

Analysis of The Performance Determinants of Non-ASN Teachers From The Perspective of Work Motivation And Leadership Style of State Elementary Schools in Klaten Utara

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Abstract—Study This aim for know influence in a manner simultaneous nor Partial between motivation work and style leadership head school to the performance of PNS teachers in Public Elementary Schools throughout the District North Klaten, Regency Klaten. Method study This use design study quantitative. The population in this study were all Non-ASN Coordinating Teachers for the North Klaten District of the Klaten Regency Education Office. The sampling technique uses *Total Quota Sampling* with 74 samples. Data collection techniques using observation, documentation and surveys using questionnaires. The instrument test uses validity and reliability tests. Data analysis technique using test multiple linear regression hypothesis, t test, F test and R^2 test. The results of the study showed that (1) there *was* an influence of teacher work motivation on the performance of non- ASN teachers in public elementary schools in North Klaten District, Klaten Regency with the results of t_{count} of 3.809 and a sig value of 0.000, (2) There is an influence of the principal's leadership on the performance of Non- ASN teachers in Public Elementary Schools in North Klaten District, Klaten Regency with the result t_{count} of 2.784 and a sig value of 0.007 and (3) Simultaneously there is an influence of teacher work motivation and principal leadership on the performance of Non- ASN teachers in Public Elementary Schools in North Klaten District, Klaten Regency with an F_{count} of 16.285 and a significance of 0.000.

Keywords: *work motivation, principal leadership style, teacher performance*

INTRODUCTION

Education is an effort to increase the intelligence of the nation's generation. Through education, individuals can acquire knowledge, skills and values that are important for dealing with life and contributing to nation building. Education also plays a role in creating a conducive environment for the growth and development of children, as well as strengthening the nation's social and moral foundations . In the context of globalization and technological advances, education also functions as a means to develop human resource capabilities in facing future challenges. Quality and equitable education can provide equal opportunities for every individual to develop optimally and contribute to the progress of the nation. Quality education rests on the performance of teachers as educators who are also qualified. Teacher performance in conveying learning, professional in carrying out duties and obligations and able to set a good example for students. Teacher performance is the ability of a teacher to carry out work in accordance with predetermined goals, which include aspects of planning lessons, implementing the learning process, creating and maintaining optimal classes , controlling optimal learning conditions , and evaluating learning outcomes. Good teacher performance will result in good student learning achievement. Teachers are said to have good and professional performance if they are able to implement the curriculum, among others by designing learning programs, implementing learning, and assessing student learning outcomes.

Based on data from the Central Statistics Agency, the distribution of teachers in Indonesia is based on age, the majority are from the millennial generation aged between

30 to 39 years with a percentage of 29.6 percent. The number of GTK in this age group is 995,108 people with the proportion of teachers as many as 851,316 people and the rest are education staff . The GTK group, which is approaching retirement age, is one level below the millennial generation . GTK in the 50 to 59 year age group in Indonesia currently number 870,694 people with a proportion of 793,780 teachers and the rest are part of the education staff . This figure fulfills 25.9 percent of the total number of GTK in Indonesia. On the other hand, around 0.2 percent of GTK who are still serving despite having retired are 6,464 people with a proportion of 4,190 teachers and the rest are education staff .

The existence of teachers, the majority of whom come from the millennial generation , is in line with the needs of the current education era which is also developing through a digitalization process or what is referred to as the era of education 4.0. There are several competencies needed by teachers to adjust to the education era 4.0, which is starting to be fully integrated digitally, including the ability to educate on an *internet basis of things (IoT)* as basic skills, educate students to have an entrepreneurial spirit , the ability to solve problems, design strategies, to meet the psychological needs of students. Although facilitated by technology, there are several teacher roles that cannot be replaced by the presence of technology, namely the role of the teacher in developing the character and morals of students. The teacher has a role as a facilitator, motivator , inspirer , mentor, developer of creativity and the character of students who have high social empathy. The data above shows the diversity of teachers both by age and characteristics nor Each competency has advantages and disadvantages. The background of the teacher and the condition of the teacher will affect the teacher's performance both in the implementation of teaching as an educational process in schools, as well as in management administration for each teacher. Likewise, the leadership of the school principal will also be affected because of differences these conditions and characteristics .

