

## **The Effect of Communication and Decision-Making on Teacher Performance in Junior High School**

**Ida Rosyida 1, Syarifudin 2**

1Yogyakarta State University

2 Yogyakarta State University

Corresponding author: Ida Rosyida (idarosyidasy@gmail.com)

**Abstract:** This study aims to determine: (1) the effect of the principal's communication on teacher performance; (2) the effect of the principal's decision making on teacher performance; and (3) the effect of the principal's communication and the principal's decision-making simultaneously on teacher performance. This research uses a quantitative approach with a survey method. The population is teachers in Public Junior High School (PJHS) 2 of Tangse Sub district, Pidie District, Aceh Province. The proportional random sampling technique determined a sample of 22 teachers with a population of 25 people. Data collection used a questionnaire. Test the validity and reliability of the instrument using the product moment statistical test, which was carried out with the help of SPSS 20. The analysis prerequisite tests consisted of normality, correlation, and simple regression tests. The results of this study are as follows: (1) There is an effect of the principal's communication on teacher performance at PJHS Tangse 2 with a percentage of 26.2% (2) There is an effect of the principal's decision making on teacher performance at PJHS 2 Tangse with a percentage of 26.7% (3) There is an effect of the principal's communication and principal's decision-making on teacher performance at PJHS Tangse 2 with a percentage of 49.2%.

**Keywords:** communication, decision-making, teacher performance

### **I. INTRODUCTION**

Education is a conscious effort to carry out the learning process carried out by two or more people who are interconnected between the knowledge giver and the recipient of knowledge Hikmayanti et al., (2016: 57). Through education, a person can build attitudes and behaviors, knowledge and skills that can later be developed in the learning process. Putri et al. (2014: 17) stated: "Learning is a process of interaction between students and educators and learning resources in a learning environment. The professionalization of academic staff is considered controversial but must be interpreted as a way to improve teacher performance. Kholifah, SN, & Santoso, S. (2017: 24) The teacher is the leading facilitator in school, whose function is to explore, develop, and optimize their potential so that they become part of a civilized society. Sanjaya (2012:15) states that teachers directly deal with students. With the learning system, the teacher can act as a planner, a learning designer, an executor, or both.

Sabri, (2010:65) Teachers play a significant role in the teaching and learning process. Rusman (2017: 26) suggests performance can also be interpreted as work performance or performance results. Mulyasa, (2013: 11) argues that the performance of a person's work is shown in appearance, actions, and performance as an accumulation of knowledge, skills, attitudes, and character.

Meanwhile, Hasyim & Supardi (2018: 75) explain that "teacher performance is the result of work that someone in an organization has achieved to achieve a goal based on work standards or the appropriate time after that. already set". Many good factors affect teacher performance. Teacher performance for schools is critical because it can show the success of schools in achieving goals. Teacher performance is one of the facts that determine the success of every educational effort Susanto, (2012: 23-24). Performance refers to a person's actions in carrying out their duties, namely how the level of achievement of the work of a person or group of people in an organization according to their authority and responsibility (Masana, 2012: 17). Many good factors affect teacher performance. Teacher performance for schools is significant because it can show the success of schools in achieving goals. Teacher performance is one of the facts that determine the success of every educational effort Susanto, (2012: 23-24). Performance refers to a person's actions in carrying out their duties, namely how the level of achievement of the work of a person or group of people in an organization according to their authority and responsibility (Masana, 2012: 17). Many good factors affect teacher performance. Teacher performance for schools is significant because it can show the success of schools in achieving goals. Teacher performance is one of the facts that determine the success of every educational effort Susanto, (2012: 23-24). Performance refers to a person's actions in carrying out their duties, namely how the level of achievement of the work of a person or group of people in an organization according to their authority and responsibility (Masana, 2012: 17)

