

The Influence Of Headmasters' Kindergarten Situational Leadership And School's Environment Toward Teachers' Performance

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Abstract: This research was aimed at finding the influences of situational leadership style and school environment on kindergarten teachers' performance in Ilir Barat I District of Palembang. This research belongs to correlational study of quantitative research. The samples were 140 teachers and the questionnaire was used as instrument. Data were analyzed by using IBM SPSS program for Windows with level of significance (α) = 0,05. The findings revealed that: (1) there were significantly influence of situational leadership style on kindergarten teachers' performance; (2) there were significantly influence of school environment on kindergarten teachers' performance; and (3) there were simultantly influence of situational leadership style and school environment on kindergarten teachers' performance.

Index Terms: Situational Leadership, Schools' Environment, Teachers' Performance

1 INTRODUCTION

THIS study stems from a preliminary study by conducting documentary studies on one of the blogs on the internet discussing the optimization of duties and functions of Kindergarten of the State of Pembina 1 as a Pilot Kindergarten in Palembang (Syalvida, 2008, 31 August). On the blog stated the problem by the blog writer as the head of kindergarten school at that time that TK Negeri Pembina 1 has not been able to fulfill its function as a kindergarten pilot until early 2005, when the first time the principal began to duty. It is proven by kindergarten principals in several areas such as: leadership, learning, administration/management and community empowerment. However, with the strategy chosen by school principal Reni Syalvida at the time, he was able to optimize the duties and functions of TK Negeri Pembina 1 with several achievements in various fields as follows.

1. Field of Leadership: compilation of vision and mission of work program, job description, and supervision program.
2. Field of Learning: Professionalism of teachers increased, teachers have followed the program early childhood education, has been realized rehabilitation and renovation of the building.
3. Field of Management: administration has been well equipped and managed.
4. Community Empowerment Field: community participation and related institutions have been established.
5. Field of Entrepreneurship: able to create learning innovation and has functioned as a pilot kindergarten in South Sumatra Province.

In relation to the results achieved by Reni Syalvida as head of kindergarten at that time, the researcher saw his situational leadership style greatly affect the performance of kindergarten teachers, as evidenced in point 2 that mentions teachers' professionalism increases, teachers have attended the early childhood education program. Teacher performance is closely related to the competence of teacher professionalism. Where this is supported by research studies by Saputra (2011: 71) stating "teacher performance is supported by the professional competence of a teacher. Competent teachers are capable of producing quality performance ". Teachers' performance will be optimal if it is integrated with school components such as principals, teachers, administration and students. Teacher

performance is more meaningful if the teacher is always aware of the shortcomings that exist in him and strives to improve his performance in a better direction, so that the performance of teachers who do now will be better than the performance of teachers yesterday. In order to achieve the educational objectives, there is a need for conducive school conditions and harmony between the school's educational staff, including principals, teachers, administrators, students and the community who each have a significant role in achieving the educational goals (Suwarni, 2011). Siagian in Syafridi (2015: 67) reveals that teacher performance is influenced by several factors, including: (1) intelligence, (2) attitudes, (3) teachers' professional skills, (4) management skills, (5) work, (6) security and job protection, (7) planning, (8) supervision, (9) internal motivation, and (10) principal leadership". Based on the understanding and the factors that affect the performance of teachers, the researcher sees that the teacher's performance is the ability or competence of the teacher in performing the function, role, position, and task to achieve the learning objectives. The Academic Qualification and Teacher Competency Standards are stipulated in the Regulation of the Minister of National Education of the Republic of Indonesia No. 16 of 2007 which explains that teacher competency standards are developed in full from 4 main competencies, among others: (1) pedagogic competence, (2) personality, (3) social, and (4) professionals". If the four competencies are owned by a teacher maximally then the performance in accordance with expectations will be realized. Although this will not be easy to realize given the many external factors that affect teacher performance such as situational leadership style and the school environment itself. Here are the results of researcher observation of TK Negeri Pembina I which is one kindergarten in District Ilir Barat I Palembang City. In its development, this kindergarten has become a pilot kindergarten with quality that is in line with the government's expectation. Evident from the initial observation of the researcher where the fulfillment of the criteria of the kindergarten demonstrated by the government in accordance with the National Education Standard (SNP) in this kindergarten, such as teaching and learning activities already use the 2013 curriculum, on average 1 teacher is only responsible for 15-24 children, infrastructure is available complete, the area of land for the school building is well provided so there is also land for parking, and so forth.

Indonesia has 439 TK Negeri Pembina located in 24 provinces in Indonesia. Director of the Directorate of Early Childhood Education (PAUD) Ella Yullaelawati advised in his opening speech at the inauguration of the national level National Guidance Park located in Petukangan Jakarta, stating that "the importance of having a qualified educator, educational infrastructure which is sufficient in developing the creativity of students and developing the English Language Early Program

". According to Ella Yullaelawati further, "as a national referral center, TK Pembina is obliged to have educators with similar vision and responsibility in advancing education, and having adequate infrastructure and building partnership with society" (Farizi, 2016, 5 April). Researchers collected data relating to the number and condition of teachers through documentation studies, which can be seen in the following table.

Table 1. Document Study Results from TK in Ilir Barat I Palembang

No	Name of Kindergarten	Amount of Teachers	Status		Undergraduate Degree	Certified Teachers
			Civil Servant	Non Servant		
1	TK Baitullah	3	-	3	-	-
2	TK Kinder Place	12	-	12	9	-
3	TK Negeri Pembina I	23	18	5	23	19
4	TK Kreasi Bangsa	2	1	1	2	2
5	TK YKAI	5	2	3	3	2
6	TK Bina Ilmi	18	-	18	10	5
7	TK Merpati Pos	4	1	3	1	1
8	TK Izuddin	9	-	9	4	2
9	TK Auladi	12	-	12	10	12
10	TK Az-zahra	9	1	8	6	2
11	TK Al-Fatih	7	-	7	6	1
12	TK Harapan Bangsa	7	2	5	3	2
13	TK Kartika II/15	4	-	4	2	-
14	TK Khalifah 7	9	-	9	4	-
15	TK Nusa Indah	4	-	4	4	4
16	TK Cipta Kreatif B	10	-	10	8	-
17	Pajar Insan	3	-	3	-	-
18	TK Ananda	7	-	7	6	3
19	TK Amelia	5	3	2	3	2
20	TK Al-Falah	6	2	4	2	3
21	TK Nikita	4	-	4	2	-
22	TK Pertiwi 2	3	-	3	1	1
23	TK Pertiwi 4	4	3	1	1	-
24	TK Aisyiyah 17	5	-	5	3	3
25	TK Aisyiyah 14	7	-	7	-	-
26	TK Kuncup Dian	8	2	6	7	2
27	TK Harapan Bunda	9	-	9	6	1
28	TK Rosa	7	4	3	5	6
29	TK K. Bhayangkari 5	4	-	4	2	1
30	TK Ummi	6	-	6	4	-
Total		216	39	177	137	74

