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DOES SCHOOL PRINCIPAL'S COMPETENCE AND SCHOOL FACILITIES AFFECT THE VOCATIONAL TEACHER'S PERFORMANCE IN ANAMBAS DISTRICT?

APAKAH PROFESIONALISME KEPALA SEKOLAH, FASILITAS SEKOLAH MEMPENGARUHI PERFORMA GURU SMK DI KABUPATEN ANAMBAS?

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[1,*]Joni Efriadi, [2]Yayah Rahyasih, [3]Tita Rosita
[1]Universitas Terbuka, Kota Batam, Indonesia
[2,3]Universitas Pendidikan Indonesia, Kota Bandung, Indonesia

*Corresponding author: efriadijoni@gmail.com

ABSTRACT

The effectiveness of teachers in carrying out their core responsibilities at school is heavily influenced by the school principal's competence and the adequacy of school facilities. These two elements can promote efficiency and effectiveness in enhancing teacher performance, particularly for educators at vocational schools. This study seeks to quantitatively assess the effect of school principals' competence and the completeness of school facilities on vocational schoolteachers' performance in the Anambas Islands Regency. A correlative quantitative research approach was utilized to accomplish this goal. The study population consisted of 55 educators from three vocational schools in the Anambas Islands Regency area. The research instrument was validated using the study's findings, which resulted in several conclusions. Firstly, principal competence has a slight but positive impact on teacher performance, beyond their existing relationships. Teacher performance improves as the principal's competence increases. Secondly, facilities and infrastructure have a significant influence on teacher performance, surpassing their established connections. A positive correlation was found between the quality and completeness of school facilities and infrastructure and teacher performance. Thirdly, both principal competencies and infrastructure are associated with teacher performance individually and collectively. The principal's abilities, along with the facilities and infrastructure, have a minor influence on teacher performance. When examined together, these factors demonstrated a direct relationship with teacher performance. Enhancements in the principal's abilities, facilities, and infrastructure correspond to improvements in teachers' performance.

Keywords: competence, school principal, school facilities, teachers' performance

ABSTRAK

Efektivitas guru dalam melaksanakan tanggung jawab utamanya di sekolah sangat dipengaruhi oleh dua faktor utama: kompetensi kepala sekolah sebagai administrator puncak dan kecukupan sumber daya sekolah. Unsur-unsur tersebut dapat meningkatkan efisiensi dan efektivitas peningkatan kinerja guru, khususnya bagi pendidik di sekolah kejuruan. Penelitian ini berupaya untuk mengkaji secara kuantitatif pengaruh kompetensi kepala sekolah dan kelengkapan fasilitas sekolah terhadap kinerja guru SMK di Kabupaten Kepulauan Anambas. Untuk mencapai tujuan tersebut, diterapkan metodologi penelitian kuantitatif dengan pendekatan korelatif. Populasi penelitian adalah 55 orang tenaga pendidik dari tiga SMK di wilayah Kabupaten Kepulauan Anambas. Alat penelitian divalidasi menggunakan Pearson Product Moment, dan keandalan data dikonfirmasi melalui uji alpha Cronbach. Temuan penelitian menunjukkan bahwa (1) kompetensi kepala sekolah berhubungan dengan kinerja guru, meskipun pengaruhnya terhadap kinerja guru sekolah kejuruan minimal. (2) Sarana dan prasarana sekolah mempunyai kaitan dengan kinerja guru SMK dan mempunyai pengaruh yang cukup besar terhadapnya. (3) Kombinasi kompetensi kepala sekolah, sarana dan prasarana berpengaruh signifikan terhadap kinerja guru SMK, meskipun dampaknya minimal.

Kata kunci: *kepala sekolah, kinerja guru, kompetensi, sarana dan prasarana sekolah*

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INTRODUCTION

Sustainable implementation of national education goals is essential for all educational institutions, especially for school principals. As the top administrator in an educational establishment, the principal is instrumental in managing all school resources efficiently and effectively. Yuliana et al. (2020) assert that the principal is the central figure in determining various factors to achieve a school's vision, mission, objectives, and aims through multiple programs. Khusni and Mahmuda (2020) further stress the principal's role as the highest authority in fostering an effective school environment. Senjaya (2019) emphasizes that the principal, as a leader, excels in policy formulation and is crucial in steering the school towards improved conditions through continuous enhancement of internal processes. Essentially, the principal, being the highest-ranking official in the educational unit, is responsible for the optimal use of all school resources to meet institutional objectives.

