

The Influence of Professionalism, Organizational Climate, and Work Motivation on The Performance of Private Madrasah Tsanawiyah Teachers in Batubara Regency

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ABSTRACTS

This research is based on issues related to teacher performance from the perspective of the variables of professionalism, organizational climate, and work motivation. The research method used is quantitative, employing an ex post facto approach. The research population consisted of 757 teachers from Madrasah Tsanawiyah in Batubara Regency, with a selected sample of 238 teachers spread across 53 madrasahs. The research results indicate: (1) professionalism (X1) has a direct influence on work motivation (X3) of Madrasah Tsanawiyah teachers in Batubara Regency by 45.00%; (2) organizational climate (X2) has a direct influence on work motivation (X3) of Madrasah Tsanawiyah teachers in Batubara Regency by 66.90%; (3) professionalism (X1) has a direct influence on teacher performance (X4) by 33.00%; (4) organizational climate (X2) has a direct influence on teacher performance (X4) of Madrasah Tsanawiyah teachers in Batubara Regency by 59.80%; (5) work motivation (X3) has a direct influence on teacher performance (X4) of Madrasah Tsanawiyah teachers in Batubara Regency by 37.50%; (6) professionalism (X1) has an indirect influence on teacher performance (X4) of Madrasah Tsanawiyah teachers in Batubara Regency through work motivation (X3) by 61.40%; and (7) organizational climate (X2) has an indirect influence on teacher performance (X4) of Madrasah Tsanawiyah teachers in Batubara Regency through work motivation (X3) by 65.60%.

Keywords: Professionalism, Organizational Climate, Work Motivation, Performance

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A. INTRODUCTION

The low quality of education in Indonesia is partly due to the concerning quality of teachers. Empirical evidence supports this, showing that teachers in Indonesia do not meet the standards of the National Education Standardization (SPN). According to Human Development Index (HDI) statistics, 60% of elementary school teachers, 40% of junior high school teachers, 43% of high school teachers, and 34% of vocational school teachers are considered unqualified to teach at their respective levels. Additionally, 17.2% of teachers, equivalent to 69,477 teachers, teach subjects outside their field of expertise. How can the quality of education in Indonesia be expected to improve if many teachers teach subjects that do not align with their qualifications or areas of expertise (Kurniawati, 2022).

Performance refers to the consciously chosen values that ultimately become the character and habits of an individual or a group in carrying out tasks (Abas, 2017; Susanto, 2016). In other terms, performance is the conceptions and views about the environment that have long been ingrained in one's mind, sourced from an integrated and internalized value system within the individual, which eventually becomes a habit—whether in actions, behavior, or conduct. These value perceptions influence an individual's performance. If someone views these values positively, it will serve as a drive or motivation in performing their tasks, and vice versa (Elpisah & Hartini, 2019; Haq & A'yun, 2020).

(Kristiawan & Rahmat, 2018; Yunus, 2016) A teacher is considered a professional if they possess the capability to execute their professional duties effectively, as outlined in Law No. 14 of 2005, Chapter IV, Article 20 (a) concerning Teachers and Lecturers. This law mandates that teachers are obliged to plan, implement the learning process, and assess and evaluate learning outcomes. The optimal performance of teachers must align with educational goals and be integrated with the components of the educational institution, including the head of the institution, teachers, staff, and students. Achieving optimal performance will enhance the overall performance of teachers. According to the Ministry of National Education Regulation No. 16 of 2007, Article (1), every teacher is required to meet national standards of academic qualifications and competencies. Teacher competency is defined as a set of knowledge, skills, and behaviors that must be possessed, internalized, and mastered by teachers in performing their professional duties. This aligns with the Decree of the Minister of National Education No. 045/U/2002, which explains that competency is a set of intelligent and responsible actions required for someone to be deemed capable by society in performing tasks specific to certain jobs. Article 10 of the Law on Teachers and Lecturers (UUGD) specifies

that teacher competencies include pedagogical competence, personal competence, social competence, and professional competence.

