



## Effects of Principal Skills, Work Culture, Learning Facilities on Primary School Teacher Performance

Anis Syamsu Rizal, Nurjaya

Universitas Pamulang, Tangerang Selatan, Provinsi Banten, Indonesia  
e-mail: dosen01955@unpam.ac.id, jayaalix03@gmail.com

Submitted: 16-10-2019

Revised: 11-05-2020

Accepted: 14-05-2020

**ABSTRACT.** The purpose of this study was to analyze the principal's skills on teacher performance; cultural influences on teacher performance; the effect of learning facilities on teacher performance; and the motivation to learn from the principal, work culture and learning facilities together on teacher performance. The study was conducted on 86 elementary school teachers at the Tadika Puri Foundation in South Jakarta, data were collected through a questionnaire distributed to respondents, while open interviews were conducted with Foundation administrators. Data analysis use SPSS application assistance. The research findings show that there are principals' skills on teacher performance, there is a development of work culture towards teacher performance, there is development of learning facilities on teacher performance, and there is development of principals' skills, work culture, and joint learning development on teacher performance.

**Keywords:** *Principal Skills, Work Culture, Learning Facilities, Primary School Teacher Performance.*



<https://dx.doi.org/10.32678/tarbawi.v6i01.2093>

**How to Cite** Rizal, A. S., & Nurjaya, N. (2020). Effects of Principal Skills, Work Culture, Learning Facilities on Primary School Teacher Performance. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 6(01), 21-28. doi:10.32678/tarbawi.v6i01.2093

## INTRODUCTION

One of the factors that influence the creation of quality education is the teacher (Juhji, 2016; Suragangga, 2017). As the executor of the education process, the teacher has the role of applying the planned education programs. This shows that the teacher influences and determines the educational goals that have been set. Thus, one way to get quality teachers in order to improve the quality of schools is obtained through ways to improve performance by taking into account the factors that influence it.

According to Uno (2012) performance can be seen directly in daily life as a professional activity. The level of performance possessed by teachers is relatively different, because of the differences they have, both regarding work experience, education, and knowledge (Supardi, 2012). In principle, teachers have high potential to be creative in order to improve their performance. However, the potential of the teacher to be creative as an effort to improve his performance does not always develop naturally and smoothly due to the influence of various factors both arising within the teacher's own person (internal factors) or those that are outside the teacher's personal (external factors).

It is undeniable that the conditions at school, the condition of teachers who are not in line with expectations, such as teachers working part time both in accordance with their profession

and outside their profession (Juhji, 2017). Some teachers who are totally engaged in part-time activities are rather than the main activities as teachers at school. Teacher performance is an important factor in realizing quality education (Supardi, 2012). Teacher profiles are needed for excellent professionalism and are able to apply the principles of professionalism to improve their performance. In connection with this, Sagala (2013) argues that teachers are professional occupations and are holistically at the highest level in the National Education System, because teachers have strong autonomy in carrying out their professional duties. Public expectations of such high teacher performance cannot yet be met by the world of education in Indonesia (Supardi, 2017a). In fact, teacher performance is still far from what was expected (Supardi, 2017b). This is based on the facts.

The results of interviews with the Director of Formal Education Tadika Puri, Mrs. Nur Faidah in early September 2018, and based on reports from each school principal of each branch, there are at least 50% of teachers who do not comply with the working hours set by the Tadika Puri Foundation. The implementation of teacher's entrance hours at the school starts from 06.45 WIB until 14.00 WIB. Based on this report, it is known that the performance of teachers at the Elementary School at the Tadika Puri Foundation in South Jakarta is categorized as low. The low performance of teachers cannot be separated from the role of the principal in managing human resources owned (Djafar & Nurhafizah, 2018). In this case, the elementary school principal at the Tadika Puri Foundation has not been able to create a conducive work culture. This can be seen from the interview data that 50% of teachers in the built environment do not comply with the predetermined working hours. This shows that the discipline of elementary school teachers at the Tadika Puri Foundation is still low, and this work culture is often an obstacle in achieving professional teacher performance.

