

The Relationship between the Principal's Leadership and the Work Environment with Teacher Performance of SDS Islam Muslimin Jakarta

Isti Nurhayati¹, Marhamah¹, Farhah¹ and Agus Umar¹

¹Postgraduate Program, Jakarta Islamic University, Balai Rakyat Street Utan Kayu Matraman, Jakarta, Indonesia

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Abstract: This study aims to find out and analyze the correlation between the principal's leadership and the work environment with the teacher's performance. From the results of multiple correlation calculations, there is a positive relationship between the principal's leadership and the work environment together with the teacher's performance. That there is a positive relationship between the leadership of the principal and the work environment and the performance of teachers in SDS Islam Muslimin. The results of this study indicate that the performance of teachers in SDS Muslim Muslimin Central Jakarta is influenced by the leadership of the principal and the work environment. The better the headmaster's leadership and work environment, the higher the teacher's performance. Vice versa. Or in other words there is a significant relationship between the leadership of the principal and the work environment and the performance of teachers in SDS Islam Muslimin.

1 INTRODUCTION

An organization is a social unit that is consciously coordinated with a limit that can be identified as active, working continuously to achieve goals. The function of the principal is not only as a manager, but also as a thinker and developer. The Principal is required to be professional and master well his work exceeds the average of other personnel in the school, and has a high moral commitment to his work in accordance with the code of ethics of his profession.

Payaman (2005: 65) Teacher performance refers to behavior when teaching in class. Motivation will arise in the teacher if there is attention, suitability, trust and satisfaction given by the principal, as well as smooth communication between teachers and principals and teachers with teachers, will improve performance. Teacher performance is inseparable from the role of a school principal as a leader who has the authority to govern others, the principal plays an active role in resolving the problems that arise from the bottom and that is at the same time a challenge that must be faced by a leader, the principal always faces and mobilizes all his strengths to solve problems with his subordinates.

The achievements of the students of SDS Muslim Islam in the academic field at the output of their graduates decreased from a few years ago the value of the National Examination or School Examination with sufficient grades in graduates in 2016, while in the previous few years in the alumni academic field the grades were very satisfying with an average of 8.5. Some factors that are less supportive include lack of harmonization between school principals and teachers, teacher changes in each year, class teachers lacking in mastering the material, students lacking discipline in learning, and less supportive roles of parents and the environment as well.

Performance is the level of achievement of results on the execution of certain tasks. Simanjuntak (2005: 65) Teacher performance refers to behavior when teaching in class. Behavior is something that is very important in creating a conducive teaching and learning atmosphere. Motivation will arise in the teacher if there is attention, suitability, trust and satisfaction given by the principal, as well as smooth communication between teachers and principals and teachers with teachers, will improve performance. Teacher performance is inseparable from the role of a school principal as a leader who has the authority to govern others, the principal plays an active role in

resolving the problems that arise from the bottom and that is at the same time a challenge that must be faced by a leader, the principal always faces and mobilizes all his strengths to solve the problems below, but the efforts made by a school principal are not as easy as we think the headmaster is constrained by many things such as the attitude of subordinates / teachers in interpreting the commands given by the leader in this case the principal, often we find something happening the contradiction of the will between the leadership and subordinates, between the teacher and the principal, what the principal wants cannot be captured or accepted by the teacher, causing prejudice.

2 LITERATUR REVIEW

2.1 Leadership Definition

Leadership is taken from the word leader who in English is called the leader from the root word to lead which contains a meaning that is closely related; move early, walk ahead, take the first step, do first, spearhead, direct the thoughts-actions of others, guide, guide, move others through their influence. (Mangunhardjana, 1976: 11)

In the Al-Qur'an there are several Surahs which explain about a leader including QS. Al-Maidah / 5: 51 Meaning: "O ye who believe, do not take Jews and Christians to be leaders (you), some of them are leaders for some others. Whoever of you takes them to be a leader, then actually that person belongs to their class. Verily Allah does not guide those who do wrong.

