

---

**ISSN NUMBER: 2717-7130**

---

*Vol:1, Issue: 2 pp: 79-88*

---

***International Journal of Social Science, Innovation and Educational Technologies (Online)***

---

**Yustikarini L., Kristiawan M., Fitria H (2020)., Vol: 1 Issue: 2 pp: 79-88**

---

**Keywords:** Headmaster, Managerial Skill, Teacher's Perception, Teacher's Motivation

---

**Research Article**

---

*The Effect of Headmaster's Managerial Skill  
and Teachers' Perception toward Teachers' Motivation*  
**Listya Yustikarini<sup>1</sup>, Muhammad Kristiawan<sup>2</sup>, Happy Fitria<sup>3</sup>**

Arrived Date	Accepted Date	Published Date
03.04.2020	08.04.2020	11.04.2020

**ABSTRACT**

This study examined the effect of headmaster's managerial skill and teachers' perception towards teachers' motivation of State Islamic Secondary Schools in Palembang. This research used a quantitative which emphasizes its analysis of numerical data processed by statistical methods. The sample was 127 teachers taken randomly. Based on the results, there was influence between the managerial skill of headmaster and teachers' perceptions towards teachers' motivation.

Jel Codes: I 2, I 23, I 29

**1. INTRODUCTION**

In the context of the implementation of further education, especially in relation to optimizing school autonomy, there are at least two important aspects that need attention, the managerial skill of the headmaster and the professional performance of the teachers (Tobari et al, 2018; Andriani et al, 2018). According to researcher's observation on 25 March 2019, the existence of Islamic Secondary School in Palembang still need improvement, considering that Islamic Secondary School have the equivalent level of junior high school, to support the achievement of the quality of education in Madrasah join decree of ministries has been issued were the minister of religion, the minister of domestic affairs and the minister of education and culture No.036/U/1975 and No.037/U/1975 and also the issuance of the decree of two minister namely the minister of religion and the minister of education No.299/U/1984. These improvements include the management of school has not been done well by the number of headmasters at Islamic Secondary School in Palembang.

The headmaster as manager of education is responsible for creating nice teaching and learning situation, so that teachers can carry out learning well and students can learn calmly (Andriani et al, 2018; Khasanah et al, 2019). The headmaster is demanded to be able to work together with his subordinates such teacher. If the headmaster does not give attention to the teacher in taking action, the teachers will neglect their duties (Renata et al, 2018). In an educational environment, the headmaster is fully responsible for managing and empowering teachers to continue to improve their work abilities (Salwa et al, 2019). The development of enthusiasm for work, harmonious cooperation, and interest in the development of education, a conducive and pleasant atmosphere of work is also influenced by the headmaster as manager.

The headmaster of Islamic Secondary School in Palembang now has experience in leadership and considered capable of bringing a change to state Islamic Secondary School in Palembang in the future. The headmaster has been felt too heavy, because of many tasks that must

---

**Volume: 1, Issue: 2, April 2020**

<https://issjournal.com/>

be completed. Now with a good managerial from the headmaster of state Islamic Secondary School in Palembang, it can place people who have suitable abilities in helping to complete their duties as headmaster.

The obstacles faced by the headmaster of Islamic Secondary School in Palembang considered as problem and it can be resolved properly. The teacher's perception of leadership skill in leading the Islamic Secondary School in Palembang is very positive so that there is teacher's expectation about the leadership of Islamic Secondary School in Palembang to compete with other schools. Even though the current headmaster of the Islamic Secondary School already has experience, his managerial abilities may not be implemented properly such as the skill to plan school activities, to organize, to carry out and to conduct supervision (Fathurrochman et al, 2019; Murtiningsih et al, 2019; Irmayani et al, 2018). The scientific problem in this paper was examining the effect of headmaster's managerial skill and teachers' perception toward teachers' motivation. The latest publication were related to this topic (Andriani et al, 2018; Renata et al, 2018; Khasanah et al, 2019; Salwa et al, 2019).