Elementary school principal leadership skills at the Tadika Puri Foundation can also be seen from the ability to organize and complete the required learning facilities. Based on interviews from the Procurement and Maintenance Department of Goods through the Director of Formal Education, the Tadika Puri Foundation, shows that learning facilities in each branch do not meet expected standards, including: learning media needed in each school has not been fulfilled, school buildings have been damaged, there are classrooms in each school that are less comfortable to live in because of inadequate conditions, poorly maintained library buildings, and inadequate sports fields.

These conditions indicate that the skills of elementary school principals at the Tadika Puri Foundation are said to be poor. In addition, the existing work culture cannot show a stable and conducive work culture. Learning facilities available cannot support teacher performance in accordance with performance indicators referring to (1) quality of work (quality of work), (2) proptness (speed / accuracy of work), (3) initiative (initiative in work), (4) capability (work ability), and (5) communication (communication) (Supardi, 2012).

Based on the findings in elementary schools at the Tadika Puri Foundation, this study was carried out by taking the variables of principals' skills (X1), work culture (X2), and learning facilities (X3) as independent variables. Whereas teacher performance (Y) is determined as the dependent variable, with the objective (1) is there an effect of the principal's skills on teacher performance? (2) Is there an influence of work culture on teacher performance? (3) Is there an effect of learning facilities on teacher performance? (4) Is there an effect of the principal's skills, work culture, and learning facilities together on the performance of teachers in elementary schools at the Tadika Puri Foundation?

## **METHOD**

This study uses a quantitative approach with a causal design that is to measure the role of research variables (Gunawan, 2013; Sugiyono, 2015; Supardi, 2017c) through ex-post facto. This

study aims to look for the influence of principals' leadership skills on teacher performance, the influence of work culture on teacher performance, the influence of learning facilities on teacher performance, and the influence of principals' leadership skills, work culture, and learning facilities together on elementary teacher performance in Tadika Puri Foundation.

The sample of this study was 86 teachers who were in 4 (four) elementary schools in the Tadika Puri South Jakarta neighborhood. Data was collected through a questionnaire, namely a number of questions asked in writing to respondents (Arikunto, 2013) through written answers. Data were analyzed through correlation tests to determine the effect of each variable.

## RESULT AND DISCUSSIONS

### Result

#### *Principal's Leadership Skills on Teacher Performance*

The results of the analysis of the influence of school principal leadership on teacher performance can be seen in table 1 below.

Tabel 1 Anova<sup>b</sup>

Model	Sum of Squares	df	Mean Square	F	Sign.
1 Regression	7121.107	1	7121.107	35.196	.000 <sup>a</sup>
Residual	16995.323	84	202.325		
Total	24116.430	85			

a. Predictors: (Constant), Principal Skills

b. Dependent Variable: Teacher Performance

Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	49.120	15.241		3.223	.002
Principal Skills	.709	.120	.543	5.933	.000

a. Dependent Variable: Teacher Performance

Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.543 <sup>a</sup>	.295	.987	14.22411	1.641

a. Predictors: (Constant), Principal Skill

b. Dependent Variable: Teacher Performance

Based on table 1 above, the Anova test analysis results obtained a calculated F value of 35,196 and a probability (sig.) Of 0,000 < 0.05 which means  $H_0$  is rejected, meaning that the leadership skills of the principal ( $X_1$ ) have a significant effect on teacher performance (Y). The regression equation can be formulated as  $Y = 49,120 + 0.709X_1$ , that teacher performance is influenced by fluctuations in the increase and decrease in principals' leadership, with a fluctuation score of 0.709. Hypothesis Base ( $H_0$ ): There is no significant influence on the principal's leadership variable ( $X_1$ ) on Teacher Performance (Y).

From the above output it can be seen the value of t arithmetic = 5.933 with a significance value of 0.000 < 0.05, then  $H_0$  is rejected and  $H_1$  is accepted, which means there is a significant influence of the principal's leadership variable ( $X_1$ ) on Teacher Performance (Y). The magnitude of the correlation value (r) that is 0.543 indicates the coefficient of determination ( $R^2$ ) of 0.295 which means that the influence of the principal's leadership ( $X_1$ ) on teacher performance (Y) is 29.5%, while that which is influenced by other variables is 70.5%, thus proven that the influence of the principal's leadership on teacher performance is significant.

### Work Culture on Teacher Performance

The results of the analysis of the influence of work culture on teacher performance can be seen in table 2 below.