Performance is influenced by several factors. Factors that influence teacher performance include: leadership in education, mental attitude (work motivation, work discipline, work ethic), education, skills , income levels, work climate, infrastructure, technology, and opportunities for achievement. In this regard, this study will discuss two factors identified as influencing teacher performance , namely , the principal's leadership and motivation. The principal as someone who is responsible for implementing school management has a great influence in improving teacher performance . Purwanto , (2018:16) states that a school principal is a teacher who gets additional duties as a school principal. Principal is a position given by the institution that oversees the school, it can be a foundation, the Ministry of National Education, the Ministry of Religion, or others through a certain mechanism. Determination of school principals through careful consideration, especially with regard to the qualifications needed to carry out their duties and obligations in leading school principals. Strengthening this opinion , Kompri (2019: 172) says that the principal is a person who has power and influence in determining teaching and learning activities in the school, life in the school is regulated in such a way through the leadership of a school principal. Principal leadership will be successful if they understand the existence of the school as a complex and unique organization and are able to carry out the role of the principal as someone who is given responsibility for leading the school.

Principal leadership is related to increasing self-potential as a leader. Therefore, the behavior of the principal must be able to encourage the performance of teachers by

showing a sense of friendliness, closeness, and full consideration of teachers, both as individuals and as a group. The positive behavior of the principal can encourage, direct and motivate all school members to work together in realizing the school's vision, mission and goals. In addition to having positive behavior, school principals are also required to have adequate knowledge and skills . The enthusiasm of the teachers in teaching, the enthusiasm for learning of the students, and even the optimism of parents in sending their children to school will depend heavily on the competency of the school principal. A school principal is declared competent if he has the skills to work as an expertise in his field. In addition, the principal is expected to be able to increase teacher motivation so that teacher performance can increase significantly. One of the local government organizations required to carry out compulsory service to the community is the Education Office. According to the Regulation of the Regent of Klaten Number 54 of 2021 concerning the Position of the Organizational Structure of Tasks and Functions and Work Procedures of the District Education Office Klaten , the Office of Education is the executor of government affairs in the education sector. Coordinating Education Office for North Klaten District , Regency Klaten, which is located on Jalan Ronggowarsito , Karanganom , North Klaten , Klaten oversees 14 public elementary schools with 132 teaching staff consisting of ASN and non-ASN. ASN Education Office Regional Coordinator of North Klaten District Regency Klaten as many as 58 people and Non ASN as many as 74 people who need good work performance which is expected to improve the function of the organization as a public servant. Elementary school teacher in North klaten District, Regency Klaten has diversity both from family backgrounds, education, ages, and different competencies . This diversity affects motivation and performance which are also different .

Based on this background, research on teacher performance by looking at the motivational and leadership aspects of the principal is very necessary to do. The purpose of this study was to analyze teacher performance based on the motivational and leadership factors of the principal. In order to obtain an appropriate combination of motivation and leadership type that can improve the performance of elementary school teachers in North Klaten District, Regency Klaten.

METHODOLOGY

This study uses a quantitative approach. This approach is based on a theoretical framework, expert ideas, as well as the author's problems based on his experience , then developed into problems and solutions proposed to obtain justification or rejection in the form of empirical data support in the field . The location chosen to conduct this research was the Coordinating Education Office for the District of North Klaten District Klaten . The time for this research is adjusted to the achievement of the data and information needed by researchers which is carried out for one month, namely in May 2023. In determining the sample in this study using the *Total Quota technique sampling* where all members of the population are sampled in the study. This is done because the population is *relatively* small. The sample in this study were all Non-ASN Coordinating Teachers for the North Klaten District of the District Education Office Klaten , amounting to 74 people. The research variables in this study include the following. In this study the

independent variables studied were work motivation and leadership style and the dependent variable in this study was teacher performance .