The principal is also viewed as a transformational leader who molds the school's direction and goals (Suyanto et al., 2003) and possesses a future-oriented vision and robust managerial abilities (Dekawati et al., 2021). They function as a motivational force for all educational personnel (Pujiyati, 2020), serve as decision-makers in schools (Grissom et al., 2019), and represent a role model who can boost teacher competence through various sustainable activities, personal behavior, and work ethics. Principals also enable ideal and pertinent learning experiences and forge enduring relationships with stakeholders to fulfill the school's vision and mission (Wibowo et al., 2021). In summary, the principal is a pivotal figure in attaining school success by realizing the institution's vision, mission, and goals, including enhancing teachers' performance in executing their core responsibilities (Suyanto et al., 2003; Fauzi & Rokhmat, 2018; Hidayat et al., 2019; Saggaf et al., 2020; Hastuti et al., 2020; Lantip & Yuliana, 2021).

Preliminary research in the area suggests that vocational school leaders in the Anambas Islands Regency need to improve their skills, especially in administration, oversight, and business acumen. This necessity stems from the unequal allocation of resources and equipment among educational institutions, which impacts both principal effectiveness and educator proficiency. Kompri (2017) emphasizes that while numerous elements contribute to school quality, the principal's administrative capabilities are paramount and have the most substantial influence on their job performance. Moreover, the leadership aptitude of principals has been demonstrated to considerably affect the success of various school initiatives and activities. Principals who demonstrate excellence in these two areas can create an environment conducive to learning, encouraging members of the school community to cultivate their abilities, inventiveness, and innovative thinking. Only principals with exceptional competence can serve as exemplars, motivate others, and successfully empower their personnel.

In light of this background, the current investigation sought to determine whether these two factors influence teacher performance in vocational schools within the Anambas Islands Regency. This study addresses two main inquiries: (1) Does the proficiency of school principals affect teacher performance in Vocational Schools in Anambas Islands Regency? (2) Do school resources and equipment impact teacher performance in Vocational Schools in Anambas Islands Regency?

What Does the Theory Tell Us?

Wibowo (2016) defines competency as the capacity to perform a job or task using skills and knowledge, supported by the necessary work attitude. Anwar and Komariah, as cited in Tjahyani and Chairunisa, (2020), describe competency as an individual's ability to excel in a job by correctly applying knowledge, skills, and attitude. According to Mulyasa (2015), school principals require six key competencies to effectively carry out their responsibilities: (1) Encourage the development, dissemination, and implementation of a learning vision that is clearly communicated and supported by the school

community. (2) Facilitate the creation and upkeep of a school climate and instructional program that enhances student learning and professional growth of educators and staff. (3) Ensure that the administration and utilization of school resources foster a safe, healthy, efficient, and effective learning environment. (4) Collaborate with parents and community members, respond to the diverse community needs, and leverage community resources. (5) Exhibit integrity through actions. (6) Comprehend and adapt to various situations while influencing broader political, social, economic, and cultural contexts.

Facilities and Infrastructure

Syahril (2017) defines facilities as items or goods that directly aid in organizational activities. In education, these encompass office supplies, equipment, furniture, and educational tools. Infrastructure, on the other hand, includes elements that indirectly support the educational process, such as land, classrooms, fields, and athletic venues. Educational quality is enhanced by schools with comprehensive infrastructure. Supardi (2016) describes performance as the completion of tasks and responsibilities in line with established goals and expectations. The term "performance" is derived from "performance," which carries three meanings: achievement, execution, and task completion. Robbins & Coulter (2018) in Tjahyanti & Chairunisa (2020) state that performance is the final outcome of an employee's activity. Wibowo (2022) explains performance as both the act of working and its results, emphasizing not only what is done but how it is accomplished. Performance is often equated with achievement, referring to the outcomes of work and human resources' contributions to an organization.

Teacher performance involves improving existing educational activities to better achieve set goals through instructional practices aligned with targets and objectives. Rusyan (2001) identifies four internal factors influencing teacher performance: motivation, work ethic, environment, and duties and responsibilities. An external factor is the principal's ability to utilize school resources to enhance teacher performance. Effective and efficient teacher performance results in strong human resources, producing successful graduates who meet predetermined goals.