Tabel 2 Anova<sup>b</sup>

Model	Sum of Squares	df	Mean Square	F	Sign.
1 Regression	8206.030	1	8206.030	43.324	.000 <sup>a</sup>
Residual	15910.400	84	189.410		
Total	24116.430	85			

a. Predictors: (Contant), Work Culture

b. Dependent Variable: Teacher Performance

Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Contants)	32.290	16.292		1.982	.051
Work Culture	.850	.130	.583	6.582	.000

a. Dependent Variable: Teacher Performance

Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.583 <sup>a</sup>	.340	.332	13.76261	1.595

a. Predictors: (Contant), Work Culture

b. Dependent Variabel: Teacher Performance

Based on the Anova test results in Table 2 above, the calculated F value was 43.324 and the probability (sig.) of  $0.000 < 0.05$ , which means that  $H_0$  was rejected. This means that work culture has a significant effect on teacher performance. Regression equation of the influence of work culture (X2) on teacher performance (Y):  $Y = 32.290 + 0.857 X_2$ . The regression equation can be explained that teacher performance is influenced by fluctuations in the increase and decrease in work culture, with a fluctuation score of 0.857. Basic hypothesis  $H_0$ : There is no significant effect (significant) variable Work Culture (X2) on Teacher Performance (Y).

From the above output we can know the value of t arithmetic = 6,582 with a significance value of  $0,000 < 0.05$ , then  $H_0$  is rejected and  $H_1$  is accepted, which means there is a significant influence of work culture variables (X2) on teacher performance (Y). The magnitude of correlation (r) is 0.583 which shows the coefficient of determination (R2) of 0.340, meaning that the influence of work culture (X2) on teacher performance (Y) is 34%, while others are influenced by other variables by 66%, thus it is evident that the influence of work culture on teacher performance is significant.

### Learning Facilities on Teacher Performance

The results of the analysis of the effect of learning facilities on teacher performance can be seen in table 3 below.

Tabel 3 Anova<sup>b</sup>

Model	Sum of Squares	df	Mean Square	F	Sign.
1 Regression	14051.356	1	14051.356	117.628	.000 <sup>a</sup>
Residual	10065.074	84	119.822		
Total	24116.430	85			

a. Predictors: (Contant), Learning Facilities

b. Dependent Variable: Work Performance

Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	15.714	11.453		1.372	.174
Learning Facilities	.934	.086	.763	10.829	.000

a. Dependent Variable: Teacher Performance

Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.763 <sup>a</sup>	.583	.578	10.94634	1.442

a. Predictors: (Constant), Learning Facilities

b. Dependent Variable: Teacher Performance

Based on the Anova test results in Table 3 above obtained the calculated F value of 117,268 and the probability (sig.) Of 0,000 < 0.05 which means  $H_0$  is rejected, meaning that work culture (X3) has a significant effect on teacher performance (Y). The regression equation of the influence of work culture (X3) on teacher performance (Y):  $Y = 15,714 + 0.934X_3$ , which can be explained that teacher performance is influenced by fluctuations in the increase and decrease in work culture, with fluctuation scores 0.934. Basic hypothesis  $H_0$ : There is no significant effect of learning facility variables (X3) on Teacher Performance (Y). T value = 10,829 with a significance value of 0,000 < 0.05, then  $H_0$  is rejected and  $H_1$  is accepted, meaning there is a significant influence of learning facility variables (X3) on Teacher Performance (Y).

The magnitude of the correlation value (r) is 0.763, which shows the coefficient of determination ( $R^2$ ) of 0.583, meaning that the effect of learning facilities (X3) on teacher performance (Y) is 58.3%, while that influenced by other variables is 41.7%, thus it is proven that learning facilities can significantly affect teacher performance.

### ***Principal Leadership, Work Culture, Learning Facilities on Teacher Performance***

To find the presence or absence of the influence of two or more independent variables (predictors) on the criterion variable, the multiple linear regression test is used using the same formula as in simple regression, but in the multiple regression test it is adjusted to the number of variables analyzed. The results of statistical analysis on teacher performance can be seen in table 4 below.

