

ASPECTS OF THE ROLE OF TEACHER PERFORMANCE ASSESSMENT (PKG) ON THE PERFORMANCE OF TEACHER IN SMK 2 JEMBER

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ABSTRACT

This study entitled "The Role Aspects of Teacher Performance Assessment (PKG) Against Teacher at SMK 2 Jember". The purpose of this study is; a) to identify and analyze the role of aspects of the Teacher Performance Assessment (PKG) on performance. The population in this study is a civil servant teachers environment smkn 2. This study uses a technique *Simple Random Sampling* since the sampling is done randomly without regard to strata contained in the population and the whole population is teachers N 2 Jember. The sample in this study is a civil servant teachers N 2 Jember environment as much as 71 respondents. Based on the type, this study includes quantitative research, while based on its objectives including research studies *causality*. The independent variable of this research that PKG (X) sedang dependent variable in this study is the performance (Y). Data collection methods used in this research is observation, interviews, questionnaires and documentation. At this stage of data processing using SPSS software program 10. Meanwhile, at the stage of data analysis that followed are validity, reliability, econometrics and multiple linear regression as a statistical test in order to determine the effect of Aspect of Teacher Performance Assessment (PKG Against Teacher at SMK 2 Jember. Based on the test multiple linear regression, it is known that both are tested jointly or per-variable (partial) indicating aspects of teacher performance appraisal (PKG) has a significant influence on the teacher in N 2 Jember. Sumbangan effective aspects of the teacher performance assessment (PKG) 45.5 %. the final result of this research is to improve the performance of teachers at SMK 2 Jember.

Keywords: teacher performance Assessment (PKG), performance

I. INTRODUCTION

1.1. Background

The teacher is an educator who is expected to work optimally due to meningkatkan competencies in terms of knowledge, skills and attitudes of learners well. Teachers can work optimal if it has four competencies, namely (1) the pedagogic; (2) personality; (3) social and (4) professional in accordance with National Education Minister Regulation No. 16 of 2007 on Academic Qualification Standards and Competencies of Teachers (Kemendikbud, 2012: 5-6).

Fourth competencies required of a teacher is listed in the Teacher Performance Assessment (PKG). According to the Regulation of the Minister of State for Administrative Reform and Bureaucratic Reform No. 16 of 2009, the Teacher Performance Assessment is an assessment of the activities of each item of her main tasks in order to develop a career, rank and position. Implementation of the main tasks of teachers can not be separated from the ability of a teacher in the mastery of knowledge, application of knowledge and skills, as competencies required as mandated by National Education Minister Regulation No. 16 of 2007 on Academic Qualification Standards and Teacher Competency. Mastery of competencies and application of knowledge and skills of teachers, will determine the achievement of quality learning or coaching learners, and the implementation of additional tasks that are relevant to the school / madrasah, especially for teachers with the additional task. Teacher Performance Appraisal System (PKG) is a system designed to identify the ability of teachers to perform their duties through the measurement of competence mastery shown in its performance (Ministry of Education and Culture, 2012).

The benefits of the Teacher Performance Assessment is to determine policies related to improving the quality and performance of teachers as spearhead the implementation of the educational process in creating an intelligent human being, comprehensive, and highly competitive. PKG is a reference for school / madrasah to establish career development and

promotion of teachers. For teachers, the PKG is a guideline to determine the elements of performance are assessed and the means to determine individual strengths and weaknesses in order to improve the quality of performance (Kemendikbud, 2012: 3).

Mastery of competencies and application of knowledge and skills of teachers, will determine the achievement of quality learning or mentoring learners. Past research has owned Lathifah (2016) discusses the influence of PKG and organizational culture on the performance of teachers in the district SMPI Ciawi Bogor, West Java. The results showed Teacher Performance Assessment (PKG) is partially significant effect on the performance of teachers in the district teachers SMPI Ciawi West Java

Guru is a profession that is always associated with the education of the children of the nation. Teachers must have a lot of knowledge and skills and master the teaching material included in the curriculum to be taught to students. As an educator teacher is a role model to be imitated and emulated by students both from the attitude, behavior, manners, morals, diligent and willing to learn. On the other hand the teacher is said to have a dual role as a teacher is an educator to create an attitude and behavior that's valuable moral and religious as well as a teacher who aims to deliver instructional materials, determine the learning evaluation tool used to assess student learning outcomes. From the above, it is clear that the teacher has a role and a very important task in educating and teaching students.