Data Analysis Techniques - Assumption Test Classic

According to Ghozali (2018; 20) the classic assumption test is the initial stage used before multiple linear regression analysis. This test is carried out to be able to provide certainty so that the regression coefficients are unbiased and consistent and have accuracy in estimation . The classic assumption test was carried out to show that the tests carried out had passed data normality , multicollinearity , autocorrelation , and heteroscedasticity so that the test could be carried out to linear regression analysis.

Multiple Linear Regression - Model Feasibility Test

The regression model is an equation model that explains the relationship of one dependent variable/ *response* (Y) with two or more independent variables/ *predictors* (X_1, X_2, \dots, X_n). The purpose of the multiple linear regression test is to predict the value of the dependent variable / *response* (Y) if the values of the independent variable / predictor (X_1, X_2, \dots, X_n) is known. Besides that, it is also to be able to find out how the direction of the relationship between the dependent variable and the independent variables is. Because in this study there are 2 independent variables, so the form of the equation is as follows:

$$Y = a + b_1 X_1 + b_2 X_2 + e$$

Noted: Y : Teacher Performance, a : Constant Number, b : Regression Coefficient, X_1 : Leadership, X_2 : Work Motivation, e : error

Hypothesis Testing

Partial test (t-test) is used to test whether each variable is independent namely leadership (X_1) and motivation (X_2) have a positive and significant influence on the dependent variable that is teacher performance (Y) partially . The decision-making rule in the t test in this study uses SPSS with a specified significance level of 5%.

Determinant Coefficient Test

The coefficient of determination is a measure that can be used to determine the magnitude of the influence of the independent variables on the dependent variables. If the coefficient of determination $r^2 = 0$, means that the independent variable has no effect at all (= 0%) on the dependent variable. Conversely, if the coefficient of determination $r^2 = 1$, mean dependent variable 100% influenced by independent variables. Because that's where r^2 is in the interval (interval) between 0 and 1, algebraically expressed $0 \leq r^2 \leq 1$. r^2 is simply a measure of progress in terms of reducing the total error (total error) . r^2 denotes a reduction in the total error when a regression line is plotted.

RESULTS AND DISCUSSION

Multiple Linear Regression Analysis - Model Feasibility Analysis

Test linear regression line is done to find out whether the regression pattern is linear or not, in this test the author uses ANOVA by comparing the sig value of *Deviation From Linerity* in the ANOVA table with α 0.05. The test criterion is if the sig value is from *Deviation From Linerity* in the ANOVA table with α 0.05 with the criterion "if the sig value is on *Deviation From Linerity* > from the value of α 0.05 then H_0 is accepted.

Table 1. Recapitulation of Linear Test Results for Regression Lines

Variable	Sig-Value	Condition	Decision	Conclusion
Work Motivation (X1)	0.057	$0.057 > 0.05$	Support H_0	linear
of School Leadership (X2)	0.113	$0.113 > 0.05$	Support H_0	linear

Source: Authors

In table 1, the calculation results show that all variables, both work motivation and school principal leadership, have sig *Deviation From Linerity* > from the value of α 0.05 then H_0 is accepted.

Hypothesis Testing

Hypothesis testing is a decision-making method based on data analysis, both from controlled trials and from observation (uncontrolled). Analysis of hypothesis testing used is analysis product moment , the analysis itself is used to determine the coefficients correlation alone or together.

Effect of Work Motivation (X1) on Teacher Performance (Y)

Hypothesis 1 test aims to see whether there is a partial influence between the variables of teacher work motivation and teacher performance . The test results based on the table show that t_{count} of 3.809 and sig . 0.000. While the value of t_{table} with dk $n-2$ equals $37-2 = 35$ with α 0.05 is 1.689 thus $t_{count} > t_{table}$ ($3.809 > 1.689$) and the sig value in the test is <0.05 ($0.000 < 0.05$) so it can be concluded that H_0 is rejected and $H1$ is accepted. The following table test results:

Table 2. Recapitulation of Partial Hypothesis Tests

Variable	Unstandardized Coefficients		Standardized Coefficients		
	B	Std . Error	Betas	Q	Sig .
Work Motivation	0.585	0.154	0.396	3,809	0.000

Source: Authors

Thus it has meaning that teacher performance motivation has a significant effect on teacher performance , so the research hypothesis reads "There is an effect of work motivation on the performance of Non-ASN teachers in Public Elementary Schools in North Klaten District , North Klaten .