(Sulastri et al., 2020a, 2020b) Among the four competencies that a teacher must possess, this research focuses solely on professional competence, which is believed to have a significant impact on teacher performance. Professional competence involves a comprehensive and in-depth understanding of teaching materials, including mastery of the curriculum content of subjects taught in schools and the scientific substance underlying the material, as well as mastery of the structure and methodology of the discipline. The theory that links competency with expected teacher performance, which in turn aims to improve the quality of education, refers to Robbins' view, previously mentioned, involving ability (A), motivation (M), and opportunity (O). This can be expressed in the formula: $\text{performance} = f(A \times M \times O)$.

The second factor influencing teacher performance is work motivation. The needs that drive actions toward specific goals create motives or motivations, making work motivation a source of enthusiasm or drive. Motivation provides direction and activities that need to be performed according to the formulated goals. Teacher work motivation is a process aimed at motivating teachers so that their behavior is directed toward concrete efforts to achieve established goals. Working without motivation can quickly lead to boredom due to the lack of driving factors. Teacher work motivation addresses how to ensure that teachers are willing to work hard, contributing their full abilities, thoughts, and skills to achieve educational goals.

(Fauziah, 2017) The third factor that can influence teacher performance is teacher competence. The Ministry of National Education Regulation No. 16 of 2007, Article (1), states that every teacher must meet national standards for academic qualifications and teacher competencies. Teacher competence is defined as a set of knowledge, skills, and behaviors that must be possessed, internalized, and mastered by teachers in carrying out their professional duties. Article 1 of the Law on Teachers and Lecturers (UUGD) describes teachers as professional educators whose main tasks include educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education within formal, primary, and secondary education levels. Article 10 specifies that teacher competencies include pedagogical competence, personal competence, social competence, and professional competence. Among these four competencies, the researcher limits the focus to professional competence, which is considered to have a significant impact on teacher performance. (Gultom, 2020; Zaini, 2017) Colquitt, Lepine, and Wesson, in their Integrative Model of Organizational Behavior, emphasize that individual outcomes influencing performance and organizational

commitment include job satisfaction, stress, motivation, trust, justice and ethics, as well as learning and decision-making.

Based on the preliminary study conducted by the researcher at a Private Tsanawiyah Madrasah in Batubara Regency, it is evident that 45% of teacher performance is not optimal. There are still some teachers who do not fully develop their lesson plans (RPP). Many teachers simply copy and paste RPPs from other madrasahs or the internet without tailoring them to the specific conditions of their own madrasah. The RPPs they create often lack instructional media support such as concept maps, PowerPoint presentations, and other teaching aids. Even if there are media resources available, they are not effectively utilized beyond what is written in the RPPs. Some teachers still struggle to use information and communication technology (ICT) in the teaching process. They may lack computer skills and are unable to utilize tools like LCD projectors provided by the madrasah. There is still a need to optimize teachers' abilities in lesson planning, understanding educational principles, and developing teaching methods and instructional materials. Achieving optimal competence will lead to improved teacher performance. In the Private Tsanawiyah Madrasah in Batubara Regency, according to teacher attendance records, 25% of teachers frequently arrive late, fail to notify their absence, come to school unprepared, and merely fulfill their teaching duties without providing moral guidance to students. Communication between teachers and the madrasah head is limited to signing documents such as performance evaluations, lesson plans, syllabi, and other administrative tasks.

The theoretical explanations, research findings, and empirical facts presented above underscore the importance and urgency of paying serious attention to teacher performance. Efforts to improve performance are essential because optimizing teacher performance is a key indicator of success in education and learning. Performance serves as a measure of teachers' work behavior, which is channeled into efforts to achieve organizational goals.

B. METHOD

This research was conducted in private Tsanawiyah madrasahs in Batubara Regency, involving a total of 757 teachers from 52 private and public Tsanawiyah madrasahs. The research methodology employed a quantitative approach, specifically an ex post facto research design. Ex post facto research aims to investigate events that have occurred and then trace backward to determine the factors that caused those events ((Creswell & Creswell, 2018; Sugiyono, 2013).

The sample size was determined using the Krejcie table. According to the Krejcie table, for a population of 757 teachers, the sample size would be 238 individuals. Data collection was conducted using questionnaires, and data analysis involved testing for normality, homogeneity, multicollinearity, and path analysis techniques.