MATERIAL AND METHODS

This study employed quantitative research methodology, specifically utilizing a correlation study approach. Quantitative methods begin with theoretical frameworks, expert opinions, or researcher experiences, which are then developed into problems and proposed solutions seeking empirical data support (Sugiyono, 2021). Correlation studies aim to examine the extent of relationships between variables (Soesilo, 2018), allowing empirical verification of which variables influence the connections between independent and dependent variables. The study's main participants were 56 educators from three State Vocational Schools in the Anambas Islands Regency. Given that the total population was less than 100, all individuals were included in the sample. The researchers primarily collected data using a closed-ended questionnaire with a Likert scale, while supplementary information was obtained through interviews and observations. Statistical analysis was performed using SPSS version 26, with Pearson product moment and Cronbach alpha tests employed to evaluate validity and reliability, respectively. Additionally, Minitab software was used for correlation and regression analyses.

RESULT AND DISCUSSION

This study's findings address the thesis presented in the preceding section, analyzed using SPSS version 20 for statistical applications. To obtain these results, preliminary tests (classical assumptions) were conducted, including normality, linearity, and multicollinearity assessments. These prerequisite tests revealed that all research data exhibited normal distribution and lacked autocorrelation. The study employed the Pearson correlation product moment technique, facilitated by Minitab, to perform correlation analysis at a 95% significance level. Initially, the relationship between the principal competency variable (X1) and the teacher performance variable (Y) was examined. Figure 1 displays the correlation test outcomes for these variables.

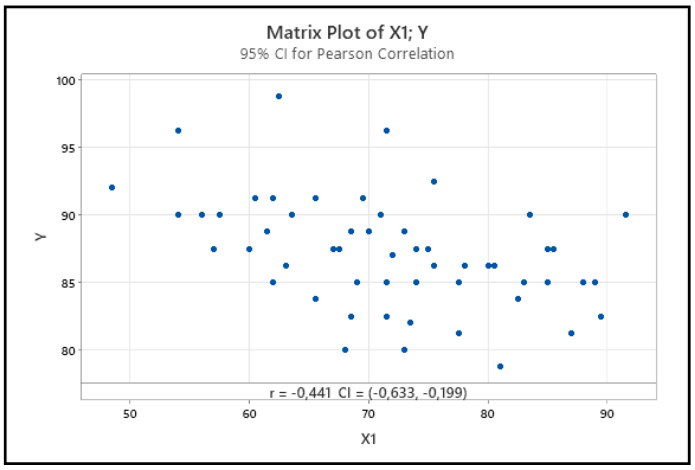

Figure 1. Correlation Test for Variable X1 with Variable Y

As depicted in Figure 1, the correlation coefficient (r) is -0.441, indicating a negative value below zero. This result leads to the acceptance of the alternative hypothesis (Ha), suggesting a correlation between X1 (School Principal Competency) and Y (Teacher Performance). Additionally, Figure 2 illustrates the Correlation Test examining the relationship between the Infrastructure Variable (X2) and Teacher Performance (Y).

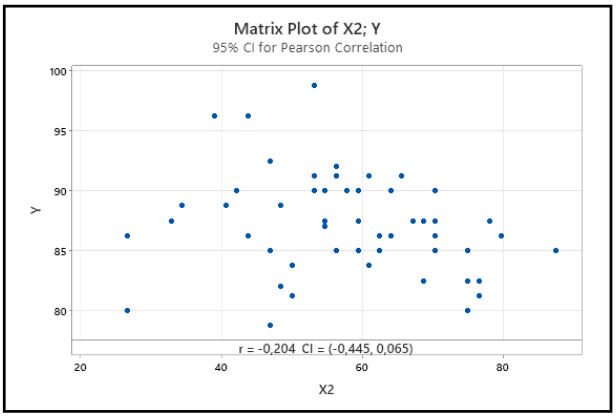

Figure 2. Correlation Test for Variable X2 with Variable Y

As illustrated in Figure 2, the correlation coefficient (r) is -0.204, indicating a negative value below zero. This result supports the acceptance of the alternative hypothesis (Ha), suggesting a relationship between variables X2 and Y. Subsequently, a t-test was conducted to further examine the potential connection between these variables.

Table 1. T-Partial Testing

Source	Adj SS	Adj MS	F-Value	P-Value
Regression	188,33	94,17	6,97	0,002
X1	151,15	151,15	11,18	0,002
X2	14,75	14,75	1,09	0,301
Error	702,73	13,51		
Total	891,06			

Examining Table 1 reveals that the initial variable's value is 0.002, which falls below 0.05. Since 0.002 is less than 0.05, the accepted hypothesis is that both Ho and Ha are rejected, indicating a non-significant influence between the school principal's competence and teacher performance. The P-Value 2 is 0.301, exceeding 0.05 (0.301 > 0.05), leading to the acceptance of Ha and rejection of Ho, suggesting a significant impact of facilities and infrastructure on teacher performance. Additionally,

Table 1 displays a P-value of 0.002 for variables operating simultaneously, which is below 0.05 (0.002 < 0.05). Consequently, the accepted hypothesis rejects both Ho and Ha, implying a non-significant influence of the independent variable on the dependent variable. This study also employed a t-test to assess the relationship between the dependent variables: the school principal's ability and the facilities and infrastructure. Table 2 presents the t-test results for these two dependent variables.