Tabel 4 Descriptive Statistics

	Mean	Std. Deviation	N
Teacher Performance	139.0814	16.84407	86
Principal Leadership	126.8372	12.90496	86
Work Culture	124.6279	11.46662	86
Learning Facilities	132.0698	13.76423	86

Anova<sup>b</sup>

Model	Sum of Squares	df	Mean Square	F	Sign.
1 Regression	16718.870	3	5572.957	61.775	.000 <sup>a</sup>
Residual	7397.560	82	90.214		
Total	24116.430	85			

a. Predictors: (Constant), Learning Facilities, Work Culture, Principal Leadership

b. Dependent Variable: Teacher Performance

Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Contant)	-34.481	13.614		-2.533	.013
Principal Leadership	.214	.094	.164	2.280	.025
Work Culture	.456	.099	.311	4.614	.000
Learning Facilities	.678	.091	.554	7.413	.000

a. Dependent Variable: Teacher Performance

Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.833 <sup>a</sup>	.693	.682	9.49811	1.530

a. Predictors: (Contant), Learning Facilities, Work Culture, Principal Leadership

b. Dependent Variabel: Teacher Performance

Based on table 5 above, the Anova test results obtained a calculated F value of 61.775 while the F-table value at a 0.05 confidence level of 2.74. So the F-count is bigger. The probability value (sig.) Of 0.000, which means it is smaller than the significant level of 0.05, then Ho is rejected, meaning that the leadership skills of the principal (X1), work culture (X2), and learning facilities (X3) together have a significant effect on teacher performance (Y). The regression equation for the influence of principals' leadership skills (X1), work culture (X2), and learning facilities (X3) on teacher performance (Y) is  $Y = -34,481 + 0.214 X1 + 0.456 X2 + 0.678 X3$ , so that the regression equation can be explained that teacher performance is influenced by fluctuations in the increase and decrease in school leadership, work culture, and learning facilities, with fluctuation scores X1 of 0.214 and X2 of 0.456 and X3 of 0.678.

The results of multiple regression tests obtained the probability value (Sig.) Of the principal's leadership (X1) of 0.025 < 0.05, so that Ho was rejected; work culture (X2) of 0.000 < 0.05, so Ho is rejected; and learning facilities (X3) of 0,000 < 0.05, so Ho is rejected; so that it can be concluded that the principal's leadership variables (X1), work culture (X2), and learning facilities (X3) together significantly influence teacher performance (Y). Multiple regression test results obtained Adjusted R Square value of 0.682 which means that the leadership skills of the principal (X1), work culture (X2), and learning facilities (X3) have an effect of 68.2% on teacher performance (Y), the remaining 31.8% is influenced by variables others that are not examined in this study.

## Discussions

The magnitude of the correlation value (r) that is 0.543 shows the coefficient of determination (R<sup>2</sup>) of 0.295 which means that the influence of the principal's leadership (X1) on teacher performance (Y) is 29.5%, while that which is influenced by other variables is 70.5%, thus proven that the influence of the principal's leadership on teacher performance is significant. The findings of this study are in line with the results of Setiyati's research (Setiyati, 2014) in the Vocational High School of Gunungkidul Regency that there is a positive and very significant influence of school principal leadership on teacher performance with a percentage of 18.22%. Other research results also reinforce the findings of this study which found the influence of school leadership on teacher performance (Handayani & Rasyid, 2015; Latief & Masruroh, 2017; Sodiah & Nurhikmah, 2017; Purwoko, 2018). Some research results, highlighting the influence of school principals on teacher performance such as: supervision (Amanda et al., 2017), leadership style (Ardansyah, 2014), motivation of school principals (Djafar & Nurhafizah, 2018), work ethics (Sodiah & Nurhikmah, 2017), and the behavior of the principal (Muslim, 2013).

The magnitude of correlation ( $r$ ) is 0.583 which shows the coefficient of determination ( $R^2$ ) of 0.340, meaning that the influence of work culture ( $X_2$ ) on teacher performance ( $Y$ ) is 34%, while others are influenced by other variables by 66%, thus it is evident that the influence of work culture on teacher performance is significant. This finding is in line with the findings of Talimbo (2013) that work culture influences teacher performance in schools. The higher the work culture, the higher the teacher's performance. Organizational culture is also claimed as a variable that influences work culture (Handayani & Rasyid, 2015). In addition, school culture (Setiyati, 2014) also gets a portion that is almost the same as work culture, influencing teacher performance. Thus, research findings can strengthen previous findings that work culture can influence teacher performance in schools.