RESULT AND DISCUSSION

Result

The statistical analysis conducted in this research utilized parametric statistical formulas employing correlation and regression analysis techniques. These techniques can only be applied once certain conditions are met. The requirements for utilizing parametric statistics are: (1) normality test, (2) homogeneity test, (3) multicollinearity test, and (4) path analysis.

The results of hypothesis testing for the normality of the research data are summarized in the following Table 1.

Table 1. Summary of Normality Tests for Research Variable Data

No	Variable	Signifikansi	Value α	Conclusion
		Kolmogorov Smirnov		
1	X ₁ to X ₃	0,309	0,05	Normal
2	X ₂ to X ₃	0,552		Normal
3	X ₁ to X ₄	0,525		Normal
4	X ₂ to X ₄	0,289		Normal
5	X ₃ to X ₄	0,292		Normal

It is known that the normality testing of the professionalism variable (X₁) on work motivation (X₃) yielded a Kolmogorov-Smirnov statistic of 0.309. For the organizational climate variable (X₂) on work motivation (X₃), the Kolmogorov-Smirnov statistic was found to be 0.552. The professionalism variable (X₁) on teacher performance (X₄) yielded a Kolmogorov-Smirnov statistic of 0.525. For the organizational climate variable (X₂) on teacher performance (X₄), the Kolmogorov-Smirnov statistic was found to be 0.289. The work motivation variable (X₃) on teacher performance (X₄) yielded a Kolmogorov-Smirnov statistic of 0.292. The significance value is greater than the $\alpha = 0.05$ threshold, indicating that the normality assumption holds for all variables.

The results of hypothesis testing for the homogeneity of research data are summarized in the following Table 2.

Table 2. Summary of Homogeneity Test of Research Variable Data

No	Variable	Signifikansi	Value α	Conclusion
		Kolmogorov Smirnov		

1	X ₁ to X ₃	0,056		Homogeneous
2	X ₂ to X ₃	0,055		Homogeneous
3	X ₁ to X ₄	0,174	0,05	Homogeneous
4	X ₂ to X ₄	0,175		Homogeneous
5	X ₃ to X ₄	0,566		Homogeneous

From the homogeneity test results, it is obtained that the variable X1 on X3 is 0.056, the variable X2 on X3 is 0.055, the variable X1 on X4 is 0.174, the variable X2 on X4 is 0.175, and the variable X3 on X4 is 0.566. With a significance value of $\alpha = 0.05$, which indicates that the homogeneity criterion meets the homogeneity criteria.

The summary of the multicollinearity testing results for exogenous variables can be seen in the following Table 3.

Table 3. Multicollinearity Testing of Exogenous Variables

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper	Lower
Has Equal variances assumed	Equal variances assumed	,001	,982	2,787	474	,006	-3,218	1,155	5,487	-,950
	Equal variances not assumed			2,787	473,957	,006	-3,218	1,155	5,487	-,950

Based on the data in Table 3 above, it can be observed that the tolerance values are 0.006, which are around 1 or close to 1. Therefore, it can be concluded that there is no multicollinearity among the exogenous variables, or in other words, the exogenous variables are independent.

The description of the calculation results using path analysis for the research hypotheses is outlined in Table 4 below.

Table 4. Summary of Path Coefficient Estimates

Variable	Koefisien	T _{count}	t _{table}	Results
ρ_{31}	0,450	7,744	1,96	Means
ρ_{32}	0,669	13,833	1,96	Means
ρ_{41}	0,330	5,368	1,96	Means
ρ_{42}	0,598	11,459	1,96	Means

ρ_{43}	0,375	6,207	1,96	Means
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Based on the path coefficient values obtained from the calculation results, the path diagram can be depicted as follows.