Sancoko and Sugiarti (2022: 9) factors that effect teacher performance include external factors such as leadership style, work environment, evaluation and supervision mechanisms, and information and communication technology facilities. Furthermore, the teacher's performance is also covered by internal factors such as motivation, positive emotions, negative emotions, responsibility for assignments, discipline in completing missions, concern for students, and job satisfaction. The importance of essential communication for organizations must be recognized. With good basic communication within an organization, an organization can run smoothly and successfully, and vice versa Barnawi & Mohammad Arifin, (2010: 11). Effective principal communication is essential for all organizations;

therefore, organizational leaders and communicators in organizations need to understand and improve their principal's communication skills. Communication is a crucial ability in everyday life because communication is a way of sharing and can clarify an understanding (Batubara, Saragih, Simamora, Napitupulu, & Sari, 2022) Based on the statement above, good communication between school principals in the organization is one of the factors that effect organizational performance. Sitorus, (2020: 9) Main contact is sending and receiving news or information from one person to another. Good communication with the principal will not occur if the messenger conveys it adequately and the receiver gets it without distortion. The form of principal school contact can be seen from various points of view, with each expert according to his experience and field of study. Vincenzo Calviny Joski (2015: 27) states principal school communication positively affects teacher performance.

The main structure of communication can be seen from various points of view of each expert according to their experience and field of study. According to his journal, S. Syafarudin (2018: 98), principal-school communication positively affects teacher performance. According to Giyarni & Triastity (2016:21), a manager must communicate well with the principal because most managers devote their time to communication. Then Bonita & Wibowo (2014: 54) stated, "A leader, the results of his thoughts will only function in moving members of his organization if the principal is communicated effectively.

As an educational leader, the principal must have the provision, including principal communication and decision-making, to create a good organization in the future. Many management experts express opinions about the meaning of Decision making in the context of management. According to M. Sulistia (2013: 37), decisions are the result of explicitly solving the problems they face. After the understanding of the decision is conveyed, it is necessary to proceed with decision-making knowledge. Decision-making, according to Terry, is the selection of alternative behaviors from two or more choices. "Decision making can be divided as selecting one behavioral alternative from two or more possible alternatives." Decision-making is the process of selecting several alternatives. Husaini Usman (2006: 231) The decision-making process by school principals based on educational competence will result in decisions to improve teacher performance. Murtiningsih and Bukman Lian (2017: 192-95) Schools are given school-based autonomy with the intention that school principals can develop, implement and make decisions on school programs that are by the school community. Ibnu Syamsi, (1995: 13-6). Decision-making, according to Tery, quoted by ibn Syamsi, is the selection of alternative behaviors from two or more alternatives. "Decision making can be divided as selecting one behavioral choice from two or more possible options.

This relates to the management function. For example, managers make decisions when planning, managing and controlling. In line with what L. Setyoningsih (2015: 6) says, decision-making is a series of activities to solve the problems encountered. Determine the alternative that is considered the most rational by the organizational environment. Then, decision-making can be interpreted as the core of the administrative process (Mitchell, 2015: 17). In essence, decision-making is a systematic approach to the nature of a problem, gathering facts and data, carefully determining the alternatives faced, and taking the most appropriate action according to calculations. Decision-making is a leadership function that takes work to do. Therefore, Many leaders delay making decisions. There are even leaders who lack the courage to make decisions. Murtiningsih and Bukman Lian (2017: 89) decision-making methods can be carried out individually, in groups, teams or committees, councils, commissions, referendums, submission of written proposals, and so on. Decision-making by the principal aims for opinions that can solve a problem in a particular way/technique so that all parties can accept it more.

Ahmadi (2013: 11) The principal, as an educational leader, must be distinct from the principal's communication activities and the teacher's learning process framework. Likewise, Learning activities cannot be separated from the collisions felt by fellow teachers and school principals. Especially in the teacher's experience, which leads to teacher teaching performance, and that is where the role of the principal is in making good decisions to improve teacher performance.

Based on observations made by researchers that the authors have seen and encountered in the field, there are symptoms experienced by teachers and staff in communicating with school principals and principals, especially at Tangse 2 Middle School, including a lack of attention to readiness in receiving messages both orally and in writing. In addition, there is no feedback so that the message is more meaningful in the implementation of the educational process; there is less harmony and openness in the principal's communication process between the principal and the teacher, and there is still a lack of interpersonal communication between the principal that occurs. Between the principal and the teacher.