From the various phenomena, theories and supporting data that the researchers pointed out above, the researchers chose two factors that affect the performance of teachers in this research proposal, including the situational leadership style of the principal and the kindergarten school environment. According to Thoha (Mulyasa, 2002: 108), the style of leadership is "the behavioral norm that a person uses when the person tries to influence the behavior of others as he sees". Meanwhile, the school environment includes good teachers and sufficient number of teachers in accordance with the number of defined study areas, complete learning tools, school buildings that meet the requirements for good learning process, friendship and harmony among all personnel school (Judge, 2002: 18). This study is theoretically supported by Adam's research (2014: 64) in Yogyakarta Special Region which states that "principal situational leadership style significantly influence the performance of teachers of Elementary School in Gondokusuman sub-district shown by $F_{count} 9.797$ with significance of $0.002 < 0.05$ and the influence of the principal's situational leadership style on teacher performance is 6.4% ". In his research, Adam only used the principal's situational leadership style as a research

independent variable, while the researchers added the school environment as a variable affecting teacher performance. Furthermore, this study is in accordance with theoretical study by The Wallace Foundation (2013: 8) which suggests "effective principals ensure that their schools allow both adults and children to put learning at the center of their daily activities, such as "a healthy school environment". The Wallace Foundation research study is similar to a research study by researchers where the school environment is important in improving teacher performance. However, the indicator that researchers study about the school environment that affects teacher performance is more complex than the research of The Wallace Foundation. Furthermore, this study is consistent with Goldring's findings, et al. (2007: 7-8) at Vanderbilt University, Tennessee who revealed that "principals play a major role in developing a "professional community" of teachers who guide one another in improving instruction". Goldring et al. attach importance to the role of principals in developing teacher professionals. In this case, the researcher sees that the principal's role is referred to by Goldring et al., The researcher specification with the principal's situational leadership style. This study is important to present because it

is in accordance with Hardman's (2011: 139) study in South Florida that concludes that "situational leadership style facilitates a change in their schools by means of meaningful learning and achievement". However, this study's study focuses more on teacher's performance excluding education personnel. This study is also in accordance with Suwarni's research (2011: 213) in Blitar which states "there is a significant positive influence between principal situational leadership style variables on the variable performance of private high school economic teachers in the city and district of Blitar with R Square 50.2%". From several previous research studies that support this research, the researcher sees that no one has studied the situational leadership style variables of school principals and school environment together influencing the performance of kindergarten teachers. For that reason, this study is thought to be the first study to examine the influence of situational leadership styles of school principals and school environment collectively on the performance of kindergarten teachers. The study is related to the quality of education as the output of an education system. Where this quality according to Sukmadinata, et al (2008: 7) influenced by raw input (learners), instrumental input (education policy, teachers, curriculum, existing facilities), and environment input (social culture, security, politics). Based on Sukmadinata's opinion, this research is related to the instrumental of educational quality input which determines the smoothness and success of learning process in school. For that, researchers consider it important to examine the influence of situational leadership style of head of kindergarten and school environment to the performance of kindergarten teacher of West Ilir District I Palembang. The results of research relevant to the variables in this study, Pawikan (2011:vii) in Yogyakarta revealed that "there is a positive and significant influence between participative leadership style and teacher performance with correlation coefficient (R) 0,548 and coefficient of determination (R²) of 0.300". Second, Shamaki's (2015: 200) findings in Nigeria reveal that "democratic style contribute more to teachers job productivity than autocratic style". Third, findings Adeyemi (2010: 83) in Nigeria revealed that "teachers' job performance was found to be better in schools having principals using autocratic leadership style than in schools having principals using democratic or Laissez-faire leader styles". Fourth, the findings of Namuddu (2010: 43-44) in Uganda stated that "evaluation criteria was based on a designed appraisal grid/rubric that had different categories of rating points based on major elements of personal presentation (appearance), schemes of work, lesson plans, employee relations and class room performance". Fifth, the findings of Buckley, Schneider, and Shang (2004: 1) in Washington, D. C which states that "facility quality is important predictor of the decision of teachers to leave their current position. Another area in which research has linked school facilities to teacher performance is thermal comfort".

2. TEACHERS' PERFORMANCE

Performance is a process that someone shows in working with as much as possible which is marked with satisfactory results. Performance is an activity undertaken to carry out, complete tasks and responsibilities in accordance with expectations and goals that have been set (Supardi, 2013: 45). Performance or performance of the word "performance" gives three meanings, namely (1) "achievement; (2) shows; (3) task implementation" (Ruky, 2002). Physician & Mustofa (2013: 156) said that the