## **MOTIVATION**

Motivation is a psychological process that reflects the interaction between attitudes, needs, perceptions and decisions that exist in a person (Wahjosumidjo, 2011). Motivation is an encouragement from within someone who is trying to meet their needs with dimensions and indicators developed on motivation theory. There are 3 indicators motive, expectations and incentives (Thomson and Friends, 2015). Motivation is a will or desire that arises in a person who raises enthusiasm or drive to work optimally to achieve goals (Komariah, 2014). Motivation is also the willingness to spend the high level of effort for organizational goals conditioned by the skill to meet some individual needs (Hasibuan, 2011). According to Danim (2012) motivation is the strength, drive, needs, passion, pressure or psychological mechanism that drive a person or group of people to achieve certain achievements in accordance with they want.

## **HEADMASTER'S MANAGERIAL SKILL**

Principal's managerial Skill is the capacity possessed by school principal in managing the organization and available resources to achieve organizational goals (Mulyasa, 2009). According to Kristiawan et al, (2017) managerial skill is the skill to influence and move others or groups in utilizing existing resources in achieving organizational goals effectively and efficiently (Apriana et al, 2019).

In addition the these researchers motivation;

Motivation is a psychological process that reflects the interaction between attitudes, needs, perceptions and decisions that exist in a person (Wahjosumidjo, 2011). Motivation is an encouragement from within someone who is trying to meet their needs with dimensions and indicators developed on motivation theory. There are 3 indicators motive, expectations and incentives (Thomson and Friends, 2015). Motivation is a will or desire that arises in a person who raises enthusiasm or drive to work optimally to achieve goals (Komariah, 2014). Motivation is also the willingness to spend the high level of effort for organizational goals conditioned by the skill to meet some individual needs (Hasibuan, 2011). According to Danim (2012) motivation is the strength, drive, needs, passion, pressure or psychological mechanism that drive a person or group of people to achieve certain achievements in accordance with they want.

## **HEADMASTER'S MANAGERIAL SKILL**

Principal's managerial Skill is the capacity possessed by school principal in managing the organization and available resources to achieve organizational goals (Mulyasa, 2009). According to Kristiawan et al, (2017) managerial skill is the skill to influence and move others or groups in utilizing existing resources in achieving organizational goals effectively and efficiently (Apriana et al, 2019). In addition to these researches one of the reasons for the emergence of modern management is the reduction of confidence in the public and private sectors. The modern management approach's goals effectively and efficiently is beneficial from the managerial and institutional point of view (Sipahi, 2018). The capacity possessed by a principal in managing an organization is measured by the following dimensions and indicators 1) the skill to plan with indicators able to compile and implement strategies, and able to make planning effective; 2) the skill to organize with indicators able to do departmentalization, share responsibility and manage personnel; 3) the skill in implementation with indicators able to make decisions, and establish communication; 4) the skill to conduct supervision with indicators able to manage, and control operations (Regulation of Ministry of Education No 13, 2007)

## **TEACHER'S PERCEPTION**

Perception is the skill to see, understand and then interpret stimulus of headmaster, then headmaster could manage school resources, specifically managing teachers and staff (Muhyadi, 2014) and also Rakhmad (2012) perception is the experience of objects, events or relationships that are obtained by concluding and interpreting messages. Perception is organizing, interpreting the stimulus received by the individual or a teacher of his own skill and his opinion on the skill of others (Walgito, 2010).

The capacity possessed by a principal in managing an organization is measured by the following dimensions and indicators 1) the skill to plan with indicators able to compile and implement strategies, and able to make planning effective; 2) the skill to organize with indicators able to do departmentalization, share responsibility and manage personnel; 3) the skill in implementation with indicators able to make decisions, and establish communication; 4) the skill to conduct supervision with indicators able to manage, and control operations (Regulation of Ministry of Education No 13, 2007)

## **TEACHER'S PERCEPTION**

Perception is the skill to see, understand and then interpret stimulus of headmaster, then headmaster could manage school resources, specifically managing teachers and staff (Muhyadi, 2014) and also Rakhmad (2012) perception is the experience of objects, events or relationships that are obtained by concluding and interpreting messages. Perception is organizing, interpreting the stimulus received by the individual or a teacher of his own skill and his opinion on the skill of others (Walgito, 2010).

## **2. METHODS**

In this research explained causally which occurs between the research variables through testing the hypotheses that had been prepared (Singarimbun, 2013), and according to Sugiyono (2012) population for this research consist of objects that have certain quantities and

characteristics that can be studied. For sampling taken part of the total population to be examined based on the characteristics expected and the sample is valid enough using statistical analysis should be at least 30 to 100 respondents (Arikunto, 2010).

