The Effect of Perception on Head Master's Supervision, Organization Culture and Achievement Motivation Toward Teacher's Performance of Private Junior High School (MTs Swasta) 44 Area Deli Serdang District.

PutriKhairaniLubis[1] Darwin[2]Restu[3]
Corresponding Author: PutriKhairaniLubis

Abstract: *The purpose of this research are to find out: 1) the effect of perception on head master's supervision toward achievement motivation, 2) the effect of organization culture toward achievement motivation, 3) the effect of perception on head master's supervision toward teacher's performance, 4) the effect of organization culture toward teacher's performance, and 5) the effect of achievement motivation toward teacher's performance. This research method is path analysis quantitative research. The population is 239 private junior high school of 44 area Deli Serdang district and the sample 139 by using Isaac and Michael. The research instrument is questionnaire with Likert scale. Research data is processed and analyzed by using path analysis. The path analysis is started with normality analysis through Lilliefors formula, Homogeneity test through Berlet and Linier and Regression. Based on hypothesis test, it is concluded that: (1) there is an direct effect perception on head master supervision toward achievement motivation, it is showed by $t_{count}= \rho_{31}>t_{table\alpha=5\%}(5,1931 > 1,645)$; (2) there is an direct effect organization culture on achievement motivation, it showed by $t_{count}= \rho_{32}>t_{table\ \alpha=5\%}(3,09315 > 1,645)$; (3) there is an direct effect perception on head master supervision toward teacher's performance by $t_{count}= \rho_{41} >t_{table\ \alpha=5\%}(4,15118 > 1,645)$; (4) there is an direct effect organization culture toward teacher performance, it is showed by $t_{count}= \rho_{42}\ t_{table\ \alpha=5\%}(2,10739 > 1,645.)$; (5) there is a direct influence of achievement motivation on teacher performance, it is showed by $t_{count}= \rho_{43}>t_{table\ \alpha=5\%}(2,32026 >1,645)$.*

Key words: *Teacher's performance, Perception on Head Master Performance, Organization Culture and Motivation Achievement*

I. Introduction

Teachers are one of the important human resources and very influential on the quality of education, especially in realizing quality education. Teachers have a very important and fundamental role in realizing accountability of the provision and delivery of quality education services. Without a qualified teacher, efforts to improve the quality of education will not be achieved maximally. Teachers have a strategic role in guiding, directing, and educating students in the learning process. Teachers have a bigger role in creating quality teaching and learning process. Where the quality or not the process of teaching and learning activities can be studied from the factors of qualification and performance of teachers. The performance of qualified teachers will improve the quality of education in schools.

Sagala, [1] argued that performance is a function of motivation and ability to complete a task or job, a person must have a degree of willingness and a certain level of ability. Performance is a certain requirement that ultimately can be directly reflected from the resulting output in the form of quantity and quality. The resulting output can be a result/work either in the form of physical / material or nonphysical/nonmaterial.

The teacher must have a true personality.True personality is related to the personality that is supported by the discovery of vision, leadership and good self-management.The situation of teachers in Indonesia is also very alarming.

As revealed by Mangkuprawira and Vitayala in Yamin, [2]states that "performance is a multi-dimensional construction that includes many factors that influence it".These factors are as follows:

----

[1]Department of Educational Management State University of Medan, Indonesia
[2]Lecturer of State University of Medan, Indonesia
[3]Lecturer of State University of Medan, Indonesia

----

1) Personal/individual factors, including knowledge, skills (*skill*), ability, self-confidence, and commitment owned by each individual teacher.
2) Leadership factors include aspects of the quality of managers and *team leaders* in conducting supervision (evaluation), providing encouragement, encouragement, direction, and employment support to teachers.
3) Team factors include the quality of support and encouragement by peers in a team, trust in team members, cohesiveness, work culture and closeness of team members.
4) System factors, including work systems, work facilities provided by school leaders, organizational processes and work culture within the organization (school).

