determine the direction of students' self-development, guide business, optimize and integrate students' self-development. The first thing that educators need to understand functionally was that teaching assessment was an integral part of the teaching system. So the assessment activities include the preparation of measuring instruments (tests), administering tests, correcting students' answers as well as scoring, managing scores, and using certain norms, administering the process and evaluating the results of learning achievement in the form of remedial teaching and tutoring services and all stages of the assessment need to be aligned with the ability of the teaching system. h). Educators recognize the functions and programs of BK services. Being able to be a good participant in the service of B. K in school, helping students to recognize and accept themselves and their potential to help determine the right choices in life, help students dare to face life problems, and others. i). Educators know and were able to participate in the administration of school administration, educators were required to be capable or able to collaborate in an organized manner in classroom management. j). Educators understand the principles of educational research and were able to interpret the results of educational research for teaching purposes. Competency demands in the field of educational research are qualitative challenges for educators today and in the future.

Some other leadership notions quoted by Yulk on Udaya's translation on Wahab are:

- a) Leadership was the behavior of an individual who leads the activities of a group to a goal to be achieved together.
- b) Leadership was an interpersonal influence, which was carried out in a particular situation, which was transmitted through the communication process towards one or several specific purposes.
- c) Leadership was the process of influencing the activities of a group organized towards achieving goals.

- d) Leadership was a process of giving meaning (meaningful influence) to a collective and resulting in a willingness to do the desired effort in achieving the goal.

Achievement motivation was in the field of work. Then there will be a manifestation of the achievement motivation, including:

- 1) Efforts to get good ratings
- 2) Can overcome obstacles in work
- 3) Maintaining good quality work performance.
- 4) Compete with colleagues to be the best.

McClelland in Usman, who has a motive of high achievement was characterized by, among others; (1) was responsible for all actions, turns on the career and the future and does not blame others for failure; (2) trying to find feedback on actions and willing to listen to other people's opinions as input to improve themselves; (3) dare to take calculated risks beyond other people and create the best; (4) trying to do something innovatively and creatively and be able to realize ideas well and not like a system that limits movement to a more positive direction; (5) be good at managing time and not delaying work; and (6) work hard and be proud of the results achieved.

CONCLUSIONS AND SUGGESTIONS

Some important points were summarized as follows:

1. There was a positive and significant direct influence of the principal's leadership on teacher competency Kindergarten in Rajeg District Tangerang Regency. This was evident from the results of the value of $t_{count} > t_{table}$ (8, 644 > 1, 984) and the path coefficient value of 0, 613. Analysis of the correlation coefficient shows the value of 0, 654 with Sig. (2-tailed) of 0, 000. This means that the leadership of the principal with teacher competency has a significant relationship and was in a strong category.
2. There was a positive and significant direct influence on achievement motivation on teacher competencies in the Rajeg District Tangerang Regency. This was evident from the results of the value of $t_{count} > t_{table}$ (3, 444 > 1, 984) and the path coefficient value of 0, 203. Analysis of the correlation coefficient shows the value of 0, 326 with Sig. (2-tailed) of 0, 001. This means that the achievement motivation with teacher competency has a significant relationship and was in the weak category.
3. There was a positive and significant direct influence of the principal's leadership on Kindergarten achievement motivation in Rajeg District Tangerang Regency. This was evident from the results of the value of $t_{count} > t_{table}$ (2, 044 > 1, 984) and the path

coefficient value of 0,200. Analysis of the correlation coefficient shows the value of 0,200 with Sig. (2-tailed) of 0,019. This means the leadership of the principal with achievement motivation has a significant relationship and was in the weak category.

In improving the Effectiveness of Principal Leadership, there should be programs in improving teacher competency and Teacher's Achievement Motivation.

REFERENCES

- Abdulrachman, Arifin. 2009. *Teori Pengembangan dan Filosofi Kepemimpinan Kerja*. Jakarta: Iktiar Baru.
- Ad-duweisy, Muhammad Abdullah. 2012. *Menjadi Guruyang Sukses dan Berpengaruh*. Surabaya: Elba.
- Alhadza, Abdullah. *Pengaruh Motivasi Berprestasi dan Perilaku Komunikasi antara Pribadi terhadap Efektivitas Kepemimpinan Kepala Sekolah (Survey terhadap Kepala SLTP di Sulawesi Tenggara)*. <http://www.depdiknas.go.id/jurnaldiakses> 22 Desember 2016.
- Arikunto, Suharsimi. 2011. *Dasar-dasar Evaluasi Pendidikan*. Jakarta: Bina Aksara.
- Arikunto, Suharsimi. 2012. *Prosedur Penelitian: Suatu Pendekatan Praktek*, Jakarta: PT. Rineka Cipta.
- As'ad, Muhammad. 2008. *Psikologi Industri*. Yogyakarta: Liberty.
- Azwar, Saifudin. 2011. *Metode Penelitian*, Yogyakarta: Pustaka Pelajar.
- Beyer, Bonnie. 2009. *An imperative for leadership preparation programs: Preparing future leaders to meet the needs of students, schools, and communities. International journal of educational leadership preparation. Vol 4 number 1 (January-March 2009)*. Diakses tanggal 30 Januari 2017 dari <http://cnx.org/content/m19029/1.2/?format=pdf>.
- Danim, Sudarwan. 2012. *Menjadi Komunitas Pembelajar: Kepemimpinan Transformasional dalam Komunitas Organisasi Pembelajar*. Jakarta: Bumi Aksara.
- Depdiknas, *Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional*. Jakarta: Depdiknas RI, 2003.
- Djaali. 2008. *Psikologi Pendidikan*, Jakarta: Bumi Aksara.
- Ghozali, Imam. 2010. *Aplikasi Analisis Multivariat dengan Program SPSS*. Semarang: Badan Penerbit Universitas Diponegoro.
- Gibson, James, L. 2011. *Organisasi, Perilaku, Struktur dan Proses*. Jakarta: Erlangga.
- Gibson, James. et.al. 2013. *Organizations Behavior Structure Processes*. New York: McGraw-Hill/Irwin.
- Gordon, Jack. 2005. *Pfeiffer's Classic Activities for Developing New Managers*. San Fransisco: John Wiley & Sons, Inc