Table 2. Dependent variables X1 and X2 Test

Term	Coef	SE Coef	T-Value	P-Value
X2	0,1293	0,0994	1,30	0,199

Examining Table 2, we observe that the P-Value is 0.199, which exceeds 0.05 (0.199 > 0.05). This result leads to the acceptance of Ha and the rejection of Ho, indicating a significant impact of the principal's capability (X1) on facilities and infrastructure (X2). Subsequently, a simple Linear Regression Analysis was conducted to evaluate the relationship between X1 and Y, as illustrated in the table that follows.

Table 3. Results of simple linear regression analysis of the relationship between X1, X2 and Y

Term	Coef	SE Coef	T-Value	P-Value
Constant	99,72	3,55	28,13	0,000
Variable X1 - Y	0,1747	0,0488	3,58	0,001
Constant	90,56	2,31	39,23	0,000
Variable X2 - Y	0,0595	0,0391	-1,52	0,035
Constant	64,52	5,86	11,00	0,000
Variable X1 - X2	0,1293	0,0994	1,30	0,199
Constant	101,25	3,83	26,42	0,000
Variable X1 – Y	0,1656	0,0495	3,34	0,002
Variable X2 - Y	0,0381	0,0364	1,04	0,301

The simple linear regression analysis presented in Table 3 produced the equation: Y = 99.72 + 0.1747 X1 (3.1a). This formula suggests that the principal competency variable has a fixed value, and any increment in this value is positively associated with the teacher performance variable. Another equation was generated: Y = 90.56 + 0.0595 X2 (3.1b). This expression indicates that the school facilities variable (X2) has a constant value, and its increase has a positive effect on variable Y. Furthermore, the equation X1 = 64.52 + 0.1293 X2 (3.1c) was developed. This equation shows that when the value exceeds the constant (64.52), it positively influences the variable. Finally, a multiple linear regression equation was established: Y = 101.25 + 0.1656 X1 + 0.0381 X2 (3.1d). The multiple linear regression analysis in Table 1 displays a positive constant value (a) of 101.25, signifying a direct correlation between the independent and dependent variables. This implies that if the independent variables - principal's competence (X1) and facilities and infrastructure (X2) - remain static or at 0%, the teacher performance value is 101.25. The principal competency variable (X1) exhibits a positive regression coefficient of 0.1656, indicating that a 1% rise in principal competency results in a 16.56% increase in teacher performance, assuming other independent variables are constant. Likewise, the facilities and infrastructure variable (X2) shows a positive regression coefficient of 0.0381, suggesting that a 1% enhancement in facilities and infrastructure leads to a 3.81% improvement in teacher performance, assuming other independent variables remain unchanged. The impact of X1 and X2 on Y can be assessed through a determinant coefficient test.

Tabel 4. Test the determinant coefficient of variable X1 against Y

Variabel	S	R-sq	R-sq(adj)	R-sq (pred)
X1 against Y	3,67932	19,48%	17,96%	13,89%
X2 against Y	4,01384	54,17%	52,36%	50,00%
X on Y	3,67614	21,14%	18,10%	11,77%
X2 on Y	10,1951	3,09%	1,26%	0,00%

According to Table 4, the determinant coefficient test reveals that variable X1 accounts for 19.48% of the variation in variable Y, as indicated by the R-squared value. For variable X2, the R-squared value of 54.17% suggests that it explains 54.17% of the variance in Y. The relationship between X2 and Y shows an R-squared value of 3.09%, indicating that X1 explains 3.09% of the variation in X2. Lastly, the determinant coefficient test for X1 on Y yields an R-squared value of 21.14%, suggesting that the combined effect of variable X (comprising school principals' competence and infrastructure) on variable Y (teacher performance) is 21.4%.

Discussion

The influence of principal competence on teacher performance

This study's primary research aim was to examine how the competency of school principals affects the performance of vocational teachers in the Anambas Islands local government area. Data analysis revealed a correlation between principal competence and teacher performance, with the former having a modest influence of 19.48% on the latter. The relationship is proportional, suggesting that enhanced principal competence leads to improved teacher performance. These findings align with Russamsi et al. (2020), who reported that 58.8% of respondents rated school principals' leadership abilities as moderate. Their study demonstrated a significant link between principal leadership and teacher performance, with a correlation of 5.806 surpassing 2.145. Similarly, Romadhon and Zulela (2021) found that principal leadership accounted for 15.1% of teacher performance, while other factors influenced the remaining 84.9%.