Further Gibson , Ivancevich and Donnelly,[3]illustrates a more detailed and comprehensive ririskiky about the factors that affect the performance *(performance)* as follows:

1) Individual Variables, including ability, skill, physical mental, family background, social level, experience, demography (age, origin, gender).
2) Organizational variables, including resources, leadership, rewards, job design structures.
3) Psychological variables that include perception, attitude, personality, learning and motivation.

The same is expressed Gibson, Ivancevich and Donnelly (in Sukarman Purba, [4]) said that performance is the level of success in carrying out the task and ability to achieve the goals set.The same is stated by Rivai and Basri, (2005: 14) (in Sukarman Purba, [4])that performance is the result or level of success of a person as a whole over a certain period in carrying out the task compared with various possibilities such as work standards, targets or targets or predetermined criteria have been mutually agreed upon.Performance is a management measurement tool used to assess the level of accountability of a person in performing their duties.

Teacher performance will be optimal, when integrated with school components, be it school principals, school organizational culture, teachers, employees and students as found by Pidarta, [5]There are several factors that can affect the performance of teachers in carrying out their duties are: 1) leadership/supervision of the principal;2) school culture/climate;3) expectations;and 4) the confidence of school personnel.Thus it appears that the effectiveness of the principal's leadership and school culture will help determine the poor performance of teachers.

Based on data obtained from daily around Indonesia (2012) Manullang suggests that the quality of teachers in North Sumatra is still low.This is evident from the results of Initial Competency Test (UKA) in 2012. North Sumatra is ranked 25 of 34 provinces with an average value of 37.4 far from the national average of 42.25.It shows that teacher quality and performance are still low in North Sumatra including Deli Serdang Regency.(Jentina Oktorida Purba, 2013), [6].

In addition based on pre-survey results assisted by the principal of 126 teachers of Private Junior High School 44 Area Deli Serdang March 23, 2016 showed that more than half of 56% of teachers who have low performance obtained data percentage of teacher response to teacher performance in these are in the low category.Detailed data on teacher performance indicators can be seen in the following table:

No	Indicator	PBMactivities	Percentage (%)
1	Planning	✓ The teacher is assumed not to prepare the Learning Program Plan (RPP) when the learning process begins ✓ Teachers do not prepare learning media ✓ The teacher does not prepare for the lesson material to be taught ✓ Teachers are not preparing for the teaching method they want to use	50% of teachers did not prepare for planning in the learning process
2	Implementation	✓ Some teachers leave the class at the time of the learning process ✓ The teacher conducts the learning process without preparationteachers in and out are not timely in the learning process ✓ Some teachers come too late, so the learning process does not take place effectively. ✓ Weak management, organizing and development of learning process conducted by teachers ✓ The way of student learning is still classical in which the students are still limited to listen and see the teaching materials presented by the teacher.	40% of teachers do not implement in the learning process
3	Evaluation	✓ The teacher does not return the student's daily re-examination ✓ Teachers do not make changes in the delivery of material to their students ✓ Teachers always prioritize the achievement of curriculum targets. ✓ In an oral test at the end of the lesson, the teacher is less skilled in asking questions to students	30% have not conducted any final evaluation in the learning process

Source: From the Headmistress of 44 Area Deli Serdang

Based on the above interviews, there is a clear picture of the condition that the teacher's performance is still low.The teacher's performance should be enhanced with the aim to give maximum contribution in efforts to educate the nation's generation in accordance with the law applied by the government and create graduates who are smart, smart and creative who will become the nation's generation that is qualified and able to compete in national and international level.

Many factors lead to low performance of teachers, even tersebutkan performance will be optimal, as pointed Saerozi, [7]when integrated with school components, be they principals, school cultures, teachers, employees and students.According to MalthisandJackson[8]f there is a ktor thatinfluenceperformanceindividual,namely: 1) ability;2) motivation;3) Support facilities;4) the type of workthattheydo;and 5) connectionswithorganization.