teacher's performance is "the work that can be achieved by a teacher in an educational institution or madrasah in accordance with the duties and responsibilities in achieving educational goals". Teacher performance is the result achieved by the teacher in carrying out the tasks assigned to him based on the skills of experience and seriousness (Suwarni, 2011: 207). Teacher performance is not only shown by the work, but also shown by behavior in work. The Indonesian dictionary expresses the meaning of performance as "(1) something achieved; (2) the achievements shown; (3) workability "(KBB). Then in Samsudin's view in Sudarma (2013: 134-135), performance is "the level of implementation achieved by a person, unit or division using existing capabilities and defined limits to achieve organizational goals". Furthermore, the study of this research theory is supported by the opinion of Drucker (Yahya, 2013: 9) which states performance is "the level of achievement or real results achieved used to obtain a positive outcome". According to Whitmore (Uno and Lamatenggo, 2012: 59) suggests performance is "the implementation of the functions required of a person". Performance is the work achieved by a person in performing the tasks assigned to him based on his skills, experience, sincerity and time (Hasibuan, 1997: 82). Further, Hasibuan discloses that "performance is a combination of three important factors: the ability and interest of a worker, the ability and acceptance of the explanation of task delegation and the participation of the workers". Mangkunegara (2001: 32) suggests performance can be defined as "the work in quality and quantity that can be achieved by an employee in performing tasks in accordance with the responsibilities given to him". While Mc Daniel (Uno and Lamatenggo, 2012: 62) argue that performance is "the interaction between a person's ability to motivation". Based on the definition of performance presented by some experts above, it can be concluded that the performance is the result of achievement or achievement by a person through a long process work which is judged by quality and quantity, in accordance with the duties and responsibilities imposed to him in order to achieve common goals in an organization. Thus, the performance of teachers is an achievement achieved by teachers in carrying out tasks in the lesson that is charged to him that is seen through the activities of learning planning, implementation of learning, implementation of assessment of learning, and follow-up assessment results. According to Siagian in Syafridi (2015: 67) teacher performance is influenced by several factors, among others: (1) intelligence, (2) attitude, (3) teacher professional ability, (6) security and job protection, (7) planning, (8) supervision, (9) internal motivation, and (10) principal leadership. Of the factors that influence the performance put forward by Siagian, the researcher takes the principal's leadership factor to fit the study of this study. Based on research by Tehseen (2015: 235-236), he reviewed teacher performance factors in his research, among others: (1) teachers' job satisfaction, (2) motivation, (3) extrinsic motivation, (4) intrinsic (7) effects of extrinsic motivation on performance, (8) influencing factors on retention of school teachers, among others: (a) teacher characteristics, (b) student body characteristics, (c) teachers' satisfaction with their salary (d) working conditions, (e) teaching experience, (f) the principal leadership, (9) school contextual factors and teacher turnover,) teacher influence, (b) administrative support, (c) student behavior, (d) staff relations, (e) facilities, and (f) safety. Based on the performance factors put forward

by the experts above and the performance factors that have been reviewed by Tehseen, the researcher took a study in accordance with this research is the principal leadership. Researchers classify school environmental factors that affect the performance of kindergarten teachers, including: administrative support, student behavior, staff relations, facilities and safety. Syamsuir (2013: 24) said that there are four indicators that must be achieved by teachers to improve their performance, namely: 1) to design or make careful planning on what to do, 2) to present learning program as a guide to carry out learning, 3) has been planned in varying ways and in a pleasant situation so that what the goals can be understood by the learners, 4) set up a valid evaluation tool in accordance with what has been taught to know whether the goal has been achieved or not, and 5) analyze and follow up on the results evaluation to know the materials that need to be improved and need to be improved. Based on the opinion of the experts above the authors conclude that the teacher performance indicators are: 1) preparing the learning program, 2) delivering the learning program, 3) carry out the evaluation of learning, 4) implement follow-up.

3. THE HEADMASTER KINDERGARTEN'S SITUATIONAL LEADERSHIP

Leadership style, containing the sense as a manifestation of the behavior of a leader, which concerns his ability in leading his subordinates. The embodiment usually forms a certain pattern or shape. The definition of this style of leadership is in accordance with the opinion of some experts, among others, according to Nurkolis (2006: 167) style of leadership is "a pattern of behavior that is preferred by a leader in the process of directing and influencing workers". Whereas According to (Thoha, 2010: 49) the style of leadership is "the norm of behavior used by a person when the person is affecting others". In addition, according to Rivai (2002: 64) the style of leadership is "the overall pattern of the actions of a leader, both unobstructed and unseen by his subordinates". According to Aprilana & Kristiawan (2017) the leadership is a systematic process of influencing the activities of an organized group toward goal achievement. Meanwhile, according to Dharma (Nawawi, 2006: 115) defines that the style of leadership is "the pattern of behavior that someone shows when he tries to influence others". Meanwhile, in the opinion of Nawawi (2006: 115) the style of leadership is defined as "the behavior or manner chosen and used by leaders in influencing the thoughts, feelings, attitudes and behavior of members of the organization". Referring to some of the above opinion, it can be concluded that the situational leadership style is a manner of a leader's behavior consistently when influencing subordinates in order to willing to do their task gladly to achieve a goal that has been determined together. Based on these conclusions, the principal situational leadership style can be interpreted as the perception of teachers and all employees of a school against the pattern of behavior or form of a principal's manner in influencing his subordinates in order to willingly do their job to achieve the goals of the school. Hagi (2014: 297) says the indication of situational leadership style oriented to subordinates is: a) principals are more motivating subordinates; b) the principal is more concerned with cooperation with subordinates; c) the principal involves teachers in making decisions; d) the principal is more of a kinship relationship. Based on the above theory, the researcher develops the principal situational

leadership style indicator as the research instrument (construct internal validity) as follows: 1) decision making, 2) division of tasks to subordinates, 3) subordinate initiatives, 4) punishment 5) giving awards for achievement, 6) establishing communication, 7) monitoring of task implementation, 8) and working meeting.

4. SCHOOL'S ENVIRONMENT

According to the National Discipline Movement (GDN) (Tu'u, 2004: 11) the school environment is defined as the environment in which students are familiarized with the values of learning activities as a field of study that can penetrate into conscience awareness. According to Tulus Tu'u (2004: 1) the school environment is understood as "a formal educational institution, where this place teaching and learning activities take place, science is taught and developed to students". It can be concluded that the school environment is a place of teaching and learning process both physical and non-physical. In line with the above-mentioned theory, Tu'u (2004: 81) argues that school factors affecting teacher performance include teachers, tools / media, building conditions and curricula, which can be stated as follows: 1) educator / teacher; 2) teaching tool / media; 3) the condition of the building; and 4) curriculum. The researchers identified indicators of school environment variables that affect teacher performance according to Tehseen (2015: 235-236), including teacher influences, administrative support, student behavior, staff relations, facilities and safety. Based on the above theoretical descriptions, the researcher develops the school environment indicator as the research instrument (construct internal validity) as follows: 1) the influence of the teacher on the learning and policy activities in the school, 2) the administrative support of the school, 3) the behavior of the learners 4) relationships among teachers and staff, 5) school facilities, and 6) school security.