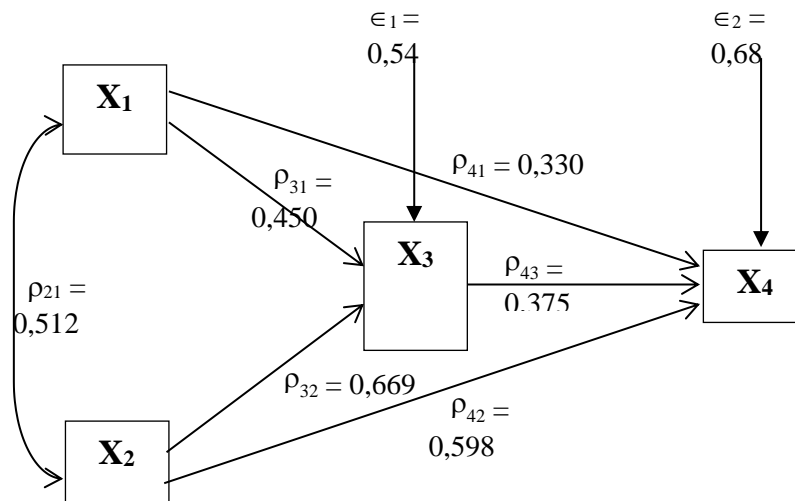


Figure 1. Research Path Diagram

Based on the overall calculation results, the research findings that provide objective information can be interpreted as follows:

1. Based on statistical testing, all exogenous variables X1 and X2 are accepted because statistically, all path coefficients in Structure 1 are significant after trimming. Therefore, the findings of this analysis provide the following information: a) The professionalism variable (X1) has a direct influence on work motivation (X3) of teachers in carrying out their duties by 45.00%, while the remaining 55.00% represents the influence outside the professionalism variable (X1). b) The organizational climate variable (X2) has a direct influence on job satisfaction by 66.90%, while the remaining 33.106% represents the influence outside the organizational climate variable (X2).
2. Based on statistical testing, all exogenous variables X1, X2, and X3 are accepted because all path coefficients in Structure 2 are statistically significant. Therefore, the findings of this analysis provide the following information: a) The professionalism variable (X1) has a direct influence on teacher performance (X4) in carrying out their duties by 33.00%, while the remaining direct influence of 67.00% represents the influence outside the professionalism variable (X1). b) The organizational climate variable (X2) has a direct influence on teacher performance (X4) in carrying out their duties by 59.80%, while the remaining direct influence of 40.20% represents the influence outside the organizational

climate variable (X2). c) The work motivation variable (X3) has a direct influence on teacher performance (X4) in carrying out their duties by 37.50%, while the remaining direct influence of 62.50% represents the influence outside the work motivation variable (X3).

Based on these results, it can be interpreted that the research findings indicate that the four variables used to construct the specific theoretical model of teacher performance in carrying out their duties, namely professionalism, organizational climate, and work motivation, do not fully accommodate the motives of teacher performance. However, this research also examines that the findings can be utilized for the transformation of professionalism, organizational climate, and work motivation, which directly or indirectly influence teacher performance in carrying out their duties in Batubara Regency. This addresses the research background question regarding professionalism and organizational climate and whether work motivation is directly related to teacher performance in carrying out their duties in Batubara Regency.

Discussion

The influence of Professionalism (X1) on teacher performance (X4) through teacher work motivation (X3)

The research hypothesis previously proposed, which is that teacher professionalism significantly affects teacher performance through teacher work motivation in private Islamic junior high schools in Kabupaten Batubara, has been empirically proven through statistical analysis. In this case, based on the statistical calculations, the path coefficient between professionalism (X1) and teacher performance (X4) through work motivation (X3) yielded a t -value = 5.181, while the t -table value at $\alpha = 0.05$ and $df = 236$ is 1.96.

Thus, it is known that the calculated t -value is greater than the tabulated t -value, i.e., $5.181 > 1.96$, so H_0 is rejected and H_a is accepted. The research hypothesis testing results, $p < 0.05$, meaning that the path coefficient from professionalism (X1) to teacher performance (X4) through work motivation (X3) is empirically proven. In other words, the analysis results provide information that professionalism (X1) indirectly influences teacher performance (X4) through work motivation (X3) in private Islamic junior high schools in Kabupaten Batubara.