The magnitude of the correlation value ( $r$ ) is 0.763, which shows the coefficient of determination ( $R^2$ ) of 0.583, meaning that the effect of learning facilities ( $X_3$ ) on teacher performance ( $Y$ ) is 58.3%, while that influenced by other variables is 41.7%, thus it is proven that learning facilities can significantly affect teacher performance. This finding is in line with Febrianti's findings (Febrianti, 2015) that learning facilities have a positive effect on teacher performance. The study was conducted on 41 teachers in the Vocational High School (SMK) Bandung Women's Hall.

Multiple regression test results obtained Adjusted R Square value of 0.682 which means the leadership skills of the principal ( $X_1$ ), work culture ( $X_2$ ), and learning facilities ( $X_3$ ) have an effect of 68.2% on teacher performance ( $Y$ ), the remaining 31.8% is influenced by factors other factors not examined in this study such as the supervision of the principal (Amanda et al., 2017), supervision of class visits, the principal's leadership style (Ardansyah, 2014; Rahawarin & Arikunto, 2015), academic culture and organizational culture (Liana, 2012; Handayani & Rasyid, 2015; Damayanti, 2016; Arif, 2019), learning facilities (Febrianti, 2015), teacher motivation (Handayani & Rasyid, 2015), pedagogical competence (Mulyadi, 2011), leadership behavior (Muslim, 2013), communication (Rahawarin & Arikunto, 2015), and the work ethics of school principals (Sodiah & Nurhikmah, 2017).

## CONCLUSION

There is an influence of school leadership skills on teacher performance, there is an influence of work culture on teacher performance, there is an influence of learning facilities on teacher performance, and there is an influence of school leadership skills, work culture and learning facilities together on teacher performance by 69.3% and the remaining 30.7% is influenced by other factors. This study recommends that school principals should be able to create a conducive work culture, which is a work culture that is able to improve mutual cooperation, togetherness, openness with one another, kinship, build better communication, work productivity, and be responsive to the development of the outside world so that can support the process of education in schools and educational goals can run smoothly, regularly, effectively, and efficiently.

## BIBLIOGRAPHY

- Amanda, M. O., Salam, R., & Saggaf, S. (2017). Pengaruh Supervisi Kepala Sekolah Terhadap Kinerja Guru di SMK Negeri 1 Bungoro Kabupaten Pangkep. *Prosiding Seminar Nasional Himpunan Sarjana Ilmu-Ilmu Sosial*, 2, 149–154.
- Ardansyah, M. (2014). *Hubungan Antara Gaya Kepemimpinan Kepala Madrasah dan Kepuasan Kerja dengan Kinerja Guru MAN Tanjung Morawa* [Skripsi]. Universitas Negeri Medan.
- Arif, M. (2019). Hubungan Budaya Akademik dan Budaya Organisasi dengan Kinerja Guru. *Tadbir: Jurnal Studi Manajemen Pendidikan*, 3(1), 21. <https://doi.org/10.29240/jsmp.v3i1.804>
- Arikunto, S. (2013). *Prosedur Penelitian Suatu Pendekatan Praktik*. Rineka Cipta.