To find out the closeness of the relationship between the independent variable and the dependent variable, it can be seen from the partial r value which has an inter value of - 1 to +1 if the partial r value is getting closer to +1 or -1, it means the closer of positive or negative relationship between the independent variable and the variable dependent. Meanwhile, if the partial r value is getting closer to zero, it means that there is a weaker relationship. To determine the level of strength of the relationship between the independent variables with the dependent variable, it can be approached through the relationship technique between variables (correlation) Product moment. Interpretation of the correlation coefficient above is (Sugiono, 2010) 1) 0,800 up to 1,000 = very strong; 2) 0.600 up to 0.799 = strong; 3) 0.400 to 0.599 = moderate; 4) 0.200 to 0.399 = low; 5) 0,000 up to 0,199 = very low.

This analysis used to see the relationship between variables, between the motivation variable (Y) and the headmaster managerial skill of the Islamic Secondary School ( $X_1$ ) and teacher's perception ( $X_2$ ) With a simple regression equation =  $a + bX_1 + e$ . Values a, b are determined by the formula:  $\hat{Y}$  = dependent variable (bound);  $X_1$  = independent variable (free); a = Interception or Constant; b = Regression coefficient; e = Standard error of the estimate. In this study, constant values and regression coefficients were calculated using SPSS computer program.

The multiple regression analysis used to see the strength of the variable relationship between the headmaster managerial skill variable ( $X_1$ ) and the teacher's perception ( $X_2$ ) with the teacher's motivation (Y):  $\hat{Y} = a + b_1x_1 + b_2x_2 + e$  Where:  $\hat{Y}$  = Dependent Variable Motivation;  $X_1$  = Independent Variable;  $X_2$  = Independent Variable; a = Interception or Constant;  $b_1$  and  $b_2$  = Regression coefficient; e = Standard error of the estimate. In this study, constant values and multiple regression coefficients was calculated using SPSS computer program. The coefficient of determination used to see the close relationship between free variables headmaster managerial skill of Islamic Secondary School headmaster ( $X_1$ ), teacher's perception ( $X_2$ ) together to teacher's motivation (Y). The coefficient value of multiple determinations between the headmaster managerial skill of the Islamic Secondary School and the teacher's perception toward teacher's motivation together (simultaneously) is ( $R_2$ ). In this study, the multiple correlation coefficients were calculated using SPSS computer program.

### 3. RESULTS AND DISCUSSION

**Table 1. Hypothesis Test  $X_1$  to Y**

Model		Coefficients <sup>a</sup>			t	Sig.
		Unstandardized Coefficients	Std. Error	Standardized Coefficients		
		B		Beta		
1	(Constant)	6.384	4.805		-1.329	.187
	The Headmaster's Managerial Skill	.890	.059	.835	15.013	.000

a. Dependent Variable: Teachers' Motivation

**Table 2. Variable correlation  $X_1$  to variable Y**

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.835 <sup>a</sup>	.697	.694	3.536

a. Predictors: (Constant), Headmasters' Managerial skill  
b. Dependent Variable: Teachers' Motivation

Based on the results of the significance test in the table obtained information that the results of the calculation of t is 15.013 and the probability (Sig.) 0.000, which means smaller than the significance level of 0.05, or Sig. 0,000 < 0.05, therefore it can be concluded that the headmaster managerial skill of Islamic Secondary School influences teacher's motivation equal to 0,697. While the influence of variable  $X_1$  on Y obtained  $R_2$  value is  $0.697 = 69.7\%$ , meaning that the headmaster managerial skill of the Islamic Secondary School influencing the teacher's motivation of the State Islamic Secondary School in Palembang by 69.7%. The regression equation for variable  $X_1$  to Y is  $Y = 6.384 + 0.890 X_1$ .