Decision-making by the school principal is still unilateral. However, lately, the principal's efforts in making decisions have tried to receive input from other parties. However, they are only individual considerations because decision-making has yet to be discussed jointly with the parties involved. They will be involved in making that decision. In addition, the decisions of school principals in implementing programs related to teacher competence and professional training still need to be improved (generally left to the policy of

the education office or the education office). Principal decisions still need to be implemented because some teachers need more time to be ready to follow the latest regulations on performance improvement. Teachers and principals must be aware that the principal's decisions significantly affect teacher performance, and principals are still less involved in decision-making. Starting from the description above and the phenomena described, it can be understood that the principal's communication and making the right decision by the principal is one of the factors that need attention to improve teacher teaching performance. This research needs to be done because the discussion of school principals' communication, decision-making, and performance is a study of educational administration, which is one of the topics in Organizational Behavior, while organizational Behavior is one of the main topics in educational administration to be precise in organizational studies and educational leadership and management. Human Resources.

## **II. METHOD**

The method used in compiling this journal is survey research with a quantitative approach. Riduwan (2005: 42). Kerlinger said that survey research is research conducted on large or small populations, but the data studied is sample data taken from the people so that relative occurrence, distribution, and relationships between sociological and psychological variables are found. The population is 25 Tangse State Middle School teachers in Tangse District, Pidie District, Aceh Province. A sample of 22 teachers was determined by a proportional random technique using the Yamane formula with an error rate of 5%. Data was collected using a questionnaire with item validity supported by expert judgment and empirical testing. Test the validity and reliability of the instrument using the product moment statistical test, which was carried out with the help of SPSS 20. Analysis prerequisite tests consist of normality, correlation, and simple regression tests.

## **III. FINDINGS**

### **3.1 Description of Research Results**

This research was conducted on 22 respondents

**Table 1. Descriptive Statistics**

Descriptive Statistics								
	N	Range	Minimum	Maximum	Mean		Std Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Communication	22	12.00	38.00	50.00	45.3182	.80954	3.79707	14.418
Decision-making	22	10.00	39.00	49.00	42.1818	.58345	2.73664	7.489
Teacher performance	22	11.00	39.00	50.00	43.3182	.61506	2.88488	8.323
Valid N (Listwise)	22							

Based on the table above, data processing with Windows SPSS 20 regarding the first principal's communication at PJHS 2 Tangse obtained descriptive research results, and it is known that: The range is 12; the minimum value is 38; the maximum value is 50; the mean is 45.3182; standard error is 0.80954; the standard deviation is 3.79707, and the variance is 14.418. Second, in the decision-making of principals at Tangse 2 Public Middle School, it ranges from 10; the minimum value is 39; the maximum value is 49; the mean is 45.1818; the standard error is 0.58345; the standard deviation is 2.73664, and the variance is 7.489. Fourth, teacher performance at PJHS 2 Tangse is around 11; the minimum value is 39; the maximum value is 50; the mean is 43.3182; the standard error is 0.61506; the standard deviation is 2.88488,

### 3.2 Normality Test

**Table 2. Normality Test**

Hypothesis Test Summary				
Null Hypothesis	Test	Sig	Decision	
The distribution of communication is normal with mean 45.32 and standart deviation 3.80	One-Sampel Kolmogrov Smirnov Test	.540	Retain the null Hypothesis	
the distribution of Decision-making is normal with mean 45.18 and standart deviation 2.74	One-Sampel Kolmogrov Smirnov Test	.338	Retain the null Hypothesis	
the distribution of teacher performance is normal with mean 4.32 and standart deviation 2.88	One-Sampel Kolmogrov Smirnov Test	.847	Retain the null Hypothesis	

Based on the results of the one sample Kolmogorov-Smirnov Test, for the variables of school principal communication, principal decision making, and teacher performance obtained, Sig (significant) values of 0.540, 0.338, and 0.847 and better than 0.05. So from these data, the hypothesis is accepted so that the independent variables are normally distributed.

### 3.3 Linearity test

The linearity test determines the relationship between the independent variables and whether the dependent variable is linear.

**Table 3. ANOVA Linearity Test**

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	85,952	2	42,976	9,193	.002b
Remainder	88,821	20	4,675		
Total	174,773	22			

From the output above it can be seen the results of the linearity test with F count > F table where  $9.193 > 4.31$  and Sig < 0.05 where  $0.002 < 0.05$  then from the effects of data processing, it can be concluded that the independent variables and the dependent variable have a linear relationship.