The phenomenon is a problem in N 2 Jember is not all teachers have performed as expected, both from the quality, quantity, time efficiency work in realizing the vision and mission. This can be seen when it will be done for the classroom supervision PKG, then the teacher will make the device as possible with a good variety of teaching methods in order to see when the class is much better than everyday teaching and learning conditions.

Based on the *research gap* and a phenomenon that has been described above, this study discusses the role of aspects of the Teacher Performance Assessment (PKG) on the

performance of teachers at SMK 2 Jember.

1.2. Objective

Based on the formulation of the problems mentioned above, we can identify the following research purposes to identify and analyze aspects of the Teacher Performance Assessment (PKG on performance.

II. LITERATURE

2.2.1 Aspects of Teacher Performance Assessment (PKG)

a. Definition aspect Teacher Performance Assessment (PKG)

According to the Regulation of the Minister of State for Administrative Reform and Bureaucratic Reform No. 16 of 2009, the teacher performance assessment is an assessment of each item the activities of her main tasks in order to develop a career, rank and position. the implementation of the main task of the teacher can not be separated from the ability of a teacher in the mastery of knowledge, application of knowledge and skills, as competencies required as mandated by National Education Minister Regulation No. 16 of 2007 on Academic Qualification Standards and Teacher competence.

Based on ASN Law No. 5 Part three paragraph 4 of article 69, paragraph 1 states that "development career civil servants by k ualifikasi, competence, performance assessment, and the need for government agencies ".From a fragment of the Act, it is known that the competence of the civil service teachers Dalam 4 competencies covered in PKG.

Teacher Performance Appraisal System (PKG) is a system designed to identify the ability of teachers to perform their duties through the measurement of competence mastery shown in its performance (Department of Education, 2012). Teacher Performance Assessment

(PKG) is also an instrument that is used in the performance evaluation as part of the implementation of performance management, as stated by Syafarudin that performance evaluation is one part of performance management, which is the process in which the performance of the individual and evaluated is used to answer the question, "How good is the performance of a teacher in a given period?" (2005: 178). Levels of teacher performance can be known through the performance appraisal, the evaluation carried out periodically and systematically about work or the office of a teacher, including the potential development.

For the implementation of the tasks and functions of teachers with both the teacher should have the competence as set forth in the Indonesian Government Regulation No. 19 Year 2005 on National Education Standards Article 28 paragraph 1 and 3 which states: Educators must have academic qualifications and competence as agents of learning, physical and spiritual health as well as having the ability to achieve national education goals. Learning management requires teachers to master 24 (twenty four) competencies are grouped into pedagogical, personality, social and professional. (Department of Education, 2012: 5-6).

b. Functions and Benefits of the Teacher Performance Assessment

In general, PKG has two (2) main functions as follows:

- 1) To assess the ability of teachers to implement all the competencies and skills required in the learning process, guiding, or the implementation of additional tasks that are relevant to the functioning of the school / madrasah. Thus, the teacher's performance profile as an overview of strengths and weaknesses of teachers will be identified and interpreted as a needs analysis or audit skills for each teacher, which can be used as a basis for planning PKG.
- 2) To calculate the number of credits earned on the performance of teachers teaching, coaching, or implementing additional tasks that are relevant to the functioning of the school /

madrasah accomplishments during the year. Performance assessment activities carried out each year as part of the process of career development and promotion of teachers for promotion and functional office (Department of Education, 2012: 3).

The benefits of the Teacher Performance Assessment is to determine policies related to improving the quality and performance of teachers as spearhead the implementation of the educational process in creating an intelligent human being, comprehensive, and highly competitive. PKG is a reference for schools to establish career development and promotion of teachers. For teachers, the PKG is a guideline to determine the elements of performance are assessed and the means to determine individual strengths and weaknesses in order to improve the quality of performance (Department of Education, 2012: 3).

c. Terms of Teacher Performance Assessment

The essential requirements in the system PKG are:

1) Valid

System PKG is said to be valid when the aspects that truly measure the components of the task of teachers in implementing the learning, coaching, and / or other duties relevant to the functioning of the school / madrasah.

2) Reliable

PKG system is said to be reliable or have a high level of confidence if the process is done gives the same result for a teacher rated performance by anyone at anytime.

3) Practical

system is said to be practical if the PKG can be done by anyone with relative ease, with the level of the same validity and reliability in all conditions without the need of additional requirements (Department of Education, 2012: 4)

d. PKG Implementation Principles

The main principles in the implementation of PKG are as follows:

1) Based on the

PKG must be conducted in accordance with the procedures and refers to the regulations.