**Table 3. Hypothesis Test Variabel  $X_2$  to variabel Y**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.400	4.307		-.789	.432
	Teachers' Perception	.859	.053	.851	16.059	.000

a. Dependent Variable: Teachers' Motivation

**Table 4. Variable Correlation  $X_2$  to variabel Y**

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.851 <sup>a</sup>	.725	.722	3.370

a. Predictors: (Constant), Teachers Perception  
b. Dependent Variable: Teachers Motivation

Based on the results of the significance test in the table obtained information that the results of the calculation of t is 16.059 and the probability (Sig.) 0.000, which means the teacher's perception affects the motivation of teachers by 0.851. The influence of variable  $X_2$  on Y obtained  $R_2$  value is  $0.725 = 72.5\%$ , teacher perceptions affect the teacher's motivation of State Islamic Secondary School. The regression equation of the  $X_2$  variable on Y is  $Y = 3.40 + 0.839X_2$ . This regression equation illustrates that the fluctuations in the up and down of teacher's motivation which influenced by the up and down of teacher's perceptions.

**Tabel 5. Variable Correlation  $X_1$  To variabel  $X_2$**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.895 <sup>a</sup>	.801	.799	2.836

a. Predictors: (Constant), Headmasters Managerial Skill

Based on the results of a single regression analysis between the headmaster managerial skill of Islamic Secondary School ( $X_1$ ) and teacher's perception ( $X_2$ ) of 0.867, the influence of variable  $X_1$  on  $X_2$  obtained  $R_2$  value was  $0.895 = 80.1\%$ , meaning that the headmaster managerial skill of Islamic Secondary School ( $X_1$ ) which affects the teacher's perception ( $X_2$ ) of Islamic Secondary School in Palembang.

The regression equation for variables  $X_1$  to  $X_2$  is  $Y = 3.825 + 0.946 X_2$ . This regression equation illustrates that the up and down of teacher's perceptions are influenced by the up and down of the headmaster managerial skill of the Islamic Secondary School. In this study hypothesis, based on the results of the significance test in the table obtained information that the results of the calculation of F of 146.510 and probability (Sig.) 0.000, which means smaller than the significance level of 0.05, or Sig.  $0,000 < 0,05$ , so that the decision can be made that  $H_0$  is rejected. Therefore it can be concluded that there is influence between the headmaster managerial skill of the Islamic Secondary School and teacher's perception together on the teacher's motivation of Islamic Secondary School in Palembang.

**Table 6. Correlation  $X_1$  and  $X_2$  to Y**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.867 <sup>a</sup>	.751	.746	3.220
a. Predictors: (Constant), Teachers Preception, Headmaster Managerial Skill				

From the calculation, it is known that the double coefficient (R) value of 0.867 means that there is a very strong relationship between the headmaster managerial skill of the Islamic Secondary School headmaster and the teacher's perception, according to the teacher's perception as an independent variable with teacher's motivation as the dependent variable. While the coefficient of determination (R Square) of 0, 751 or 75.1%, which means that the magnitude of the influence between the headmaster managerial skill of the Islamic Secondary School headmaster and teachers' perceptions together on the teacher's motivation of the State Islamic Secondary School in Palembang is 75.1%. This variable explains that a large portion of teacher's motivation is influenced by the headmaster managerial skill of the Islamic Secondary School headmaster and teacher's perceptions. From the results of the multiple regression test the influence of the Islamic Secondary School headmaster managerial skill variable ( $X_1$ ) and the teacher's perception variable ( $X_2$ ) on teacher's motivation (Y) can be concluded that based on the ANOVA test results with a sig value of  $0,000 < 0,005$  then hypothesis is accepted, and variable  $X_1$  and  $X_2$  has a significant effect on the Y variable and the magnitude of influence is 75.1% while the remaining 24.9% is influenced by other variables beyond the headmaster managerial skill of the Islamic Secondary School and teacher's perceptions. The multiple regression equation of variables  $X_1$  and  $X_2$  to Y is  $Y = 8.403 + 0.391 X_1 + 0.528 X_2$ .

Based on the results of primary data processing from 100 respondents that the headmaster managerial skill of Islamic Secondary School headmaster is perceived well. This condition illustrates that the headmaster in developing managerial skills can influence teacher's motivation in carrying out their duties and responsibilities. Teachers need facilitation to ensure intimacy between co-workers, and not many teachers have ambitions to pursue positions, high salaries from this school as evidenced by indicators of hope. The intended hope is the existence of awards given to

Islamic Secondary School for kinship between Islamic Secondary School and conditions that are comfortable healthy and pleasant. The strongest indicator of teacher's motivation variables is the rule compliance indicator and the weakest indicator is the awareness of carrying out the task.