### 3.4 Hypothesis testing

- Multiple Regression Test

This section tries to find a significant effect of the principal's communication (X1) and the principal's decision-making (X2) on teacher performance (Y). The output of the SPSS version 20 program obtained regression values as shown in the table below:

**Table 4. Linearity Test Coefficient**

Model	Nonstandard coefficients		Standard Coefficient	t	Sig.
	B	St. Error	Betas		
(Constant)	4,066	9,294		.437	.667
Communication	.361	.125	.475	2,897	.009
Decision-making	.507	.173	.481	2,930	.009

Based on the output table above, in the coefficient table in column B, the constant (a) is 25,243. So the regression equation can be written as  $Y = 4.066 + 0.361 X1 + 0.507 X2$ . The magnitude of the regression coefficient B1 is 0.361, which shows that with an increase in the X1 variable, the Y variable will increase by 0.361. The importance of the regression coefficient B2 is 0.507, which shows that with an increase in the X2 variable, the Y variable will increase by 0.507.

The regression equation above shows that the effect of the principal's communication and Decision making on teacher performance has a positive impact on teacher performance.

- Termination coefficient test (R2)

**Table 5. Termination Coefficient Test (R2) Model Summary**

Model	R	R square	Customized R Square	St. Estimation Error
1	.512a	.262	.225	2.53931
2	.517a	.267	.231	2.53026
3	.701a	.492	.438	2.16212

From the table above, it can be concluded that the principal's communication on teacher performance affects 0.262 or 26.2%. Conversely, 73.8% is effected by variables outside the independent variables of this study. The principal's decision-making controls are 0.267 or 26.7%. At the same time, 73.3% is effected by variables outside the independent variables of this study. The principal's communication and decision-making effect on teacher performance are 0.492 or 49.2%. In comparison, 50.8% is effected by variables outside the independent variables of this study.

#### IV. DISCUSSION

##### 4.1 The effect of the principal's communication on teacher performance at PJHS 2 Tangse

The results showed that there was an effect of the principal's communication on teacher performance at PJHS 2 Tangse with a significance linearity test with Sig < 0.05 where  $0.002 < 0.05$ , so from the results of data processing, it can be concluded that the independent variables and the dependent variable have a positive relationship significant. Linear with t-test, Sig. The effect of X1 on Y is  $0.009 < 0.05$ , and the count is  $2.897 > 2.086$ . It can be concluded that Ho is rejected and Ha is accepted, which means that there is an effect on the principal's communication on teacher performance. The principal's communication correlation coefficient value is 0.512 based on the correlation interpretation value guidelines in the range of "0.400-0.599", which means the level of relationship with the principal.

Based on research conducted by Christifora Rahawarin, 2015: 185) shows that organizational school principal communication effects teacher performance. Effective

and open head-of-school communication between teachers and teachers, teachers and principals, teachers and students, and between every member of the school can direct members of the organization to carry out their duties properly so that it can have a positive impact on the performance of school members, in this case, teachers. And also, research conducted by (Ahmad Sumali, 2019: 442) showed that the partial positive and significant effect between the school principal's communication on teacher performance could be seen from the hypothesis test with the two variables having a solid level of effect. Based on statistical results, the correlation coefficient equation is obtained by the regression equation  $Y = 9.725 + 0.408X_1$ . The correlation coefficient value is 0.703, meaning that both variables strongly effect. The value of the determination or contribution of the principal's communication effect ( $X_1$ ) on teacher performance ( $Y$ ) is 0.494 or 49.4%, while other factors effect the remaining 50.6%. This suggests that increased principal communication will improve teacher performance.

Results study This is to the theory exposed by (Ivancevich et al., 2007: 115), Which state, "Principal communication help members organization reach objective individual And also objective organization, respond And implement change organization, coordinate activity organization, And follow play a role in almost all action organization Which relevant." Principal communication is important And very necessary, Good by man and organization. Every organization needs central activity communication inside, Which is more known in leading communication organizations. The organization is not only required for the company; education is even needed inside the organization.