Teacher performance will be optimal, when integrated with the school component of school principal, school culture / climate, teachers, staff, and students.Pidar ta (1995) in Saerozi,[7]suggests there are several factors that can affect the performance in carrying out its duties are: 1) leadership;2) school culture;3) expectations;and 4) personnel confidence.

In line with the above opinion Mathis and Jackson (2001) asin Umam , [9]states that "there are several factors that affect the performance of individual labor.As for these factors, namely: 1) ability;2) motivation;3) support received;4) existencethe work they do;5) their relationship with the organization ".In linewith this pandapat, based on a performance diagara m from Colquit et al,[10]can be explained that the outline of performance is influenced by four components, namely;individual mechanisms, individual characteristics, group mechanisms, and organizational mechanisms.Furthermore, an individual's performance is directly affected by factors of job satisfaction *(job satisfaction)* and motivation *(motivation),* while indirectly influenced by the culture of the organization and leadership.

Based on the above explanation, it is known that there are factors thataffect one's performance.The factors such as;ability, motivation, leadership, organizational culture, and so forth.In parallel, Gibson (1987) outlines in Umam,[9]states there are 3 factors that affect the performance, namely;individual factors, psychological factors, and organizational factors.

From the four opinions above it can be concluded that factors influencing teacher performance are: 1) ability;2) motivation;3) support facilities;4) relationship with the organization;5) organizational culture;6) leadership;and 7) personnel confidence.

The success of a principal to a supervisor can be demonstrated by the increased performance of teachers.Improved performance of teachers is characterized by awareness and skills to carry out responsible duties.Professional is a work or activity run by a person and a source of income for a life that requires expertise or skills that meet the quality standards of professional education.

Teacher performance is also influenced by school organizational culture.Culture/school is the atmosphere of work, study, communicate, and mingle within the educational organization Pidarta, [5]With the creation of a conducive school/organizational climate, teachers will feel comfortable working and motivated to work more effectively and efficiently.This reflects that a conducive school culture strongly supports teacher performance improvement.

Teacher performance will be optimal, when integrated with the school component of school principal, school culture/climate, teachers, staff, and students.Sebgaimana which diungkapak H. Natton and D.Smith in (Ridwan,[11]) .Dimensions of school effectiveness include;1) the meaningfulness of teaching and learning process;2) school management/school management;3) the effectiveness of school culture;4) strong principal leadership;5) school *output* (outcomes and achievements);and 6) *outcome* (*benefit*).

Teachers who are motivated to work will lead to work skills, because the needs of teachers who are compelled to encourage teachers to improve performance.Principal supervisory activities are psychologically influential to teacher work satisfaction, teachers who are satisfied with the principal's supervision and high achievement motivation will work voluntarily which can make teacher work productivity increase.But if the teacher is less satisfied with the implementation of the principal's supervision and low achievement motivation, the teacher in the less enthusiastic work will result in decreased teacher productivity.

There are teachers who have high achievement motivation because they get promotion, get benefits, but there is also a teacher whose motivation is low because he does not get promotion of position.Achievement motivation related to welfare, work environment, career development opportunities, and additional services to teachers.

From the description of teacher performance can be influenced by achievement motivation factor .This is based on the assumption that working without motivation will quickly get bored, because there is no driving force to keep work morale stable.Motivation is a commodity that is needed by everyone, including teachers.Motivation is needed to live life, lead a group of people and achieve organizational goals.Achievement motivation is an encouragement that grows and develops from within the teacher to do the best job possible so

that goals will be achieved.Achievement motivation can occur if the teacher has pride in success.Though the teaching task is a proud and challenging task, so teachers should have achievement motivation.