Hypothesis

1. There is a significant influence between the situational leadership style situational head of kindergarten to the performance of kindergarten's teachers in District Ilir Barat I Palembang;
2. There is a significant influence between the school environment on the performance of kindergarten's teachers in District Ilir Barat I Palembang; and
3. There is influence of situational leadership style of head of kindergarten and school environment collectively to the performance of kindergarten's teacher in District Ilir Barat I Palembang.

5. RESEARCH METHOD

This research was quantitative. Donmoyer reveals that research with this approach is "approaches to empirical studies or facts in the field to collect, analyze, and display data in numerical form rather than narrative" (Given, 2008: 713). Meanwhile, Cooper and Schindler (2006: 229) disclose quantitative research "trying to make accurate measurements of something". The population were 216 kindergarten teachers with the sample 140 teachers was obtained using the Slovin formula (Sevilla et al., 2007). Furthermore, for the sampling technique used simple random sampling. This study is in accordance with the opinion of Hussein (2008) who said that simple random sampling is "taking samples by numbering each population and then selecting the numbers randomly as

much as the required number of samples". This is done by lottery. Data were collected using questionnaires totaling 88 items of statements that have passed the validity and reliability test. Data were analyzed univariate and bivariate. Bivariate

analysis using linear regression analysis.

6. RESULT

Table 2. The Result of Descriptive Analysis

Variable	Lowest Score	Highest Score	Mean	Median	Standar Deviation
Situational leadership style (X ₁)	95	158	130,97	133,00	18,419
School's Environment (X ₂)	60	120	91,54	91,00	17,935
Teachers' Performance (Y)	100	160	130,32	131,50	17,537

Figure 2. Score Distribution Frequency of Variable School' Environment (X₂)

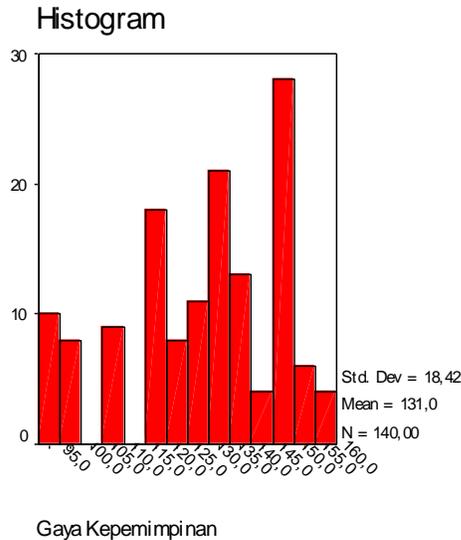


Figure 1. Score Distribution Frequency of Variable Situational leadership style (X₁)

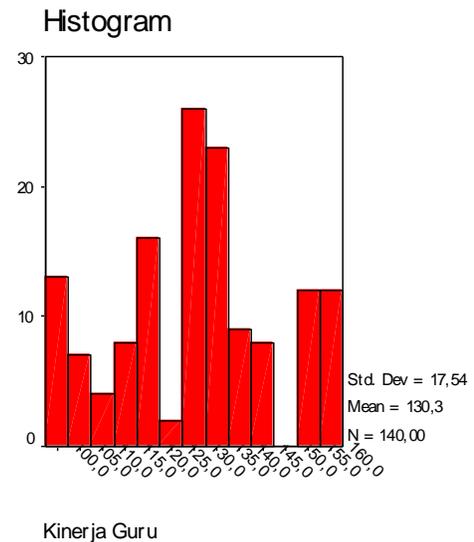
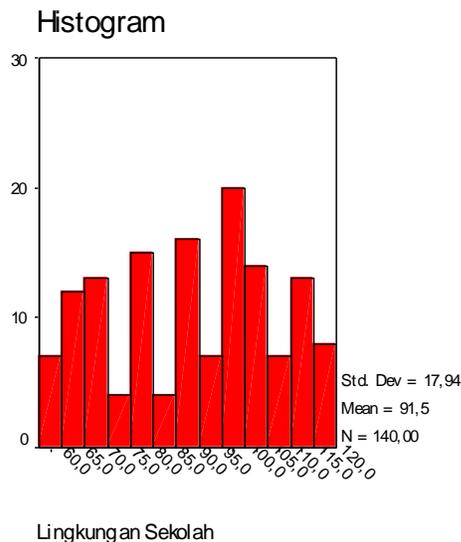


Figure 3. Score Distribution Frequency of Variable Teachers' Performance (Y)



Data Normality Testing

Table 3. The Result of Normality Testing for Teachers' Performance, Situational Leadership Style and School's Environment Variables

Variable	Score Kolmogorov	Sig. Smirnov	Asymp Testing	Conclusion
Situational leadership style (X ₁)	0,145		0,05	Normal
School's Environment (X ₂)	0,067		0,05	Normal

Teachers' Performance (Y)	0,205	0, 05	Normal
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Result of calculation of normality of situational leadership style (X1) and school environment (X2) on teacher performance (Y) can be concluded that:

- The principal situational leadership style (X1) style variable is normal because it has Kolmogorov smirnov 0,145 test with significance value more than 0,05.
- The school environment variable (X2) is normal distribution because it has Kolmogorov smirnov 0,067 with significance value more than 0,05.
- Variabels performance (Y) is normally distributed because it has Kolmogorov smirnov test results of 0.205 with a significance value greater than 0.05.