2) Based on the performance

aspects rated the PKG is the performance that can be observed and monitored, the teachers in carrying out their daily duties, namely in implementing the learning activities, mentoring, and / or additional tasks that are relevant to the function of school / madrasah.

3) Based on documents PKG

Appraisers, teachers assessed, and the elements involved in the process of PKG must understand all the documents related to the PKG system. Teachers and assessors must acknowledge the competence and performance indicators as a whole, so that they know about the aspects considered and the basis and the criteria used in the assessment.

4) Implemented consistently

PKG is conducted every year beginning with the formative assessment at the beginning of the year and summative assessment at the end of the year by taking into account the following matters (Department of Education, 2012: 5):

a) Objectives

Teacher evaluations are to be conducted objectively in accordance with the conditions real teacher in carrying out everyday tasks.

b) Fair

Appraisal of teacher performance impose terms, conditions and standard procedures to all teachers are assessed.

c) Accountable

The results of the performance appraisal of teachers accountable.

d) Helpful

Teacher evaluations are useful for teachers in order to improve the quality of its performance on an ongoing basis and at the same time career development profession.

e) Transparent

teacher performance appraisal process allows for assessors, teachers rated, and other interested parties, to gain access to information on the organization of the vote.

f) Practical

Teacher evaluations can be carried out easily without ignoring the other principles.

g) Goal-oriented

assessment was conducted with a goal-oriented set.

h) oriented process

teacher performance assessment is not only focused on results, but also need Noting process, ie how teachers can achieve such results.

i) Sustainable

Teacher evaluations are conducted periodically, regularly, and lasted continuously for someone to become a teacher.

j) Confidential

PKG results should only be known by the parties concerned.

e. Aspects assessed in PKG

There are several sub-elements that need to be assessed in PKG, because in addition to the main task of the teacher that is to educate, guide, train, assess and evaluate students, teachers also have tasks additional relevant to the function of school / madrasah, including; as head of

the school / madrasah, the vice-principal, as a subject teacher, as a counselor, head of the library or functional tasks other, to the authors focused on researching one of the elements that exist in the assessment of teacher performance, ie PKG for subject teachers , The performance assessment related to the implementation of the learning process for subject teachers or classroom teachers, including activity planning and implementing learning, evaluate and assess, analyze the results of the assessment, and implement follow-up assessment in applying the four (4) domain competencies required of teachers according to the National Education Minister Regulation No. 16 of 2007 on Academic Qualification Standards and Teacher Competency.

Learning management requires teachers to master 24 (twenty four) competencies are grouped into pedagogical, personality, social and professional. (Department of Education, 2012: 5-6). These competencies can be described as follows:

1) Competence Pedagogical

- a) Getting to know the character of the students.
- b) Master of learning theory and principles of learning that educates.
- c) The development of the curriculum.
- d) The learning activities that educate.
- e) Understand and develop potential.
- f) Communication with learners.
- g) assessment and evaluation.

2) Competence Personality

- a) Acting in accordance with religious norms, legal, social, and national culture of Indonesia.
- b) Demonstrate mature, exemplary.
- c) work ethic, high level of responsibility, a sense of pride to be a teacher.

3) Social Competence

- a) Being inclusive, acting objectively, and not discriminatory.
 - b) Communication with fellow teachers, educators, parents of students, and the community.
- 4) Professional Competence
- a) mastery of the material structure of scientific concepts and thought patterns that support the subjects of teaching.
 - b) Develop professionalism through reflective action.

From the above description the authors conclude that the teacher performance appraisal is an evaluation or assessment consisting of grains of the implementation of the performance or the performance of teachers as a benchmark for his achievements in the teaching of learners. Fourth targeted competence in the assessment of teacher performance, the pedagogical, personality, social, and professional can measure performance with effective because it covers globally.

III. METHODS

This type of research is the study of causality. According to Ferdinand (2006), causality research is research to seek clarity and form of causality(*cause-effect*) between some concepts and some variable or multiple strategies developed in management.

Sources of data that are used in this study are:

- a. Primary data obtained directly from respondents to the questionnaires which includes variable aspects of PKG, workplace culture, leadership, and performance, in addition to obtain the data by interview.
- b. Secondary data were obtained indirectly from resources that are not dilakukansendiri by researchers. Secondary data sources burupa written evidence (documentation), reports from researchers and teachers of SMK 2 Jember associated with research.