II. Methods

This research method is quantitative research type path analysis (*path analysis*).According to Riduwan, [12]path analysis is used to analyze the relationship pattern between variables with the aim to know the direct or indirect effect of a set of independent variables *(exogenous)* to the dependent variable *(endogen)* .

The target population in this study is the Private of Private Junior High School44 AreaKabupaten Deli Serdang in the 2015/2016 school year with the following criteria: 1) Master of civil servant; 2) Fixed Master Foundation. Based on the criteria, the population of this study is 239 teachers.

Based pendapa t above, this study population was 239 teachers, then under the provisions of the attached tables developed by *issac* and *Michael* for the specified error rate of 5% of sample 139 teachers.

Data Collection Techniques and Research Instruments
1. Research Instrument
The data collection tool in this research is using questionnaire.
2. Testing of Instruments and Research Instruments
a. Test of Grain Validity
To find out the instrument determination is validity test by using product moment correlation formula.The criterion used to test the validity of the grains have a correlation coefficient$r_{count} > r_{table}$,at a significant level α = 0,05. It means the item is valid if$r_{count} > r_{table}$,otherwise if$r_{count} \leq r_{table}$declared invalid. The invalid item does not used.
b. Reliability of instrumentTest
Questionnaire that used must be valid and reliable, therefore reliability questionnaire will be analyzed by Cronbach Alpha technique (1984).
To obtain valid items from each indicator is done by finding correlations between the instrument items of each indicator. According to Husaini and Akbar [13]for r less than 0.80 declared void (not reliable)

Data Analysis and Hypothesis Test Techniques
Data dianalisisdenganmenggunakanteknikkorelasi dan regresi linier sederhana dan gandasertakorelasiparsial.
1) Data Description
The data obtained are first searched for the average count and standard deviation to be studied. To find the average count used the formula:

Me = $\sum fx / \sum f$ Sudjana[13].

To find of deviation standard was used the formula below:Sudjana[14].

$$SD = \frac{n.\sum fx^2 - (\sum fx)^2}{n(n-1)}$$

2) Category of data tendency of each variable
Data of each research variable will be described by using descriptive statistics, where to identify when the variable as reference used the average value of the ideal score (Mi) and ideal deviation standard (SDi) of all research objects.Arikunto[15].
3) Analysis Requirements Test
a. Normality Test
To know the normality of data, it is used the data normality test by using the Lilliefors test and the error estimation test of Y over X is intended to determine whether the regression error of Y over X is normally distributed or not. This testing criterion is if $F(Z_1) - S(Z_1)$ with largest balanced $L_0 < L_{0table}$ at a significant level 0,05. If the requirements are met, then the sample comes from a normally distributed population.
b. Homogeneity Test
Homogeneity tests are needed to see if the population group data obtained have homogeneous variance or not. One of the techniques to test homogeneity according to Usman and Akbar [8]is Bartlett Test. The homogeneity of data tested is Y over X1 and Y over X_2. The test criteria are used if $X^2_{count} < X^2_{table}$, then the homogeneous variant, at a significant level α = 0,05. X^2_{count} was counted by using the formula below:
$X^2 = (In10) [B - \sum db \log S_i^2]$

where:

$$B = \left(\sum db\right)\log S^2$$

$$S^2 = \frac{\sum db . S_i^2}{\sum db}$$

c.   Data Linearity Test

Test linearity of data is done to ensure whether the regression obtained is meaningful when used to make conclusions about the relationship between the variables that analyzed with the level of trust 95%. Linearity test and regression coefficient was done by using coefficient as follows:

$Y = a + b \, Xi$ Sudjana[14].

$$a = \frac{\left(\sum Y\right)\left(\sum X^2\right) - \left(\sum X\right)\left(\sum XY\right)}{n\left(\sum X^2\right) - \left(\sum X\right)^2}$$

$$b = \frac{n\left(\sum Y\right)\left(\sum X^2\right) - \left(\sum X\right)\left(\sum XY\right)}{n\left(\sum X^2\right) - \left(\sum X\right)^2}$$

4)   Correlation Test (r)

Correlation test is done to know whether the relationship between variables is really independent or not. The formula used to test the correlation between endogenous and exogenous variables is *product moment,* that is:

$$r_{x1x2} = \frac{N.\sum X_1 X_2 - (\sum X_1).(\sum X_2)}{\sqrt{\left\{N.\sum X_1^2 - (\sum X_1)^2\right\}\left\{N.\sum X_2^2 - (\sum X_2^2)\right\}}}$$ Sugiyono, [15].