#### **4.2 The effect of the principal's decision-making on teacher performance at PJHS 2 Tangse**

Based on the results of the study, there is an effect of the principal's decision making on teacher performance at PJHS 2 Tangse with a significance linearity test with  $\text{Sig} < 0.05$  where  $0.002 < 0.05$ . And there is also the effect of the principal's decision making on teacher performance, so from the data processing results, the independent and dependent variables have a linear relationship. With the t-test, the value of Sig. for the effect of  $X_2$  on  $Y$  is  $0.009 < 0.05$ , and the t-value is  $2.930 > 2.086$ . It can be concluded that  $H_0$  is rejected and  $H_a$  is accepted, which means that decision-making effects teacher performance.

Based on research conducted by Zainal Mustopa (2017: 98) at Ta'allumul Huda Islamic Middle School and Miftahul Manan Islamic Middle School, Bumiayu District,

the effect of decision making on teacher performance is powerful with a coefficient of determination of  $R^2 = 63\%$ . This means that the variance of the independent variable  $X_2$  can explain 63% of variable  $Y_2$ . At the same time, the rest ( $100\% - 63\% = 37\%$ ) is effected by other variables.

Taking decision is activity management from election action alternative Which has formulated previously To use look for solving a problem, stages taking decision pass between other First Stages intelligence is search problem Which started from activity a) goalscorer Objectives) Search c) scanning procedures d) data collection) e) problem identification f) problem classification) g) Problem statement). The second stage of design is planning and solving a problem, starting with activities (a) formulas a model, (b) setting criteria for choices, (c) searching for alternatives (d) predicting and measuring outcomes). The third stage choice is various alternative actions, starting from activity (a) solution to the model, (b) sensitivity analysis, (c) selection of the alternative (d) plan for implementation. (e) design of the control system. Hero,(2013: 46).

Based on the results of a study, deciding to head to school is Already Good. This could be seen from the process taking decision conducted a head school in complete problem in school Already Good And Decision Which taken That Already Can in accept Good by teachers.

#### **4.3 The Effect of Principal Communication and Principal Decision-Making on Teacher Performance at PJHS 2 Tangse**

Based on the research results, the principal's communication and decision-making effect teacher performance at Tangse 2 Public Middle School with a significance linearity test with  $\text{Sig} < 0.05$  where  $0.002 < 0.05$ . There effect of the principal's communication and the principal's decision-making on teacher performance. It can be concluded that the independent and dependent variables have a relationship with the relationship. The sig value of the effect of  $X_1$  and  $X_2$  on  $Y$  is  $0.002 < 0.05$ , and the account value is  $2.162 > 2.086$ , so it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted, which means there is an effect on the decision. Make teacher performance. The principal's communication correlation coefficient value is 0.802 based on the correlation interpretation value guidelines in the range of "0.600-0.799",

As an educational leader, the principal must have the provision, including principal communication and decision-making, to create a good organization in the future. Many management experts express opinions about the meaning of Decision

making in the context of management. According to M. Sulistia (2013: 37), decisions are the result of explicitly solving the problems they face. After the understanding of the decision is conveyed, it is necessary to proceed with decision-making knowledge. Decision-making, according to Terry, is the selection of alternative behaviors from two or more choices. "Decision making can be divided as selecting one behavioral alternative from two or more possible alternatives." Decision-making is the process of selecting a number of alternatives.

Research results show that communication and decision-making in head school increase performance. Teachers already have a perfect run, so communication and decisions in the head school already can walk with Good. Case James,(1995: 135) that A decision Which Good will produce objective succeed in accordance deal together. Head school involves representative head school For planning in settlement problems in making decision. Head school No itself make decision but helps the member team assessor, Which gives ideas For making decision in the plan.

## V. CONCLUSION

Based on the research that has been done and the discussion about the effect of the principal's communication, and the principal's decision-making on teacher performance at PJHS 2 Tangse, the authors conclude as follows:

1. There is an effect of principal school communication (X1) on teacher performance (Y) in Negeri 2 Tangse with a percentage of 26.2%.
2. There is an effect of the principal's decision-making (X2) on teacher performance (Y) in Negeri 1 Tangse with a percentage of 26.7%.
3. There is an effect of the principal's communication (X1) and the principal's decision-making (X2) on teacher performance (Y) in Negeri 2 Tangse, with a percentage of 49.2%.

From these results, the variables that affect teacher performance cannot work independently but must continue to synergize in their implementation to provide a high contribution.

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