This study uses a sampling technique *Simple Random Sampling*. This study used a technique *Simple Random Sampling* since the sampling is done randomly without regard to strata contained in the population and the whole population is teachers N 2 Jember.

Sampling with technique *simple random sampling* using the formula Slovin (Juliansyah Noor, 2011: 158), since N 2 Jember divided into departments and teacher NA, then from each department and teacher NA (per matpel) will take some samples teachers according to the number of teachers in schools with a 5% error level, variables that will be analyzed in the study were classified into two types as follows:

- a. Independent variable: this variable seriung called variable *stimulus, predictors, antecedent*. In Indonesian is often referred to as the independent variables. The independent variable is a variable that affects or that cause changes or caused variable dependen or bound (Sugiyono, 2012). The independent variable in this study was PKG (X1)
- b. Dependent variable: This variable is often referred to as a variable *output, criteria, consequently*. In Indonesian is often referred to as the dependent variable. The dependent variable is a variable that is affected or which become due, because of the independent variable (Sugiono, 2012). The dependent variable in this study is the performance of (Y1).

At this stage of data processing, which uses SPSS Ver.10 do measures such as checking the data (*editing*), the provision of the Code (*coding*), and tabulation. While the stages of data analysis that follow are validity and reliability, multiple linear regression and hypothesis testing research with F test statistic.

IV. RESULTS AND DISCUSSION

The results of the calculation of multiple linear regression analysis in this study with

the help Anaisis multiple regression is used by researchers, when the researcher intends to foresee the situation (rise and fall) the dependent variable (criterion), bila Hasil analysis calculations regre two or more independent variables as a factor predictor manipulated Idinaik lower nilainnya). Thus, the multiple regression analysis will be performed when the number of independent variables of at least two (Sugiono, 2012). Multiple linear analysis in this study with the help of a computer calculation program *Statistical Product and Service Solutions* (SPSS) version 16.0. The recapitulation of the multiple linear regression analysis are presented in the following table:

Table 4.13 Summary of Results of Multiple Linear Regression Analysis

Sign.	hypothesis Presentation		The regression coefficient	Variables	No.
	t-Table	t count			
0.034	(X-1)			Assessment of teacher performance _{0,253 2,169} 1.996	1.
= 0.402				Constant	
= 0.455				R ²	
= .430				AdjustedR ²	
= 18.614				F-count	
= 2.742				F-table (5%; 3,67)	
= 0.000				Significance	

source: Appendix 8, the data is processed

Based on the results of multiple regression analysis regression equation as follows:

$$Y = 0.402 + 0,253X_1 + 0,266X_2 + 0,375X_3$$

from multiple linear regression equation above can be seen the influence of the independent variables (teacher performance appraisal, work culture and leadership) on the dependent variable (performance), while the meaning of the multiple linear regression equation above can be explained as follows:

a. Constants regression equation (b_0) positive value of 0.402, meaning that if there are no

values the independent variables or independent variables equal to zero, then the performance is equal to 0.402. It shows a positive performance results of the data generated.

- b. The regression coefficient teacher performance appraisal variables (b_1) positive value of 0.253, meaning that an increase in teacher performance appraisal of the unit, there will be a performance improvement of 0,253 units assuming the other independent variables constant.
- c. Work culture variable regression coefficient (b_2) positive value of 0.266, meaning that an increase in the working culture of the unit, there will be a performance improvement of 0,266 units assuming the other independent variables constant.
- d. Leadership variable regression coefficient (b_3) positive value of 0.375, meaning that an increase in the leadership of the unit, there will be a performance improvement of 0,375 units assuming the other independent variables constant.

4.2.4 Test Results Hypothesis

a. Hypothesis Testing Regression Coefficients Partial with t tests

To determine the effect of independent variables on the dependent variable partially used t test, where this test comparing the t-test with a t-table results of tests on each variable teacher performance appraisal, workplace culture and leadership on performance.

The test steps are as follows:

1. $H_0: b_j = 0$, meaning partially no significant influence of the variables X_1, X_2, X_3 to Y.

$H_1: b_j \neq 0$, meaning partially significant influence of variable X_1, X_2, X_3 to Y.

$$\alpha = 0.05$$

test criteria:

- H_0 is received, if the $t < t_{table}$, partial means there is no significant

effect of variable X_1, X_2, X_3 to Y .

- H_0 is rejected if $t \text{ count} < t\text{-table}$ or $t \text{ count} \geq t\text{-table}$, then partially found influence significant of variables X_1, X_2, X_3 to Y .