Linearity Testing

Table 4. The Result of Linearity Testing for Teachers' Performance, Situational Leadership Style and School's Environment Variables

No	The Relation of Independent and Dependent Variables	Sig.Dev.From Linearity	Sig.Linearity	Conclusion
1	X ₁ -Y	0,542 > 0,05	0,02 < 0,05	Linier
2	X ₂ -Y	0,131 > 0,05	0,00 < 0,05	Linier

Based on the above table it can be concluded that:

- The relationship between situational leadership styles and linear teacher performance.
- The relationship between school environment and linear teacher performance.

Hypothesis Testing

First Hypothesis

Table 5. The Result Correlation Analysis of Situational Leadership Style (X) towards Teachers' Performance (Y)

Correlation	Coeficient (r)	Coeficient Determination/ R Square/ R ²	P
R _{yl}	,226	,051	0,000

Data were collected using questionnaires totaling 88 items of statements that have passed the validity and reliability test. Data were analyzed univariate and bivariate. Bivariate analysis by using analysis result of calculation in table show that correlation coefficient between situational leadership style to teacher performance is equal to 0,226 with pvalue < α 0,05. Based on the results of this calculation can be explained that situational leadership style correlated significantly to the performance of teachers, and form a positive relationship with

the coefficient of determination = 0.051. This number will be converted to percent form which means percentage contribution of independent variable influence to dependent. R² value of 0.051 means the percentage of contribution of influence of situational leadership style to the performance of 5.1%, while the rest influenced by other variables not included in this research model. The summary of the analysis results of the significance test of the equation is presented in the following table.

Table 6. The Result Analysis of Regression Situational Leadership Style (X₁) toward Teachers' Performance (Y)

Source	Total Quadratic	Df	Average Quadratic	F	Sig.
Regression Linear	2175,384	1	2175,384	7,399	0,000
Residue Linear	40575,151	138	294,023		
Total	42750,36	139			

In the table obtained F_{count} of 7.399 and the result of significance of 0.000. F_{table} can be seen in the statistical table at the 0.05 level of significance with df 2 (nk-1) or (140-2-1) = 137 (n is the sum of data and k is the number of independent variables), the results obtained for F_{table} of 3,06. So it can be concluded if $F_{count} > F_{table}$ (63,348 > 3,06) it can be concluded that H_0 is rejected, so H_a accepted then, situational leadership style head kindergarten influence on kindergarten teacher performance. Furthermore, the significance test of the regression coefficient is tested. The summary of the analysis results can be seen in the following table.

Table 7. Coefficients Regression X_1 towards Y

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	102,191	10,443		9,786	,000
Gaya Kepemimpinan	,215	,079	,226	2,720	,000

a. Dependent Variabel: Teachers' Performance

In the table seen that t regression coefficient 2,720, significant level 0,000 and regression coefficient = 0,215. t_{table} can be seen in statistical table with significance $0,05/2 = 0,025$ at degrees of freedom $df = n-k$ or $140-2 = 138$, result obtained for t_{table} equal to 1,656. If $t_{count} > t_{table}$ ($2,720 > 1,656$), then H_0 is rejected and H_a accepted. So it can be concluded that the situational leadership style of kindergarten headmaster significantly influence the performance of teachers. This can be expressed significantly and can be used to predict the situational leadership style of the kindergarten headmaster. Furthermore, to know the form of relationship of leadership style (X_1) to teacher performance (Y), whether the relationship is predictive or not, then done simple regression analysis with the formula $Y = a + bX$. Y is the predicted value of the dependent variable, a is the constant ie the value of y if $x = 0$, b is the regression coefficient is the value of the increase or decrease of the variable based on the variable X . From the analysis results obtained regression equation $Y = 102.191 + 0.215X_1$ which means constant value (a) is 102,191, this can be interpreted if the situational leadership style is 0, then the performance level is 102.191. The value of regression coefficient variable situational leadership style head of kindergarten positive value that is 0,215; this can be

interpreted that each increase in situational leadership style of 1.00, then the performance will increase by 0.215. By listening to a series of analyzes above, it can be believed that the research hypothesis which states " situational leadership style of kindergarten headmaster influence significantly on teacher performance", H_a acceptable and has been tested at 95% confidence level. Furthermore, it can be interpreted that situational leadership style factors have a significant prediction on teacher performance. Based on the test results above all significant then the hypothesis that the situational leadership style kindergarten headmaster influence on teacher performance can be accepted in the level of 95% confidence and magnitude influence (R^2) 5.1%.

Second Hypothesis

The second hypothesis tested in this study is H_0 there is no significant influence between school's environment on the performance of kindergarten teachers Ilir Barat I Palembang and H_a is there is a significant influence between school's environment on the performance of kindergarten teacher Ilir Barat I Palembang. To test this hypothesis is done correlation analysis that can be seen in table.

Table 8. The Result of Correlation Analysis Variable School's Environment (X_2) Toward Teachers' Performance (Y)

Correlation	Coefficient Correlation (r)	Coefficient Determination / R Square/ R^2	P
r_{Y1}	,185	,034	0,000

The calculation results in the table shows that the correlation coefficient between school environment on teacher performance is 0.185 with pvalue $< \alpha 0.05$. Based on the results of this calculation can be explained that the school environment significantly correlated to teacher performance, and the form of positive relationship with the coefficient of determination = 0.034. The coefficient of determination that has been obtained will be changed to percent form which

means percentage contribution of independent variable influence to dependent. R^2 value of 0,034 means the percentage contribution of school environment influence to teacher performance equal to 3,4% while the rest influenced by other variable not included in this research model. The summary of the calculation results can be seen in the table. The summary of the analysis results of significance of the regression equation is presented in the table.

Table 9. The Result Regression of School's Environment (X_2) toward Teachers' Performance (Y)

Source	Total Quadratic	df	Average Quadratic	F	Sig.
Regresi Linear	1466,316	1	1466,316	4,901	0,000
Residu Linear	41284,219	138	299,161		
Total	42750,536	139			

In the table obtained F_{count} of 4.901 and the result of significance of 0.000. F_{table} can be seen in the statistics table at the level of significance (α) 0.05 with df 2 ($nk-1$) or $(140-2-1) = 137$ (n is the amount of data and k is the number of

independent variables), the results obtained for F_{table} of 3.06. So it can be concluded if $F_{count} > F_{table}$ ($4.901 > 3.06$) it can be concluded that H_0 is rejected, so H_a accepted then, school environment has an effect on to teacher performance.