From this verse it can be concluded that essentially all mean the same, namely the leader. And every leader has responsibility for his leadership. The responsibility contains rights and obligations that must be fulfilled between the two parties, both as leaders and those who are led. The meeting of the three basic elements, namely the leader, who is led and the responsibility is the core of leadership.

Leadership can be interpreted as a process of influencing and directing employees to do the work that has been assigned to them. As defined by Stoner, Freeman, and Gilbert (1995: 45), leadership is the process of directing and influencing the task related activities of group members. Leadership is the process of directing and influencing members in terms of various activities that must be carried out. Furthermore, Griffin (2000: 67) divides the notion of leadership into two concepts, namely as a process, and as an attribute. The process, leadership is focused on what is done by leaders, namely the process by

which leaders use their influence to clarify organizational goals for employees, subordinates, or those they lead, motivate them to achieve these goals, and help create a productive culture in the organization. As for the attributes, leadership is a collection of characteristics that must be possessed by a leader. Therefore, leaders can be defined as someone who has the ability to influence the behavior of others without using force, so that the people they lead accept themselves as a person who is worthy of leading them. (Ernie, Kurniawan, 2005: 255)

2.2 Understanding the Work Environment

According to L.R Sayly, Strauss, in Sudarmayanti, (2001: 96) the physical environment in the sense of all the circumstances surrounding the workplace will affect employees both directly and indirectly.

1. The physical environment can be divided into two categories, namely:
 - a. An environment that is directly related to employees (such as: work center, desk chair and so on)
 - b. Intermediate environment or general environment (such as: houses, offices, factories, schools, city highway systems, etc.).
2. Environmental intermediaries, can also be called a work environment that affects human conditions, for example: temperature, institutional, air circulation, lighting, noise, mechanical vibration, odor, color and others.

The work environment is something that is around the organization that affects teacher performance. According Atmodiwirio (2000: 113) "The work environment is a condition, situation and work conditions that give rise to high morale / morale, in order to improve performance as expected".

2.3 Performance Definition

Performance is the level of achievement of results on the execution of certain tasks. Payaman J. Simanjuntak (2005: 141). Teacher performance refers to behavior when teaching in class. Behavior is something that is very important in creating a conducive teaching and learning atmosphere. Motivation will arise in the teacher if there is attention, suitability, trust and satisfaction given by the principal, as well as smooth communication

between teachers and principals and teachers with teachers, will improve performance.

Teacher performance is inseparable from the role of a principal as a leader who has the authority to govern others, the principal plays an active role in resolving problems arising from his subordinates and that is at the same time a challenge that must be faced by a leader, the principal always faces and mobilizes all of its strength is to solve the problems below, but the efforts made by a school principal are not as easy as we think the headmaster is constrained by many things such as the attitude of subordinates / teachers in interpreting the commands given by the leader in this case the principal, often we find something happening the contradiction of the will between the leadership and subordinates, between the teacher and the principal, what the principal wants cannot be captured or accepted by the teacher, causing prejudice.

Admittedly, teachers who have good performance will always be creative to develop all the potential that exists in them. This is because the student has a clear goal of the learning process, and feels that learning is a need that must always be fulfilled.

3 RESEARCH METHODOLOGY

3.1 Types of Research

The approach used in this research is quantitative, which is a research approach based on the clarity of its elements consisting of clarity of purpose, approach, subject, sample, data sources that have been established and detailed from the beginning. Likewise with the steps of research and design and data collection and data analysis (Arikunto, 1996).

This type of research uses survey research methods with a quantitative research approach. Survey research in question is to explain causal influences and test hypotheses. This type of research focuses on disclosing the causal influence between variables, namely a research directed to investigate the effect of causes based on observations of the consequences that occur, with the aim of separating the direct relationship and indirect relationship of a causal variable to the resulting variable.

3.2 Population and Sample

Population is the area of generalization which consists of: objects / subjects that have certain qualities and characteristics set by the researcher to be studied and then drawn conclusions (Al Rasid, Harun, 1993: 31).

Population is the whole object of research consisting of humans, objects, animals, plants, and events as data sources that have certain characteristics in a study. The population taken in this study is guided by the opinion of Suharmisi Arikunto: "If the subject is less than 100 people, then all are taken, so this research is a population research. Furthermore, if the number of subjects is large, 10-15% or more can be taken, depending on at least the ability of the researcher to be seen in terms of time, energy and funds.