- Damayanti, W. (2016). Peningkatan Mutu Kinerja Guru melalui Supervisi Akademik di SMK Negeri 1 salatiga Menghadapi PKG 2016. *Jurnal Pendidikan Ilmu Sosial*, 26(1), 80–86.
- Djafar, H., & Nurhafizah, N. (2018). Pengaruh Motivasi Kepala Sekolah Terhadap Kinerja Guru dan Pegawai di SMK Muhammadiyah 3 Makassar. *Idaarah: Jurnal Manajemen Pendidikan*, 2(1), 24–36. <https://doi.org/10.24252/idaarah.v2i1.5064>
- Febrianti, D. S. (2015). *Pengaruh Fasilitas Pembelajaran Terhadap Kinerja Guru SMK Balai Perguruan Putri (BPP) Bandung* [Doctoral Dissertation]. Univesitas Pendidikan Indonesia.
- Gunawan, I. (2013). *Metode Penelitian Kualitatif*. Bumi Aksara.
- Handayani, T., & Rasyid, A. A. (2015). Pengaruh Kepemimpinan Kepala Sekolah, Motivasi Guru, dan Budaya Organisasi terhadap Kinerja Guru SMA Negeri Wonosobo. *Jurnal Akuntabilitas Manajemen Pendidikan*, 3(2), 264–277.
- Juhji, J. (2016). Peran Urgen Guru dalam Pendidikan. *Studia Didaktika: Jurnal Ilmiah Bidang Kependidikan*, 10(1), 52–62. <http://jurnal.uinbanten.ac.id/index.php/studiadidaktika/article/view/73/75>
- Latief, J., & Masruroh, N. A. (2017). Kepala Madrasah sebagai Supervisor Akademik untuk Meningkatkan Kinerja Guru MTs N Donomulyo Kulonprogo. *MANAGERIA: Jurnal Manajemen Pendidikan Islam*, 1(2), 275–296. <https://doi.org/10.14421/manageria.2016.12-06>
- Liana, Y. (2012). Iklim Organisasi dan Motivasi Berprestasi terhadap Kepuasan Kerja dan Kinerja Guru. *Jurnal Manajemen Dan Akuntansi*, 1(2), 15–30.
- Mulyadi, A. (2011). Kontribusi Kompetensi Pedagogik dan Iklim Organisasi terhadap Kinerja Guru. *Turats*, 7(2), 49–61.
- Muslim, A. Q. (2013). *Kontribusi Perilaku Kepemimpinan Kepala Madrasah dan Motivasi Berprestasi Guru terhadap Kinerja Mengajar Guru Berpendidikan S1 pada MTs Satu Atap di Kabupaten Sumenep Jawa Timur* [Tesis]. Universitas Pendidikan Indonesia.
- Purwoko, S. (2018). Pengaruh Kepemimpinan Kepala Sekolah, Komitmen Guru, Disiplin Kerja Guru, dan Budaya Sekolah terhadap Kinerja Guru SMK. *Jurnal Akuntabilitas Manajemen Pendidikan*, 6(2), 149–162.
- Rahawarin, C., & Arikunto, S. (2015). Pengaruh Komunikasi, Iklim Organisasi dan Gaya Kepemimpinan Transformasional Kepala Sekolah terhadap Kinerja Guru SMA. *Jurnal Akuntabilitas Manajemen Pendidikan*, 3(2), 173–188.
- Sagala, S. (2013). *Kemampuan Profesional Guru dan Tenaga Kependidikan*. Alfabeta.
- Setiyati, S. (2014). Pengaruh Kepemimpinan Kepala Sekolah, Motivasi Kerja, dan Budaya Sekolah terhadap Kinerja Guru. *Jurnal Pendidikan Teknologi Dan Kejuruan*, 22(2), 200–206.
- Sodiah, S., & Nurhikmah, E. (2017). Etika Kerja Kepala Sekolah dalam Meningkatkan Kinerja Guru. *Tadbir: Jurnal Studi Manajemen Pendidikan*, 1(2), 163. <https://doi.org/10.29240/jsmp.v1i2.294>
- Sugiyono, S. (2015). *Metode Penelitian Manajemen* (4th ed.). Alfabeta.
- Supardi, S. (2012). *Kinerja Guru*. Rajawali Pers PT.RajaGrafindo Persada.
- Supardi, S. (2017a). Pengaruh Kepemimpinan Visioner Kepala Raudahtul Athfal dan Budaya Organisasi terhadap Disiplin Kerja Guru Raudahtul Athfal Kecamatan Ciledug Kota Tangerang. *Qathrunâ*, 1(01), 206–220.
- Supardi, S. (2017b). Peran Kepemimpinan dan Keterlibatan Group Decission Making dalam Perubahan Organisasi. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 1(01), 37–48.
- Supardi, S. (2017c). *Statistik Penelitian Pendidikan*. PT RajaGrafindo Persada.
- Suragangga, I. M. N. (2017). Mendidik Lewat Literasi untuk Pendidikan Berkualitas. *Jurnal Penjaminan Mutu*, 3(2), 154–163.
- Talimbo, D. (2013). Pengaruh Budaya Kerja, Lingkungan Kerja, dan Kepuasan Kerja Terhadap Kinerja Kerja Pegawai Organik Gmih di Tobelo. *Jurnal Riset Bisnis dan Manajemen*, 1(3).
- Uno, H. B. (2012). *Teori Kinerja dan Pengukurannya*. Bumi Aksara.