Furthermore, the significance test of the regression coefficient is tested. The summary of the analysis results can be seen in the table:

Table 10. Testing Coefficient Regression X_2 toward Y

Model	Coefficients ^a					
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	146,898	7,629		19,256	,000
	Lingkungan sekolah	,181	,082	,185	2,214	,000

a. Dependent Variabel: Teachers' Performance

In the table seen price t regression coefficient 2,214, significant level 0,000 and regression coefficient = 0,181. Tables can be seen in statistical tables with a significance of $0.05 / 2 = 0.025$ on degrees of freedom $df = n - k$ or $140 - 2 = 138$, the results obtained for t table of 1.656 (see attached ttable). If $t_{hitung} > t_{table}$ ($2,214 > 1,656$), then H_0 is rejected and H_a accepted. So it can be concluded that the school environment significantly influence the performance of teachers. This can be expressed significantly and can be used to predict the school environment. Furthermore, to know the form of relationship of school environment (X_2) to teacher performance (Y), whether the relationship is predictive or not, then done simple regression analysis with the formula $Y = a + bX$. Y is the predicted value of the dependent variable, a is the constant ie the value of y if $x = 0$, b is the regression coefficient is the value of the increase or decrease of the variable based on the variable X. From the analysis results obtained regression equation $Y = 146,898 + 0.181X_2$ which means constant value (a) is 146,898, this can be interpreted if the school environment is 0, then the performance level is 146,898. The regression coefficient value of school environment variable is 0,181; this can be interpreted that

every school environment improvement of 1.00, then the performance will increase by 0.181. Given the above analysis, it can be believed that the research hypothesis that "the school environment significantly affects the kindergarten teacher's performance" is acceptable and has been tested at 95% confidence level. Furthermore, it can be interpreted that school environmental factors have a significant prediction on teacher performance. Based on the above test results are all significant then the hypothesis stating that the school environment has an effect on teacher performance can be accepted in the level of 95% confidence ($\alpha = 0.05$ and the influence of 3.4%.

Third Hypothesis

The third hypothesis tested in this study is H_0 , the situational leadership style of head of kindergarten and school environment together does not affect the performance of teachers and H_a situational leadership style of kindergarten headmaster and school environment together influential on teacher performance. To test this hypothesis is done double correlation analysis and the result can be seen in following table.

Table 11. The Result of Correlation Situational Leadership Style (X_1) and School's Environment (X_2) toward Teachers' Performance (Y)

Correlation	Coefficient Correlation (r)	Coefficient Determination/ R Square/ R^2	P
Ry1	,335	,112	0,00

The result of calculation in table shows that the price of correlation coefficient of double situational leadership style of kindergarten headmaster and school environment together with teacher performance variable (ry_{12}) is equal to 0,335 with $p = 0,00$ and coefficient determination ry_{12} equal to 0,112. This number will be converted to percent form which means

percentage contribution of independent variable influence to dependent. R^2 value of 0.112 means the percentage contribution of school environment influence to the performance of 11.2%, while the rest is influenced by other variables not included in this research model. The summary of the significance test of the equations can be seen in the table.

Table 12. The Result of Regression Situational Leadership Style (X_1) and School's Environment (X_2) toward Teachers' Performance (Y)

Model	ANOVA ^a					
	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	4786,297	2	2393,148	8,636	,000 ^a
	Residual	37964,239	137	277,111		
	Total	42750,536	139			

a. Dependent Variabel: Teachers' Performance

b. Predictors: (Constant), School's Environment, Situational leadership style

In the table obtained F_{count} of 8,636 and result of significance equal to 0.000. F_{table} can be seen in the statistical table at the 0.05 significance level with df 2 (nk-1) or $(140-2-1) = 137$ (n is the amount of data and k is the number of independent variables), the results obtained for F_{table} is 3.06. So it can be concluded if $F_{count} > F_{table}$ ($8,636 > 3,06$) it can be concluded that H_0 is rejected, so H_a accepted, then the situational

leadership style of kindergarten headmaster and school environment together influence on teacher kindergarten performance. Furthermore, significance test of regression coefficient. The summary of the analysis results can be seen in the following table.

Table 13. Testing Coefficient Regression X_1 and X_2 toward Y

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	117,302	11,270		10,408	,000
1 Gaya kepemimpinan	,273	,079	,287	3,461	,000
Lingkungan sekolah	,249	,081	,255	3,070	,000

a. Dependent Variabel: Teachers' Performance

In the table looks the price t_{count} situational leadership style of kindergarten headmaster for 3,461, significant level 0.000. To determine the t_{table} can be done by referring to the statistical table with the significance of $0.05 / 2 = 0.025$ with degrees of freedom $df = n-k-1$ or $140-2-1 = 137$, the results obtained for t_{table} of 1.656. If the value of $t_{count} < t_{table}$ $3,461 < 1,656$, then H_0 is accepted, so it can be concluded that the situational leadership style of kindergarten headmaster partially has no effect on teacher performance. Furthermore, the table looks at the tuition cost of the school environment of 3.070, a significant level of 0.000. To determine the t_{table} can be done by looking at the statistical table on the significance of $0.05 / 2 = 0.025$ with degrees of freedom $df = n-k-1$ or $140-2-1 = 137$, the results obtained for t_{table} of 1.656. If the value of $t_{count} > t_{table}$ $5,914 > 3,070$, then H_0 rejected, so it can be concluded that the school environment partially affect the performance of kindergarten teachers. Furthermore, to know the relation of leadership style situational head of kindergarten (X_1) and school environment (X_2) to teacher performance (Y), whether the relationship is predictive or not, then multiple regression analysis with 2 independent variables as follows: $Y = a + b_1x_1 + b_2x_2$. Where y is the predicted value of the dependent variable (performance), a is a constant, b_1b_2 is the regression coefficient, x_1 the independent variable (leadership style) and x_2 is the independent variable (school environment). The values at the output are then incorporated into multiple linear regression equations as follows $Y = 117.302 + 0.273X_1 + 0.249X_2$. The meaning of these numbers is the value of constants (a) 117,302; this can be interpreted if the situational leadership style of head of kindergarten and school environment value is 0, then the performance of kindergarten teacher is 117,302. The value of regression coefficient variable situational leadership style head of kindergarten (b_1) value that is 0,273; this can be interpreted that every increase of leadership style of 1 unit, hence will improve teacher performance equal to 0,273 unit with assumption other independent variable fixed value. The regression coefficient value of the school environment variable (b_2) is worth, that is 0.249; this can be interpreted that every improvement of school environment equal to 1 unit, hence will improve performance equal to 0,249 unit with assumption other independent variable fixed value. Based on the results of a very significant test, the hypothesis which states that "situational leadership style of head of kindergarten and school environment together affect the performance of kindergarten

teachers" can be accepted in the level of 95% confidence and the magnitude of influence of 11.2%.