Teacher professionalism has a significant influence on their performance, which can be channeled through work motivation. When a teacher demonstrates a high level of professionalism, such as having adequate qualifications, strong competencies, and dedication to the profession, it tends to enhance their work motivation. High work motivation encourages teachers to strive harder, pursue better quality in teaching, and continue self-development to

improve their performance (Adu et al., 2016). Professional and motivated teachers tend to provide more meaningful learning experiences for students, facilitating their academic growth and development more effectively. Additionally, high work motivation can also help teachers overcome challenges and obstacles that arise in the teaching process, thus enhancing productivity and efficiency in achieving learning goals. Therefore, teacher professionalism not only directly influences their performance but also through the mechanism of work motivation, ultimately leading to a positive impact on the quality of education (Yunus, 2016). These research findings support the theory used as the basis for proposing the theoretical model of research variables, namely the Organizational Behavior Integration Model by Colquitt which explains that professionalism, which is part of ability, significantly influences teacher performance through work motivation as cited in the theory (Colquitt et al., 2019).

The influence of organizational climate (X2) on teacher performance (X4) through teacher work motivation (X3)

The research hypothesis previously proposed, which is that organizational climate significantly affects teacher performance through teacher work motivation in private Islamic junior high schools in Kabupaten Batubara, has been empirically proven through statistical analysis. In this case, based on the statistical calculations, the path coefficient between organizational climate (X2) and teacher performance (X4) through work motivation (X3) yielded a t-value = 8.265, while the t-table value at $\alpha = 0.05$ and $df = 236$ is 1.96. Thus, it is known that the calculated t-value is greater than the tabulated t-value, i.e., $8.265 > 1.96$, so H_0 is rejected and H_a is accepted. The research hypothesis testing results, $p_{42.3} > 0$, meaning that the path coefficient from organizational climate (X2) to teacher performance (X4) through work motivation (X3) is empirically proven. In other words, the analysis results provide information that organizational climate (X1) indirectly influences teacher performance (X4) through work motivation (X3) in private Islamic junior high schools in Kabupaten Batubara.

The organizational climate in a madrasa plays a crucial role in shaping teachers' work motivation and, ultimately, their performance. When a madrasa creates a supportive, inclusive environment that promotes collaboration, it fosters high work motivation among teachers. A positive organizational climate, which includes a clear vision and goals for the madrasa, effective leadership support, and open communication, enables teachers to feel valued and supported in carrying out their duties (Salamah et al., 2023).

(Bektaş et al., 2020; Finnigan, 2010) Teachers who feel supported by a conducive work environment tend to have higher motivation to give their best in their work. Additionally, an organizational climate that promotes professional development, provides constructive

feedback, and recognizes teachers' achievements can further enhance their work motivation. With high motivation, teachers are more driven to pursue better teaching quality, overcome challenges that arise, and overall, improve their performance in helping students reach their maximum potential. Therefore, it is essential for madrasas to prioritize building a supportive organizational climate as an integral part of their efforts to enhance teacher work motivation, ultimately leading to improved performance.

Based on the above explanation, it can be understood that one of the key factors shaping teacher performance is the organizational climate of the madrasa. Various terms are often used to describe organizational climate, such as culture, ambiance, atmosphere, feelings, and work ethos. In this research, the organizational climate is referred to as the madrasa climate, because the setting of this research is a madrasa organization. The madrasa climate significantly affects the performance of madrasa personnel, including the principal, teachers, and staff, as it can lead to high achievement among the personnel, or conversely, cause them to be less effective in collaborating to achieve the madrasa's goals. If madrasa personnel perceive the madrasa climate as pleasant, they will contribute positively to the achievement of its goals. Conversely, if they perceive the madrasa as an unpleasant place to work, they will likely show indifference towards all madrasa activities. Therefore, the expectation of achieving the madrasa's goals through collaborative efforts will not be realized.

The findings of this study support the theory used as the basis for proposing the theoretical model of the research variables, namely the Organizational Behavior Integration Model by (Colquitt et al., 2019). This model explains that the organizational climate, which is part of organizational culture, has a significantly positive impact on teacher performance through work motivation, aligning with the cited theory. Furthermore, the total influence of professionalism (X1), organizational climate (X2), and work motivation (X3) together on teacher performance (X4) at Madrasah Tsanawiyah in Batubara Regency is 32.00%, while the remaining 68.00% is attributed to other variables not included in this study.