These outcomes correspond with James MacGregor Burn's (1978) transformational leadership theory, which emphasizes leadership that inspires subordinates to maximize their potential. In the context of principal competence and teacher performance, Bass and Riggio's (2006) explanation of transformational leadership theory offers insights into how a school leader's application of these principles can impact teacher performance. However, it's crucial to recognize that this relationship may be affected by various factors, including school culture, learning environment, support from authorities, and other elements influencing the interaction between school leaders and teachers.

The influence of facilities and infrastructure on teacher performance

The research's secondary aim was to evaluate how facilities and infrastructure influenced professional teacher performance in the Anambas Islands local government area. The analysis indicated a correlation between facilities/infrastructure and teacher performance, with a substantial impact of 54.17%. This relationship demonstrated that enhanced school facilities and infrastructure corresponded with improved teacher performance. These findings align with Fudin's (2020) research, which revealed that facilities and infrastructure relate to and affect teacher performance, accounting for 28.3% of the impact, while other variables determined 71.7%. Similarly, Rachman et al. (2022) found that facilities and infrastructure positively correlate with the work environment and significantly influence teacher performance. Consequently, administrators should focus on facilities directly linked to essential infrastructure availability.

The noted effect of facilities and infrastructure on teacher performance aligns with school competency theory. This theoretical framework suggests that internal school elements, including physical resources and infrastructure, can affect the caliber of teacher education. These elements encompass tangible aspects, an environment conducive to learning, and a constructive school atmosphere (Walberg & Shanahan, 1983). The theory proposes that educational institutions equipped with adequate facilities and infrastructure are better positioned to establish conditions that enable teachers to provide high-quality instruction (Walberg and Shanahan 1983).

The influence of school principal competence and infrastructure on teacher performance

The study's third aim is to examine how the competencies of school principals and the quality of infrastructure affect the job performance of vocational educators in the Anambas Islands Local Government Area. Data analysis reveals a concurrent or combined connection between principals' abilities, facilities, and infrastructure with teacher effectiveness. Although an influence was observed, it

was not substantial, accounting for only 21.14%. The impact of principals' competencies, facilities, and infrastructure on teacher performance demonstrated a balanced relationship. An improvement in the principal's skills and the school's facilities and infrastructure corresponds to enhanced teacher performance. Comparable results were found by Kuntari (2018), indicating that the interplay between principals' skills and infrastructure significantly impacts teacher performance by 6.5%, showing a meaningful relationship and effect. Additionally, research by Carti et al. (2023) demonstrated that principal leadership and infrastructure management collectively have a positive and significant influence on teacher performance, with a 31.30% impact.

The concept of effective school leadership as a supportive approach illuminates how strong leadership impacts infrastructure, which subsequently influences teacher performance and student learning. This idea encompasses the following elements (Omile, 2016): (1) Resource allocation: Adept school leaders can effectively manage resources, including finances and infrastructure, distributing them judiciously to ensure suitable facilities. (2) Strategic planning: Skilled principals can methodically plan and enhance the school's physical infrastructure to support educational objectives. (3) Optimal learning environment: Proficient administrators can create a favorable teaching atmosphere by overseeing infrastructure that enhances the educational process, such as well-designed classrooms, fully-equipped libraries, and functional laboratory spaces. (4) Safety protocols: Competent school leaders must guarantee that school infrastructure adheres to necessary safety standards for both students and teachers. They should implement a consistent approach for utilizing school facilities and infrastructure. (5) Teacher engagement: Principals can incorporate teachers in the planning, development, and oversight of infrastructure, cultivating a work environment that encourages improved teacher performance.

CONCLUSION

This study's findings lead to several conclusions. First, principal competence has a minor but positive impact on teacher performance, in addition to their existing relationship. As the principal's competence increases, so does the teacher's performance. Second, facilities and infrastructure also significantly influence teacher performance, beyond their established connection. Teacher performance is positively influenced by the condition and completeness of educational facilities and infrastructure. Additionally, both the competence of principals and the quality of infrastructure are independently and jointly associated with teacher effectiveness. The combination of a principal's capabilities and the available facilities and infrastructure has a modest impact on how well teachers perform their duties. When considered together, these factors show a direct relationship with teacher performance. Improvements in the principal's capacity, facilities, and infrastructure correspond to enhancements in teacher performance.

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