From the results of the regression test on the effect of the headmaster managerial skill on the motivation of the teacher, it can be explained that the headmaster managerial skill of the Islamic Secondary School is quite strong in his influence on the success of the teacher's motivation. The up and down of teacher's motivation will greatly depend on how much work motivation is in their need for achievement for themselves. The stronger of headmaster managerial skill of the Islamic Secondary School, the better the awareness of discipline in carrying out the task, and vice versa if the teacher lacks work motivation, it will also decrease the results of teacher's motivation.

This can be a concern for the head of work units related agencies so that in carrying out coaching activities in order to increase motivation, the motives of each teacher must first be studied in carrying out their duties whether they are still egocentric. Furthermore, Islamic Secondary School headmasters are expected to have a good commitment in implementing agenda not based on likes or dislikes but normative agendas as they are to achieve the goals of the right organization. Provide guidance to teachers who have been shown to be disciplinary by giving warnings, warning letters and good examples to teachers (Wandasari et al, 2019; Fitria et al, 2019; Kristiawan et al, 2019).

The headmaster must also give special attention to other factors that influence teacher's motivation besides teacher's work motivation, because these other factors have an effect 24.9% which interfere with teacher's motivation. Other factors that affect the motivation of teachers according to Syah (2017) are a) the size of the formation of competencies, b) whether there is a role model leader in the organization, c) whether there are definite rules that can be used as a guideline, d) the courage of the principal in decision making, e) whether there is supervision of the principal, f) whether there is attention to teachers and staff, g) the creation of freedoms that support the establishment of work discipline. Based on the results of primary data processing of 100 respondents that the teachers' perceptions are perceived to be good enough.

From the results of the regression test, it can be explained that teacher's perceptions have a fairly strong influence on teacher's motivation. The dynamics of motivation rise and fall will depend on the state of teacher's perception. The better of teacher's perception, the better of teacher's motivation will increase, and vice versa if the perception of the teacher where the teacher's work shows a decrease (bad) then the teacher's motivation will also decrease. In this case, the headmaster plays an important role in implementing managerial competencies well, as well as teachers and other Islamic Secondary School members (Wandasari et al, 2019). The better compliance and awareness in carrying out the tasks indicated by the teacher or the discipline of the teacher, the more productive and creative the teacher will be in carrying out their duties and responsibilities and will ultimately increase the motivation of the teacher and the quality of the Islamic Secondary School (Lian et al, 2018; Risdianto et al, 2020). By giving attention to the weakest motivational indicator is the awareness of carrying out the task, the headmaster must more often foster a spirit of motivation to the teacher by maintaining the solidity and cohesiveness of the teachers in realizing the ideals of the school and reducing the gaps that might occur between the teachers.

Based on the results of primary data processing from 100 respondents, the headmaster managerial skill of the Islamic Secondary School is perceived well, managerial competence is

perceived to be quite good, and motivation is also perceived well. The strongest indicator of headmaster managerial skill of Islamic Secondary School is hope and the weakest is the reward indicator. The strongest indicator of headmaster managerial competency is organizational and the weakest is the evaluation indicator. The most powerful indicator of teacher's motivation is the indicator of compliance with the rules, the code of ethics and the law and the weakest indicator is awareness of carrying out the task.

From the findings of the regression test above it can be explained that the quality of the headmaster managerial skill of Islamic Secondary School who are good can increase the motivation of the teachers as well. If the two variables are in good condition, it will significantly increase teacher's motivation, and vice versa if both the headmaster managerial skill variables of Islamic Secondary School decrease and teacher's perceptions are weak, then the teacher's motivation of Islamic Secondary School in Palembang will also decrease. The headmaster has an important role in maintaining teacher's work motivation. The effectiveness of the headmaster's leadership will be evident if the headmaster can encourage subordinates to be willing to carry out all activities in order to achieve the vision, mission and goals of the school. Real conditions that can be demonstrated by the the Islamic Secondary School headmasters include (a) being able to empower teachers to implement good, smooth and productive learning processes; (b) able to establish harmonious relations with the community so that they can actively involve them in realizing the goals of school and education; and (c) successfully applying the principles of leadership and the role of the headmaster in accordance with the level of maturity of teachers and other staff in the Islamic Secondary School. With the strong headmaster managerial skill of the Islamic Secondary School, the school can realize the vision and mission of the school, teachers can be proactively carrying out their duties and responsibilities, dare to make their own decisions and risks to be faced and have high productivity (Sarina et al, 2019). The effectiveness of the headmaster's leadership can also be seen clearly from the competencies that must be possessed by the headmaster as leader, namely managerial competence. Teachers' perceptions in planning, organizing, implementing, monitoring and evaluating are needed as a driving force for schools. This is in accordance with the theory put forward by Sudjana (2010) that the task of school leaders is to perform managerial functions such as 1) plan; 2) organize; 3) assign staff to the implementation of activities; 4) provide guidance on coaching; 5) carry out supervision to overcome deviations; 6) carry out an assessment.