Summary of Test Results table 4:14t

Sig.	tcount-table	t	variable
0.034	1.996	2.169	Teacher evaluations (X1)

e. Source: Appendix 8, the data is processed

f. by steps t test and the table above, the hypothesis testing for the independent variables teacher performance appraisal, to the performance are as follows:

Aspects of Teacher Performance Assessment (PKG) is partially significant effect on performance.

Based on the above table value t count unknown variables of teacher performance appraisal is at 2,169 with a probability value of 0.034, while the value of the t-table amounted to 1.996 (Appendix 11), so that $t \text{ count} > t\text{-table}$ ($2.169 > 1.996$). This indicates that the variable aspects of teacher performance appraisal partially have a significant influence on performance.

4.3 Interpretation of Results

In general, this study showed that the condition of the respondents' assessment of the variables of this research in general is good. It can be shown from the high number of responses from respondents' agreement to the conditions of each study variable. Results from these studies further showed that three independent variables are aspects Penialain Teacher Performance (PKG), work culture and leadership have an impact on performance. Discussion of results of testing this hypothesis is presented as follows.

4.3.1 Aspects of Teacher Performance Assessment (PKG) partially affect the performance.

Based on the analysis above shows that the influence aspect Teacher Performance Assessment (PKG) on teacher performance N 2 Jember. These results are based on the table above the known value of t-test variable aspects of teacher performance appraisal is equal to 2,169 with a probability value of 0.034, while the value of the t-table amounted to 1.996 (Appendix 11), so that $t_{count} > t_{table}$ ($2.169 > 1.996$). This indicates that the variable aspects of teacher performance appraisal partially have a significant influence on performance.

The results are consistent with the hypothesis of the study, which reads "Aspects of Teacher Performance Assessment (PKG) partially affect the performance". This proves that aspect Penilaian Teacher Performance (PKG) can support teachers in doing the work, because the performance is also influenced by aspects Penilaian Teacher Performance (PKG).

Teacher Performance Assessment (PKG) is also an instrument that is used in the performance evaluation as part of the implementation of performance management, as stated by Syafarudin that performance evaluation is one part of performance management, which is the process in which the performance of the individual and evaluated is used to answer the question, "How good is the performance of a teacher in a given period?" (2005: 178).

Penilaian aspect Teacher Performance (PKG) owned by teachers of SMK 2 Jember very good. Most teachers understand the four component aspects Penilaian Teacher Performance (PKG), namely pedagogy, personality, social and professional. The most dominant indicator is to establish good communication with learners. This shows that most of the teachers at SMK 2 Jember able to convey messages either unidirectional or bidirectional well her students.

The evaluation of the teacher's performance is packaged in the form of teacher performance appraisal. On the other hand, with this Teacher Performance Assessment it untuk merupakan one

teacher appreciation, because the results can be used for the proposed promotion of civil service teachers. Teachers who have an understanding and implementing aspects of the Teacher Performance Assessment (PKG) which either will do the job with full responsibility, teachers will also increase the quality of its performance. Conversely, if a teacher has a low understanding and applying, be lazy and their own way of working. Teachers are lazy at work will be able to affect its performance which led to the achievement of low performance.

The results are consistent with the results Lathifah (2016) which showed partially significant influence aspects of the Teacher Performance Assessment (PKG) on teacher performance.

5.1 Conclusion

Based on the results and a discussion of the influence of aspects of Teacher Performance Assessment (PKG) on the performance of teachers at SMK Negeri 2 Jember, it was concluded that the results showed PKG variables have a significant effect terhadap performance. Following further clarification of the description above.

1. Aspects of teacher performance appraisal (PKG) significantly affects the performance of teachers at SMK Negeri 2 Jember. These results give support to hitotesis which reads:

Aspects of teacher performance appraisal (PKG) partially affect the performance.

sArtinya, if the teacher's perception N 2 Jember on aspects of teacher performance appraisal (PKG), work culture and leadership to rise, it will improve the performance of teachers N 2 Jember. On the contrary, if the teacher's perception N 2 Jember decreases, it will degrade the performance of teachers N 2 Jember. This finding means that with the Teacher Performance Assessment, the work culture, and leadership has been able to improve performance.

RECOMMENDATION 5.2

The study found that aspects of the Teacher Performance Assessment (PKG) is partially significant effect on performance. Based on these findings, it is recommended to the Chief of N 2 Jember to improve performance can be reached through increased aspect Teacher Performance Assessment (PKG) oriented pedagogy competency, personality, social, and professional.

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