7. DISCUSSION

The Influence of Situational Leadership Style of Kindergarten's Headmaster toward Teachers' Performance

The results showed that X_1 situational leadership style of kindergarten headmaster influence significantly to Y teacher performance with the effect of 5.1% of t test results. The better the situational leadership style of the kindergarten head, the better the teacher performance. The findings in this study are in line with the following studies. First, Machumu and Kaitila (2014: 53) findings in Tanzania reveal that "democratic leadership style is the most dominant in best performing primary schools". Second, the findings of Shamaki (2015: 200) in Nigeria reveal that "democratic style contribute more to teachers of job productivity than autocratic style". Thirdly, Adeyemi's (2010: 83) findings in Nigeria reveal that "teachers' job performance was found to be in the principal by using stylish leadership style". Fourth, Adam's research (2014: 64) in Yogyakarta Special Region stating that "leadership style of principal has a significant effect on the performance of teachers of elementary school in Gondokusuman sub-district. Fifth, Goldring's findings, et al. (2007: 7-8) at Vanderbilt University, Tennessee who revealed that "principals play a major role in developing a" professional community "of teachers who guide one another in improving instruction". Sixth, Hardman's research (2011: 139) in South Florida concludes that "leadership style facilitates a change in their schools by working to shift the viewpoint of their staff toward what they consider meaningful learning and achievement". Seventh, Suwarni's research (2011: 213) in Blitar states that "there is a significant positive influence between the headmaster style variables on the performance variables of private high school economic teachers in Blitar city and district". Eighth, research by Dahshan et. al (2017: 35) in Saudi Arabia, which concluded "transformational leadership style was higher than transactional leadership style in both hospitals, and there were statistically significant positive correlations between the perceived leadership styles and organizational commitment". Ninth, a study by Riswan (2014: 53) in Medan, which reveals that "the leadership of the Principal, the culture of organization, the competency of

teacher and job satisfaction has a positive direct influence on the job performance of principal simultaneous". Tenth, research by Yuliandri & Kristiawan (2017: 26) in Palembang reveals that "the headmaster's leadership is able to improve teacher performance with the achievements of his teachers". The results of this study are also supported by the theory put forward by Kristiawan et al (2017: 22) stating that "the headmaster's leadership can shape a positive school culture, where staff and teachers share insight, and are dedicated to improving school and teaching. The expert theories that support this research is the theory that the style of leadership is "the pattern of behavior shown by the leader in influencing others" (Sedarmayanti, 2017: 364). In addition, the opinion of Hunges reported by Chasbiansari states that leadership style is "an individual ability to interact effectively with the environment and influence other people in order to achieve goals in a social context that is tailored to the culture, environment, the situation faced and the value embraced by individuals". This study uses situational leadership style variables, supported by the Hersey and Blanchard theories that develop situational leadership models (SLM) that have attracted the attention of many managers. Large companies and small businesses have used SLM and are enthusiastic in supporting its value. SLM emphasis is on the followers and

level of maturity. The leader must correctly assess or intuitively know the maturity level of followers and then use a leadership style appropriate to its level (Gibson et al., 2012: 331). Readiness is defined as the ability and willingness of people (followers) to be responsible for directing their own behavior. It is important to consider two types of readiness: work and psychological. A person who is high in job readiness has the knowledge and ability to do the job without a manager who organizes or directs the work. A person who is high in psychological readiness has the motivation and desire to do high-quality work. Again, this person has little need for direct supervision (Gibson et al., 2012: 331). Hersey and Blanchard used the Ohio State study to develop four leadership styles available to managers.

1. Telling (Style or landing). The leader defines the role needed to do the job and tells the followers what, where, how, and when to do the task.
2. Selling (Style peddling). Leaders give followers a structured instruction but also support.
3. Participating, Leaders and followers share in decisions on how best to complete high quality work.
4. Delegating, The leader gives a little task, and low relationships.

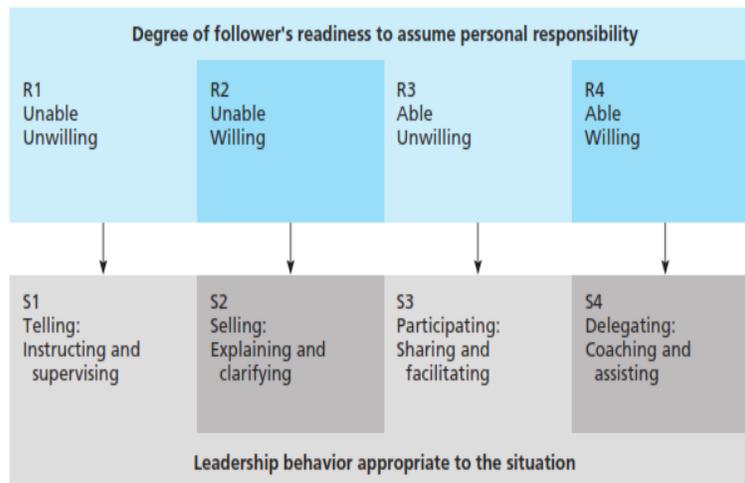


Figure 4. The Hersey-Blanchard Situational Leadership Model

Based on several opinions that have been put forward above can be said that the situational leadership style of kindergarten headmaster has a close relationship with the performance of teachers in carrying out the task. Furthermore, when viewed from the results of data on the performance shows that the performance of kindergarten teachers already in the category enough. This shows that teacher performance in terms of learning planning activities, implementation of learning, implementation of assessment of learning, follow-up assessment results with data obtained from the results for the average with the ideal maximum score of $130.32 / 160 = 0.81 = 81\%$ in either category. Although this is good, but the performance of teachers still need to be improved again because the performance of teachers is very important in achieving the goals of an agency. Teacher performance is a set of important and specific tasks that exist in the office. This means that the activities of learning planning, implementation of learning, implementation of assessment of learning, follow-