#### **4. CONCLUSION**

The headmaster managerial skill of the Islamic Secondary School has significant effect on the teacher's motivation of Islamic Secondary School in Palembang, meaning that the better headmaster managerial skill of the Islamic Secondary School, the better teacher's motivation of the state Islamic Secondary School in Palembang. The teacher's perceptions significantly influence the teacher's motivation of Islamic Secondary School in Palembang, meaning that the better teacher's perception, the better teacher's motivation of Islamic Secondary School in Palembang. The managerial skill of Islamic Secondary School headmaster has significant influence on teacher's perception, meaning that the better managerial skill of Islamic Secondary School headmaster, the better teacher's perception of the state Islamic Secondary School in Palembang. The headmaster managerial skill of the Islamic Secondary School and teacher's perception influences together significantly the teacher's motivation of the Islamic Secondary School, meaning that the better headmaster managerial skill and teacher's perception, the better teacher's motivation of the state Islamic Secondary School in Palembang. The headmaster's managerial skill is very mandatory for the Islamic Secondary School headmaster because the skill of the Islamic Secondary School headmaster can influence teacher's motivation. Teacher's motivation can be improved and the

vision of Islamic Secondary School will be easily achieved to realize the scholars who are intelligent in heart and also intelligent in thinking.

## ACKNOWLEDGMENT

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

## REFERENCES

- Andriani, S., Kesumawati, N., & Kristiawan, M. (2018). The Influence of the Transformational Leadership and Work Motivation on Teachers Performance. *International Journal of Scientific & Technology Research*, 7(7).
- Apriana, D., Kristiawan, M., & Wardiah, D. (2019). Headmaster's Competency In Preparing Vocational School Students For Entrepreneurship. *International Journal of Scientific & Technology Research*, 8(8).
- Arikunto, S. (2010). *Metode Penelitian: Suatu Pendekatan Praktik [Research Method: A Practice Plan]*. Jakarta: Rineka Cipta.
- Bimo, W. (2010). *Pengantar Perilaku Organisasi, Konsep Dasar dan Aplikasinya [Introduction to Organizational Behavior, Basic Concepts and Its Applications]*. Jakarta: Raja Grafindo Persada.
- Danim, S. (2012). *Motivasi Kepemimpinan & Efektifitas Kelompok [Leadership Motivation & Group Effectiveness]*. Jakarta: PT Rineka Cipta
- Fathurrochman, I., Budiman, D. A., Alamsyah, & Kristiawan, M. (2019). Revitalization Management of Islamic Boarding School Preventing The Radicalism. *Restaurant Business*, (10), 495-505.
- Fitria, H., Kristiawan, M., & Rasyid, A. (2019). The Educational Character on Instruction. *Opción*, Año 35, Especial No.21 (2019): 964-979
- Hasibuan, M. (2011). *Manajemen Sumber Daya Manusia [Human Resource Management]*. Jakarta: PT. Bumi Aksara.
- Irmayani, H., Wardiah, D., & Kristiawan, M. (2018). The Strategy of SD Pusri In Improving Educational Quality. *International Journal of Scientific & Technology Research*, 7(7).
- Jalaludin, R. (2012). *Persepsi dalam Konteks Komunikasi [Perception in the Context of Communication]*. Bandung: Remaja Rosda Karya
- Khasanah, U., Kristiawan, M., & Tobari. (2019). The Implementation of Principals' Academic Supervision In Improving Teachers' Professionalism in the State Primary Schools. *International Journal of Scientific & Technology Research*, 8(8).
- Kristiawan, M., Nizarani., & Syamsidar. (2019). Role of School on Forming Character of Z-Generation Through Entrepreneurial Skills. *International Journal of Scientific & Technology Research*, 8(10).
- Kristiawan, M., Safitri, D., & Lestari, R. (2017). *Manajemen Pendidikan [Education Management]*. Yogyakarta: Deepublish
- Komarlah. (2014). *Manajemen Sumber Daya Manusia [Human Resource Management]*. Jakarta: Bumi Aksara.