Thus, the results of the research, through the testing of the seven proposed hypotheses, have found a theoretical model of teacher performance at Madrasah Tsanawiyah in Batubara Regency. This model illustrates the causal relationship structure between the variables of professionalism, organizational climate, and work motivation on teacher performance.

The effectiveness of the teacher performance model at private Madrasah Tsanawiyah in Batubara Regency begins with building a conducive organizational climate. Every organization aspires to have a strong organizational climate capable of influencing the behavior of its members in their actions, thoughts, and attitudes, both in interactions among members

and in interactions with members outside the organization. With a strong organizational climate, members will act and behave in ways desired by the organization. This commitment to the organization fosters loyalty, group dynamics within the organization, a shared direction in achieving organizational goals, and enthusiasm in performing organizational tasks. For madrasa teachers, a strong organizational climate instills a strong sense of confidence, as they take pride in having high status as members of the organization. The added value of being members with a strong organizational climate will enhance teachers' work motivation. Thus, the prevailing organizational climate in an organization will impact the work motivation demonstrated.

The second element that contributes to shaping the model of teacher performance at private Madrasah Tsanawiyah in Batubara Regency is professionalism. The professionalism of teachers in fulfilling their roles and responsibilities is closely related to their active role, sense of care, and responsibility towards their tasks. A madrasa teacher who demonstrates professionalism in their duties tends to have the ability to perform their tasks well. In other words, a teacher with high professionalism is likely to have high work motivation because their professionalism enables them to carry out their tasks effectively. Professionalism in tasks is an inherent individual ability of teachers to perform their duties optimally. A professional teacher, committed to their duties, will work diligently and responsibly. A teacher with high professionalism will exhibit high work motivation, displaying behaviors and attitudes that consistently value time in work, ensuring that all tasks performed by the madrasa teacher bring benefits both personally and for the interests of the madrasa where they serve.

The third element that influences the model of teacher performance among teachers at private Madrasah Tsanawiyah in Batubara Regency is work motivation. The work motivation possessed by teachers will drive them to work as optimally as possible to achieve satisfaction in their work, not solely to fulfill their needs. The influence of motivation in work is significant, making it one of the factors that institutions must consider to ensure that teachers are motivated in their work. A job devoid of work motivation will result in suboptimal outcomes. Work motivation is the desire and willingness to strive for goal achievement, conditioned by the ability to meet individual needs or the underlying needs of teachers, thereby driving them to perform tasks in accordance with established rules.

The elements that function to cultivate and maintain performance are numerous beyond the scope of this research study, but the most important ones are awareness, role modeling, and the firmness of regulations. Awareness is the primary element, while role modeling and the firmness of regulations serve as reinforcing factors. Role modeling and the firmness of

regulations will not endure if not based on awareness. Therefore, the two crucial aspects of performance are awareness and role modeling. Without these two, it is difficult for teachers to achieve maximum and optimal performance. Based on the above explanation, the novelty or uniqueness of this research can be described as the greater influence of organizational climate on teacher performance through work motivation, followed by professionalism on teacher performance through work motivation.

C. CONCLUSION

The findings of this research imply that efforts to enhance teacher work motivation can be undertaken by improving professionalism among Madrasah Tsanawiyah teachers. There are several ways in which a teacher can enhance their professionalism, including continuous learning to improve knowledge and skills through various activities such as reading educational books and attending training workshops. Furthermore, when teaching, it is important to always prepare teaching materials thoroughly and maintain a calm demeanor, avoiding tension. If a teacher feels tense while teaching, it can trigger adrenaline, leading to a tense brain, making it difficult to think clearly. If tension occurs during teaching, it will be challenging for a teacher to develop their abilities and skills to their fullest potential.

D. SUGGESTIONS AND ACKNOWLEDGMENTS

Based on the findings of the research and the implications studied, it is recommended to the Ministry of Religious Affairs to improve teacher performance by assigning a more active role to the Head of Madrasah Tsanawiyah as the driving force in enhancing teacher performance. To the teachers, it is recommended to continuously and sustainably evaluate their tasks and responsibilities to improve performance. Furthermore, the author would like to express gratitude to all respondents who assisted in data collection, to the heads of madrasas who granted permission, and to all academic members at the State Islamic University of North Sumatra, Medan, who guided and directed this research.

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