In this study the study population were SDS Muslim Muslim teachers with 40 teachers in the 2016-2017 school year.

3.3 Sampling Technique

Sampling of probability sampling techniques. All members of the population have the same opportunity to be sampled. More specifically, the probability technique used is stratified random sampling. This technique must be used from the beginning when the researcher knows that the condition of the population consists of several members who have different stratifications or layers. Sample members in each element must have the same (homogeneous) characteristics.

3.4 Research Instruments

In this study, measurements were taken in real situations, in accordance with the respondents' assessment of what he experienced, not what the researcher wanted. Research instruments are arranged in the form of statements and all use a Likert scale, (Al Rasid, Harun, 1993: 27) then the statement is given a weighting value between 1-5. Instrument in this study consists of three measuring instruments. The three measuring instruments are: leadership scale, work environment scale and performance scale.

3.5 Data Collection Procedure

All data containing information about the three variables studied were obtained by a survey that was directly carried out by the researchers

themselves. The filling procedure uses questionnaires and questionnaires. This is done to speed up the data collection process and to keep all respondents understand the filling procedure properly.

3.6 Data Analysis Technical

After the results of the questionnaire data from the principal's leadership variables, questionnaire work environment and questionnaire the teacher's performance was collected, then processed and analyzed using statistical formulas, namely descriptive statistics and inferential statistics.

Researchers using descriptive analysis is not intended to test hypotheses, as only describing the existence of exogenous variables that function to connect and endogenous variables that are related. There are two exogenous variables in this study, principals' leadership (X1) and work environment (X2), endogenous variables namely teacher performance (Y). Inferential analysis is used to measure the level of direct relationship variables of the principal's leadership with teacher performance (X1 - Y), work environment with teacher performance (X2 - Y) and the principal's leadership variables and work environment with teacher performance (X1, X2 - Y) Before testing the hypothesis, the requirements for the assumption of normality, homogeneity and linearity are tested.

3.7 Instrument Testing

In an effort to assign weight to the research instrument, the author conducted an instrument trial on the subject of a predetermined sample consisting of 40 teachers in SDS Islam Muslimin Jakarta-Pusat. The trial is intended to examine or obtain data, whether the instrument used is valid, reliable, or not. There are steps to test the instrument as follows:

3.8 Validity Test

What is meant by validity is the extent of the determination and accuracy of a measuring instrument in performing its measuring function. A test is said to have high validity if the tool carries out its measuring function, or provides a measurement result that is in accordance with the purpose of the measurement, meaning that the results of measurement and measurement are quantities that accurately reflect the actual facts or circumstances of what is measured (Djaali, 2008 : 40) in testing the validity of this test, it is used. Product Moment

correlation analysis. Then the steps taken by the author in testing the validity of this instrument are as follows:

Give value to each option from each questionnaire item, sort each item's score from high to lowest. Look for r count with product moment correlation analysis Establish significance level and determine the degree of freedom Enter into the table that has been provided with the provision that a test can be said to be valid if r count is greater than r table.

As per the data obtained, the writer will analyze the quantitative descriptive method. This method uses the "r" product moment correlation and goes through the following stages:

Looking for Correlation Numbers, with the formula:

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

Information :

r_{xy} = Correlation coefficient between variables X and variable Y

$\sum X$ = Number of X scores

$\sum Y$ = Number of Y scores

n = Number of respondents

$\sum XY$ = The number of multiplication results between X score and Y score

4 RESEARCH RESULT

In this study taken from the distribution of questionnaires given to 40 Islamic SDS Islamic teachers. This questionnaire consists of 50 statement items for variables X1 and X2 while the Y variable is only 47 items because there are 3 invalid statements. The three research variables in the form of questionnaires were the Principal Leadership variable (X1), Work Environment variable (X2) and Teacher Performance (Y).

Description of the data to be presented and the results of this study by providing a general description of the distribution of data distributed in the field. The data presented in the form of raw data that has been processed using statistical techniques description. The description of the data is presented in the form of tables and graphs.