The Effect of Principal Leadership (X2) on Teacher Performance (Y)

Hypothesis 2 test aims to see whether there is a partial influence between the principal's leadership variable and teacher performance . The test results show that t_{count}

of 2.784 and sig . 0.007. While the value of t_{table} with dk $n-2$ equals $37-2 = 35$ with $\alpha 0.05$ is 1.689 thus $t_{count} > t_{table}$ ($2.784 > 1.689$) and the sig value in the test is <0.05 ($0.007 < 0.05$) so it can be concluded that H_0 is rejected and H_1 is accepted. The following table test results:

Table 3. Recapitulation of Partial Hypothesis Tests

Variable	Unstandardized Coefficients		Standardized Coefficients	Q	Sig .
	B	std . Error	Betas		
Principal Leadership	0.379	0.136	0.289	2,784	0.007

Source: Authors

Thus it has meaning that teacher performance motivation has a significant effect on teacher performance , so the research hypothesis reads "There is an influence of Principal Leadership on the performance of Non-ASN teachers in Public Elementary Schools in North Klaten District, North Klaten.

Effect of Teacher Work Motivation (X1) and Principal Leadership (X2) on Teacher Performance (Y)

Hypothesis 3 test aims to determine whether there is a simultaneous influence between the variables of teacher work motivation and the principal's leadership on teacher performance . The test results are as follows:

Table 4. Summary of Simultaneous Hypothesis Testing Results

Model	Sum of Squares	df	Means Square	F	Sig .
Regression	3013,173	2	1506,586	16,285	0.000
residual	6568,462	17	92,514		
Total	9581,635	73			

Source: Authors

To test the simultaneous hypothesis, statistical analysis F was used. From the results of statistical calculations, it was obtained $F_{count} = 16.285$ and a significance level (Sig) of 0.000. F_{table} with dk quantifier = 2 and dk denominator $nk-1$ is $37-2-1 = 34$ with $\alpha 0.05$ is 3.28. Thus $F_{count} > F_{table}$ or $16.285 > 3.28$ and the significance is $0.000 < 0.05$ then H_0 is rejected and H_1 is accepted, thus the hypothesis reads "There is an influence of teacher work motivation and principal leadership on the performance of Non- ASN teachers in a Public Elementary School in North Klaten District, Regency Klaten .

Determinant Coefficient Test

Determinant coefficient test is used to determine the percentage of influence of the independent variable on the dependent variable. The following Table 5 is the result of calculating the coefficient of determination. From the table above the determination level of 0.314 or 31.4. This shows that the percentage influence of the teacher's work motivation variable (X1) and the principal's leadership (X2) is able to explain 31.4% of teacher performance (Y) and the remaining 68.6% is influenced by other factors.

The Effect of Teacher Motivation on Teacher Performance

In this study, teacher motivation is seen in setting the physical environment, setting the work atmosphere, building discipline and respect for teachers. Physical development includes the existence of facilities and infrastructure, setting a work atmosphere in the form of creating a supportive work culture, building discipline for work ethics, and giving awards to stimulate teachers to have better performance. Based on the results of data analysis, the path coefficient $\rho X_1 Y$ shows a value of 0.396, meaning that the magnitude of the influence of teacher work motivation (X_1) on the performance of Non-ASN teachers in Public Elementary Schools in North Klaten District, North Klaten is 39.6% and the rest is influenced by other factors not examined in this study.