5)   Calculation of Path Analysis

Path analysis techniques are used to examine the direct effects of endogenous and exogenous variables. The calculation of path analysis is calculated based on the following equation:

$r_{12} = \rho_{21}$

$r_{13} = \rho_{31} + \rho_{32} \, r_{12}$

$r_{23} = \rho_{31} \, r_{12} + \rho_{32}$

$r_{14} = \rho_{41} + \rho_{42} \, r_{12} + \rho_{43} \, r_{13}$

$r_{24} = \rho_{41} \, r_{12} + \rho_{42} + \rho_{43} \, r_{23}$

$r_{34} = \rho_{41} \, r_{13} + \rho_{42} \, r_{23} + \rho_{43}$ Sudjana, [14].

III. Result And Discussion

Description of Research Data Result

Overall highest score, lowest score, the average value, variance and standard deviation for each study variable can be pointed at t abel follows:

No	Uraian	X_1	X_2	X_3	X_4
1.	Jumlah	13990	14074	17398	19971
2.	NilaiTertinggi	136	129	175	195
3.	NilaiTerendah	70	73	75	85
4.	Modus	90	90	125	151
5.	Median	101	100	125	150
6.	Rata-rata	100,65	101,25	125,17	143,68
7.	Standardeviasi	13,78	14,83	21,21	24,34

1.   Perception Variable on Headmaster Supervision (X_1)

The result of the research shows that perception variable about supervision of principal spread from 70 to 136 score with average value of 100,65 and standard deviation of 13,78. To know more clearly about the frequency distribution of perception scores on principal supervision, it is stated in the following table:

Class	Class Interval	$F_{.Absolut}$	$F_{.Relative}(\%)$
1.	70-77	6	4,30
2.	78-85	14	10,10
3.	86-93	25	18,00
4.	94-101	28	20,10

5.	102-109	32	23,00
6.	110-117	18	12,90
7.	118-125	9	6,50
8.	126-133	5	3,60
9.	134-141	2	1,40
Amount		**139**	**100.00**

Based on Table 4.2 above can be seen that with the average value of 100.65 is in the class interval 94-101.This proves that as many as 28 research respondents or 20.10% are on average grade scores.The remaining 66 respondents or 47.40% are above the average score of the class and as many as 45 respondents or 32.40% are below the average score of the class.

2. Organizational Culture Variables (X₂)

The result of the research shows the score of organizational culture variables collected, spread from score 73 to 129, the average value of 101.25 and the standard deviation of 14.83.To know more clearly about the frequency distribution of cultural score orgization can be put forward in the table as follows:

Class	Class Interval	F.$_{Absolut}$	F.$_{Relative}$(%)
1.	73-79	7	5,00
2.	80-86	21	15,10
3.	87-93	20	14,40
4.	94-100	22	15,80
5.	101-107	20	14,40
6.	108-114	14	10,10
7.	115-121	22	15,80
8.	122-128	12	8,60
9.	129-135	1	0,70
Amount		**139**	**100.00**

Based on Table 4.3 above it is known that the average gain of 101.25 is at the 101-107 class interval.This proves that as many as 20 respondents or 14.40% are on average grade scores.A total of 49 or 35.20% were above average grade scores and as many as 70 respondents or 50.30% were below grade average scores.