4.1 Hypothesis Testing

Relationship between Principal Leadership and Work Environment with Teacher Performance

(X1, X2 and Y). The null hypothesis (H0) states that there is no significant relationship between the leadership of the principal and the work environment with the teacher's performance. While alternative hypothesis (H1) states that there is a significant relationship between the principal's leadership and the work environment with teacher performance.

From the results of statistical calculations using SPSS for windows release 17.0 for relationships the work environment as an independent variable with teacher performance as the dependent variable is obtained as follows:

From the correlation data above it is known that the correlation coefficient between the principal's leadership variables (X1) and the work environment (X2) as the independent variable with the teacher's performance variable (Y) as the dependent variable is 0.352. This value reflects that between these three variables there is a very strong relationship. Positive correlation values can mean that the increasing leadership of the principal and the work environment with the teachers, the teacher's performance will certainly increase. The coefficient of determination 0.656 or in the form of a percentage of 65.6% reflects that changes in the variable teacher performance can be explained by the work environment variable by 65.6% while the remaining 34.4% is influenced by the principal leadership variables and other variables not included in this research.

To determine the significance of the relationship between X1 and X2 with Y can be seen from the comparison between the value of t_{count} at the level obtained based on the calculation of regression compared with the value of t_{table} at the 95% confidence level ($\alpha = 0.05$) with a degree of freedom (DF) of 2, 37 of the above count obtained the value for t_{count} is 0.352 while the value of t_{table} is 0.312. Because the t_{count} value is greater than the t_{table} value, this means that the principal's leadership variables and work environment have a positive and significant relationship to teacher performance.

From the regression data above obtained equation as follows: $Y = 0.26925 + 0.085 X1 + 0.863 X2$ The definition of the equation is obtained by a constant value of 26.925 which means when the principal's leadership variables and work environment are 0. Then the teacher performance variable is worth 26.925. The negative value of 0.085 contained in the regression coefficient of the principal's leadership variable shows a negative relationship where each increase of one unit of the principal leadership variable is 0.085 while a positive value of 0.863 is contained in the variable regression coefficient Work environment shows a positive

influence where each increase in one unit of environmental variables work will lead to an increase in teacher performance by 0.863.

5 DISCUSSION

From the results of the analysis presented in the table above, the principal's leadership variable (X1) obtained the price: $t_1 = 0.078$, $db = 1.38$, $p\text{-value} = 0.093 / 2 = 0.046 < 0.05$, or H_0 was rejected. Thus: The principal's leadership is related to the teacher's performance and the results of the analysis presented in the table above, the working environment variable (X2) is obtained the price: $t_2 = 0.858$, $db = 1.38$, $p\text{-value} = 0.039 / 2 = 0.019 < 0.05$, or H_0 is rejected. Thus: The work environment is related to teacher performance. While the results of the analysis presented in the table above, Principal Leadership variables (X1), Work environment (X2) and Teacher Performance (Y) obtained prices: $t_2 = 0.0128$, $db = 2.37$, $p\text{-value} = 0.0206 / 3 = 0.042 < 0.05$, or H_0 is rejected. Thus: The leadership of the principal and the work environment relate together with the performance of the teacher.

Based on the results of correlational calculations indicate that between variables both individually and jointly, the leadership of the principal and the work environment with teacher performance have a significant relationship. Principal leadership is significantly related to teacher performance, and the work environment is significantly related to teacher performance.

In this study shows that the leadership of the principal plays an active role in addressing various issues in schools that are less precise, for example overcoming the factors that influence and relate to improving teacher performance. In besides, the success of a leader comes from authority, personal traits, skills and behavior. Based on these factors, the principal's leadership is a leader's behavior in carrying out his duties as a leader, which is seen in his ability to make decisions, delegate authority, giving encouragement, exemplary, friendliness, openness, and everyday behavior that serves as a reinforcement of behavior himself.