- Hamalik, Oemar. 2012. *Pendidikan Pendidik Berdasarkan Pendekatan Kompetensi*, Jakarta: Bumi Aksara.
- Hasan, Handani. 2011. *Filsafat Pendidikan Islam*. Bandung: Pustaka Setia.
- Hasibuan S. P., Malayu. 2012. *Manajemen, Dasar, Pengertian dan Masalah*. Jakarta: PT. Bumi Aksara.
- Hawadi, Reni Akbar. 2011. *Psikologi Perkembangan Anak*. Jakarta: Grasindo.
- Hughes, Richard L, Robert C. Ginnett & J. Curphy Gordon. 2012. *Enhancing the Lessons of Experience*, 7th ed., New York: McGraw-Hill
- IG, Wursanto. 2010. *Manajemen Kepegawaian*. Surabaya: Kanisius.
- Irmin, Soejino. 2010. *Mengelola Potensi dan Motivasi Bawahan*. Bandung: Seyma Media.
- Kartono, Kartini. 2010. *Pemimpin dan Kepemimpinan*. Jakarta: Rajawali.
- Kountur, Ronny. 2009. *Metode Penelitian untuk Penulisan Skripsi dan Tesis*, Jakarta: PPM.
- Kunr. 2012. *Pendidik Profesional: Implementasi Kurikulum Tingkat Satuan Pendidikan dan Sukses dalam Sertifikasi Pendidik*. Jakarta: Raja Grafindo Persada.
- Kurniadin, Didin dan Imam Machali. 2014. *Manajemen Pendidikan Konsep dan Prinsip Pengelolaan Pendidikan*. Yogyakarta: Ar-Ruzz Media.
- Lazaruth, Soewardji. 2012. *Kepala Sekolah dan Tanggungjawabnya*. Yogyakarta: Kanisius.
- Madjid, Abdul dan Dian Andayani. 2009. *Pendidikan Agama Islam Berbasis Kompetensi Konsep dan Implementasi*. Bandung: PT. Remaja Rosdakarya.
- Mujib, Abdul dan Jusuf Mudzakir. 2012. *Ilmu Pendidikan Islam*. Jakarta: Kencana.
- Mulyasa, E. 2012. *Manajemen Berbasis Sekolah: Konsep, Strategi, dan Implementasi*. Bandung: PT Remaja Rosdakarya.
- _____. 2012. *Standar Kompetensi Sertifikasi Pendidik*, Bandung: PT. Remaja Rosdakarya.
- Munir, Abdullah. 2008. *Menjadi Kepala Sekolah Efektif*. Yogyakarta: Ar-Ruzz Media.
- Nawawi, Hadari dan M. Martini, Hadari. 2014. *Kepemimpinan yang Efektif*. Yogyakarta: Gadjahmada Press.
- Nawawi., Hadari. 2013. *Metodologi Penelitian Bidang Sosial*. Yogyakarta: Gadjahmada Press.
- Niam, Asrorun. 2012. *Membangun Profesionalitas Pendidik*, Jakarta: eLSAS.
- Nurachdijat, Kun dan Doni Ahmad Fauzi, 2011. *Membangun Motivasi Kepemimpinan*. Jakarta: Edsa Mahkota.
- Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa. 2010. *Kamus Besar Bahasa Indonesia*. Jakarta: Balai Pustaka.

- Purwanto, Ngalim. 2010. *Administrasi dan Supervisi Pendidikan*. Bandung: Remaja Rosdakarya.
- Ramayulis. 2012. *Ilmu Pendidikan Islam*. Jakarta: Kalam Mulia.
- Rivai, Veithzal. 2012. *Kepemimpinan dan Perilaku Organisasi*. Jakarta: Raja Grafindo Persada.
- Robbins, Steppen P. 2011. *Perilaku Organisasi*. Jakarta: Prenhallindo.
- Roestiyah N.K, 2012. *Masalah Ilmu Kependidikan*. Jakarta: Bina Aksara.
- Salim, Yenny dan Peter. 2011. *Kamus Besar Bahasa Indonesia Kontemporer*. Jakarta: Modern English.
- Samana, 2012. *Profesionalisme Kependidikan*, Yogyakarta: Kanisius.
- Siagian, Sondang. 2012. *Manajemen Sumber Daya Manusia*. Jakarta: PT Bumi Aksara.
- Singarimbun, Masridan Sofyan Effendi. 2010. *Metode Penelitian Survei*, Jakarta: LP3E.
- Siswanto 2010. *Pengantar Manajemen*. Jakarta: Bumi Aksara