Table 5. Recapitulation of the Determination Coefficient Output

Model	R	R Square	Adjustments R Square	std . Error of the Estimates
1	0.561	0.314	0.295	9.61840

Source: Authors

The Influence of the Principal's Leadership on Teacher Performance

The principal's leadership in this study is seen from the work aspects of the principal which include influencing, encouraging, guiding, directing and mobilizing. Principal leadership functions as a lever for teacher performance to be more professional in carrying out tasks academically in the learning process and administratively in school management.

Based on the results of data analysis, the path coefficient $\rho X_2 Y$ shows a value of 0.289, meaning the magnitude of the influence of the principal's leadership (X_2) on the performance of Non-ASN teachers in Public Elementary Schools in North Klaten District, North Klaten is 28.9% and the rest is influenced by other factors not examined in this study.

The Effect of Principals' Motivation and Leadership on Teacher Performance

Based on the results of the study, statistical analysis F was simultaneously used from the results of statistical calculations to obtain $F_{count} = 16.285$ and a significance level (Sig) of 0.000. Thus $F_{count} > F_{table}$ or $16.285 > 3.28$ and the significance is $0.000 < 0.05$, then the H_1 hypothesis is accepted. Meanwhile, the R square analysis shows that the coefficient value of the influence of the teacher's work motivation variable (X_1) and the principal's leadership (X_2) is able to explain 31.4% of teacher performance (Y) and the remaining 68.6% is influenced by other factors. Thus, it can be concluded that there is an influence of teacher work motivation and principal leadership on the performance of Non-ASN teachers in Public Elementary Schools in North Klaten District, North Klaten. The results of this study are corroborated by Burhanudin, (2021: 119) who explains other factors that affect teacher performance include: teacher education level, teaching supervision, upgrading program, conducive climate, facilities and infrastructure, conditions teacher's physical and mental, principal's leadership style, welfare guarantee, principal's managerial ability, training, and providing incentives.

CONCLUSION

Based on the analysis and discussion that has been done, the following conclusions are obtained. There is an influence of teacher work motivation on the performance of State Elementary School Non-PNS Teachers in North Klaten District , Regency Klaten. This means that there is an influence between the teacher's work motivation variable and the teacher's performance variable. It was found that the work motivation of teachers influences the activities of teachers in schools to achieve maximum teacher performance. There is the influence of the principal's leadership on the Performance of Non-PNS Teachers in Public Elementary Schools in North Klaten District, Regency Klaten. This means that the principal's leadership variable and teacher performance can go hand in hand, the more conducive the principal's leadership, the better the teacher's performance level. There is an influence of work motivation and school leadership on teacher performance. The two variables of principal's leadership and teacher's work motivation run smoothly, which means the better the principal's leadership and teacher's work motivation, the higher the teacher's performance.

Based on the results of the study, there is a positive influence between teacher motivation and school leadership on teacher performance . This confirms that the main components that influence teacher performance are the motivation and leadership of the principal. Then the implications of this research are as follows. To improve teacher performance , good motivation is needed internally nor external. Therefore things that support teacher work motivation such as setting the physical environment , setting the working atmosphere, teacher discipline and respect for teachers need to be improved in order to improve teacher performance comprehensively. Principal leadership influences teacher performance. So that leadership that leads to efforts to influence, encourage, guide, guide and move teachers needs to be improved in order to be able to improve teacher performance. Giving awards to teachers who have good performance will motivate teachers in carrying out activities his work both in learning and administration should be developed in various strategies. A positive discipline culture in the work atmosphere at school will reduce the emergence of various problems at work, as well as support the creation of a conducive work environment that needs to be maintained together in order to improve teacher performance.

LIMITATIONS

This research has been attempted and carried out in accordance with scientific procedures, however, it still has limitations, namely: The results of the study only apply to non-PNS teachers at public elementary schools in North Klaten sub-district , district Klaten , so it cannot be generalized. The factors that influence teacher performance in this study are only seen from 2 variables, namely consisting of work motivation and the principal's leadership, while there are many other factors that affect teacher performance .

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