up assessment results done teachers need to be improved, especially in terms of implementation of learning. Improved performance based on research results can be done by improving the leadership style situational head of kindergarten. As we can see from the results of research, especially in terms of implementation of learning and follow-up assessment results in the category enough. This means in the activities of learning planning, implementation of learning, implementation of assessment of learning, follow-up assessment results have reached a good category. This is also supported by the theory put forward by Sule (2013: 41) "for subordinate performance to be effective, the leader must adopt the leadership style that will encourage it. The theory posited that performance is effective if a situational style was adopted (by the leader)".

The Influence of School's Environment toward Teachers' Performance

The results of the study found that the school environment significantly influence the performance of kindergarten teachers with the effect of 3.4% of the t test results. In this finding, it can be interpreted that school environment factors have a significant influence on the improvement of teacher kindergarten performance. In other words, the performance of kindergarten teachers can be improved with the school environment. The better the school environment, the better the teacher performance. This is supported by previous research entitled "Implementation of Analisis path to know factors influencing college lecturer's performance" stated simultaneously, empathy variable, leadership, compensation, job satisfaction, work discipline and school environment significantly influence the performance that is equal to 68, 8% (Kusuma, 2013). Subsequent studies that support the school environment have an effect on teacher performance, which was found by Bahri (2011: 9) in Gowa who found that "there is a significant influence on the perception of the work environment on the performance of elementary school teachers in the Tinggimoncong Gowa Regency". Furthermore, this study was also supported by Asvio's study (2016: 107) which revealed that "there is a significant relationship between the learning environment and interest". Next, research supporting this research also researches Asvio (2017: 29) which reveals "learning environment has a significant positive influence on undergraduate learning achievement of Islamic Education Management of IAIN Batusangkar in 2016", where the use of environmental variables studied here comprises the school environment that affects the work and more attention to activities that support the work. In addition, the results of this study in accordance with the theory Tu'u (2004: 1) which suggests that "formal education institutions, where this place teaching and learning activities take place, science is taught and developed to students. Teachers will be able to work hard if they have a good school environment so that they perform well. Another theory put forward by Byars & Rue (Bahri, 2011: 6), "The physical environment, which includes factors such as temperature, humidity, ventilation, noise, light, and color, can have an impact on the design of jobs". Physical environment of factors such as temperature, humidity, ventilation, noise, light, and color can have an impact on the planning of a job. "The working environment directly or indirectly determines the level of comfort in working Anoraga (Bahri, 2011: 6) states that "a good working environment will affect both the parties, in this case the workers, the leaders, or on the results of their work". The school environment is an important part of every activity, without the school environment no real activity. The school environment as a driving force or puller that leads to behavior towards a particular goal. Furthermore, when viewed from the results of research data on the performance shows that the performance of teachers is good enough. This indicates that the performance of teachers in terms of learning planning activities, implementation of learning, implementation of assessment of learning, follow-up assessment results are quite good (data processed in 2017). Although this is good enough, but the teacher's performance still needs to be improved because teacher performance is very important in achieving the purpose of an agency. Teacher performance is a set of important and specific tasks that exist in the office. This means that the activities of learning planning, implementation of learning, implementation of assessment of learning, follow-

up assessment results done teachers need to be improved, especially in terms of implementation of learning. These performance improvements, based on research results, can be done by improving the school environment. As can be seen from the results of research that the school environment, especially in terms of student behavior and school facilities have reached the good category. But for the environmental indicators of this school are mutually support needs to be improved even more so that teacher performance can increase as well.

The Influence of Situational Leadership Style of Kindergarten's Headmaster and School's Environment toward Teachers' Performance

From the results of the study found that the leadership style situational head of kindergarten and school environment influence together significantly to the performance of teachers by 11.2% in kindergarten Sekir District Ilir Barat I Palembang. From these findings it can be interpreted that the situational leadership style factor of head of kindergarten and school environment together has a significant predictor of the improvement of teacher kindergarten performance. In other words, teacher performance can be improved by creating a situational leadership style of kindergarten heads and a good school environment. The better the situational leadership style of the kindergarten head and the school environment the better the teacher's performance. The findings of this research are supported by Mulyasa theory which suggests that performance = Ability X Environment. According to this model one's performance is a function of multiplication between the ability and the school environment. From the theory can be formulated one of the factors that mempegaruhi performance is the ability of more directed researchers on the style of leadership and school environment. In line with that, no less important is to improve the situational leadership of kindergarten by providing training or training related to the ability of a person in social interaction. On the other hand, to improve the school environment in this research can be done by fostering good cooperation between fellow teachers so as to improve the conducive environment to work, so that the situational leadership style of head of kindergarten and school environment can jointly improve teacher performance. The results of data analysis hypothesis testing showed that the three hypotheses have been tested empirically. From the results of data analysis shows that the situational leadership style of kindergarten headmaster and school environment either individually or jointly have a significant effect on teacher performance. This finding supports the framework of thinking which states that the situational leadership style of kindergarten headmaster is one factor in the process of improving teacher performance, so as to achieve maximum performance. However, the role of school environment in improving performance is not less important. When these two factors are synergized, it will be able to produce more maximal kindergarten teacher performance.

8. CONCLUSION

The results concluded that 1) there were significantly influence of situational leadership style on kindergarten teachers' performance; 2) there were significantly influence of school environment on kindergarten teachers' performance; and 3) there were simultantly influence of situational leadership style

and school environment on kindergarten teachers' performance.

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