Positive principals' leadership will foster direction in school management effectively and efficiently, conditions can occur due to the positive leadership of principals encouraging the work of teachers in carrying out their duties. This means that if the teacher likes the principal's leadership that is applied by the principal, it will foster the performance of the teacher in carrying out his duties.

By paying attention to the discussion above, it is clear that a positive view is needed about the leadership of the principal. If this fact is observed in leadership theory there is no theory that recommends the best principal leadership, which can create a positive outlook from teachers and other employees. Therefore, the headmaster is required to be able to implement the right headmaster's leadership in the right situation and conditions, so that his leadership can create a good work climate, conducive and ultimately will develop a responsible work culture and improve teacher performance towards a better one.

Teachers are an important component in learning activities and have a big influence on student learning outcomes in school. Therefore, the teacher must be competent and able to create an effective learning environment and be able to manage the class so that student learning outcomes can be optimal. To achieve these results, the role of the teacher in learning activities includes various aspects including as a teacher, as a class leader, as a mentor, as an environmental regulator, as a participant, as a planner, as a supervisor, as a motivator, and as a counselor.

Following on the work environment that determines the teacher's performance, the work environment greatly influences the teacher's performance which includes facilities and infrastructure whether adequate or not, the atmosphere and environmental conditions both physical and non-physical also contribute to the work comfort of a teacher.

Furthermore, the effectiveness of the principal's leadership is influenced by acceptability and capability. This means that a leader will be accepted by his subordinates if: 1) has the allure, because knowledge, skills, attitudes and actions, 2) are classified as leaders who are basically democratic but at the same time able to make certain adjustments depending on the situation and conditions they face, 3) realizing large meaning and nature of its existence in the organization which is reflected in its ability to carry out various leadership functions that must be carried out, 4) in superior and subordinate relationships as well as he has a unique identity with advantages and disadvantages, 6) able to associate talents, theoretical knowledge and opportunity to lead by continuing to have as many ideal leadership traits as possible, 7) while still using a holistic and integrative paradigm, able to determine the organization's priority scale in accordance with the nature, shape and type of goals and various objectives to be achieved, 8) take into account the environmental

situation influences both positively and negatively towards the organization, 9) utilizes developments that occur in the field of science and technology without moving from human orientation as the most important element in the organization, and 10) placing organizational interests above self-interest reflected in speech and action the horn.

6 CONCLUSION

Based on the results of the research and discussion that have been stated in the previous chapter, the researchers concluded that

1. There is a positive relationship between the principal's leadership and the work environment together with the teacher's performance. Both of these independent variables go hand in hand with the dependent variable meaning that the better the headmaster's leadership and work environment. The higher the teacher's performance is. The correlation coefficient between the two independent variables with the dependent variable is 0.352 with a determination coefficient of 0.656 which means that the teacher's performance can be explained by the variation of the principal's leadership and work environment by 65.6%. The form of a joint relationship between the principal's leadership and the work environment with the teacher's performance is shown by the regression equation $\hat{Y} = 26925 + 0.085 (X1) + 0.863 (X2)$. This is corroborated by the calculation of the t-test of 2.37 significant at the significant level of 0.078 t table = 0.312 (t count > t table). Thus there is a positive relationship between the leadership of the principal and the work environment with the performance of teachers in SDS Islam Muslimin.
2. The principal as a leader must be able to carry out various appropriate strategies to direct teachers, give orders, motivate teachers to work well and involve teachers in decision making. If the teacher is empowered and valued by various abilities by the principal, the teacher will try to do activities with quality learning. Whereas the work environment is everything that is around the teachers that can affect him in carrying out the tasks that are charged, for example lighting, air temperature, space for movement, security, cleanliness, social interaction with others. Management of facilities and infrastructure is needed to help the learning process run smoothly. In order to achieve the goals of the school's vision and mission well. Teachers as the main holder of learning activities must strive to have and display

high performance when conducting learning activities by following the learning process standards from the learning planning stage, implementation, evaluation / evaluation to follow-up after learning in order to realize a high quality of learning. Teachers have a high level of maturity and ability are more likely to have high performance. Conversely, teachers who have a low level of maturity and ability are more likely to have low performance. This will contribute to the achievement of teacher performance.

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