- Lian, B., Kristiawan, M., & Fitriya, R. (2018). Giving Creativity Room to Students through the Friendly School's Program. *International Journal of Scientific & Technology Research*, 7(7).
- Mulyasa, E. (2009). *Menjadi Kepala Sekolah Profesional [Become a Professional Principal]*. Bandung: Alfabeta
- Muhyadi, A. S. (2014). *Persepsi Terhadap Kualitas Interaksi Atasan Bawahan [Perception of the Quality of Subordinate Boss Interaction]*. Yogyakarta: Pustaka Pelajar
- Regulation of Ministry of Education No 13, 2007
- Renata, R., Wardiah, D., & Kristiawan, M. (2018). The Influence of Headmaster's Supervision and Achievement Motivation on Effective Teachers. *International Journal of Scientific & Technology Research*, 7(4).
- Risdianto, E., Dinissjah, M. J., Nirwana., & Kristiawan, M. (2020). The Effect of Ethno Science-Based Direct Instruction Learning Model in Physics Learning on Students' Critical Thinking Skill. *Universal Journal of Educational Research* 8(2): 611-615
- Robert, L., John H., & Thomson. (2015). *The Leadership Experience*. South Western: Mc Graw Hill Companies
- Salwa., Kristiawan, M., & Lian, B. (2019). The Effect of Academic Qualification, Work Experience and Work Motivation towards Primary School Principal Performance. *International Journal of Scientific & Technology Research*, 8(8).
- Sarina., Kristiawan, M., & Wardiah, D. (2019). Module Development the Utilization of Patchwork Fabric As Teaching Materials Crafts on the Subjects of Craft and Entrepreneurship For High School Students. *International Journal of Scientific & Technology Research*, 8(5).
- Sugiyono. (2010). *Statistika Untuk Penelitian [Statistics for Research]*. Bandung: CV Alfabeta.
- Sugiyono. (2012). *Metode Penelitian Bisnis [Business Research Methods]*. Bandung: CV Alfabeta
- Singarimbun. (2013). *Metode Penelitian Survei [Survey Research Methods]*. Jakarta: Pustaka LP3ES
- Sipahi, E. (2018). *Accountability & Transparency in Corporate Governance*. LAP LAMBERT Academic Publishing (September 7, 2018).
- Syah, M. (2017). *Psikologi Pendidikan dengan Pendekatan Baru [Educational Psychology with a New Approach]*. Bandung: Remaja Rosda Karya.
- Sudjana, N. (2010). *Peran Pemimpin dalam Meningkatkan Motivasi Kerja [The Role of Leaders in Increasing Work Motivation]*. Jakarta: Raja Grafindo Persada.
- Tobari., Kristiawan, M., & Asvio, N. (2018). The Strategy of Headmaster on Upgrading Educational Quality In Asean Economic Community (AEC) Era. *International Journal of Scientific & Technology Research*, 7(4).
- Wahjosumidjo. (2010). *Peran Kepala Sekolah dalam meningkatkan Profesionalisme [The Principal's Role in Increasing Professionalism]*. Jakarta: Raja Grafindo Persada.
- Wahjosumidjo. (2010). *Kepemimpinan dan Motivasi [Leadership and Motivation]*. Jakarta: Ghalia Indonesia.
- Wahjosumidjo. (2011). *Keterampilan Teknik Kepala Sekolah [Principal's Technical Skills]*. Jakarta: Raja Grafindo Persada.
- Wandasari, Y., Kristiawan, M., & Arafat, Y. (2019). Policy Evaluation of School's Literacy Movement on Improving Discipline of State High School Students. *International Journal of Scientific & Technology Research*, 8(4).