3. Outstanding Motivation Variable (X₃)

The results obtained by the score of achievement motivation variable that collected, spread from score 75 to 175, the average value of 125.17 and standard deviation of 21.21.To know more clearly the description of the distribution of achievement motivation scores d apat raised in the table as follows:

Class	Class Interval	F.$_{Absolut}$	F.$_{Relative}$(%)
1.	75-86	7	5,00
2.	87-98	11	7,90
3.	99-110	17	12,20
4.	111-122	24	17,30
5.	123-134	33	23,70
6.	135-146	21	15,10
7.	147-158	15	10,80
8.	159-170	7	5,00
9.	171-182	4	2,90
Amount		**139**	**100.00**

Based on Table 4.4 above can be seen that with the average value of 125.17 is in the interval class of 123-134.This proves that as many as 33 respondents or 23.70% are on average grade scores.The remaining 47 respondents or 33.80% are above the average score of the class and as many as 59 respondents or 42.40% are below the average score of the class.

1) Teacher Performance Variables (X_4)

The result of the research shows the teacher performance score collected, spread from score 85 to 195, the average value is 143,68 and the standard deviation is 24,34.To know more clearly the description of the frequency distribution of teacher performance variables can be presented in the table as follows:

Class	Class Interval	F.Absolut	F.Relative(%)
1.	85-98	6	4,30
2.	99-112	12	8,60
3.	113-126	15	10,80
4.	127-140	18	12,90
5.	141-154	34	24,50
6.	155-168	39	28,10
7.	169-182	13	9,40
8.	183-196	2	1,40
Amount		**139**	**100.00**

Based on Table 4.5 above it can be seen that with an average score of 143.48 is in the interval class 141-154.This proves that as many as 34 respondents or 24.50% are on average grade scores.The remaining 54 respondents or 38.90% were above the average score of the class and 51 respondents or 36.60% were below the average score of the class

IV. Research Findings

From the analysis of path coefficients found a significant direct effect between the perception of the principal's supervision on achievement motivation.This can be seen from the value of $\rho_{31} = 0.406$ and the price $t_{count} = 5.1931 > t_{table} = 1.645$.Thus the proposed research hypothesis that there is a direct influence of perception on the principal's supervision on teacher achievement motivation in Private MTs Se Sub Rayon 44 Deli Serdang District can be accepted and tested its truth.The magnitude of direct influence of perception variable about principal supervision on teacher organization culture is 16,45%.

From the analysis of path coefficients found significant direct effect between organizational culture on achievement motivation.This can be seen from the value of $\rho_{32} = 0.256$ and the price $t_{count} = 3.09315 > t_{table} = 1.645$.Thus the proposed research hypothesis that there is a direct influence of organizational culture on teacher achievement motivation in Private MTs Se Sub Rayon 44 Deli Serdang District can be accepted and tested the truth.The magnitude of direct influence of perception variable about principal supervision on teacher achievement motivation of 6.70%.

From the analysis of path coefficients found a significant direct influence between the perception of the principal's supervision on teacher performance.This can be seen from the value of $\rho_{41} = 0.335$ and the price $t_{count} = 4.15118 > t_{table} = 1.645$.Thus the proposed research hypothesis that there is a direct influence of perceptions on the supervision of principals on the performance of teachers in private MTs Se Sub Rayon 44 Deli Serdang District can be accepted and tested the truth.The magnitude of direct influence of perception variable about principal supervision on teacher performance is 11,17%.

From the path coefficient analysis found no influence between organizational culture on teacher performance.This can be seen from the value of $\rho_{42} = 0.170$ and the price $t_{count} = 2.01739 < t_{table} = 1.645$.Thus the proposed research hypothesis that there is a direct influence of organizational culture on the performance of teachers in MTs Private Sub Rayon 44 Deli Serdang District is not accepted and untested the truth.The magnitude of the direct influence of organizational culture variable on teacher performance is 2.89%.

From the path coefficient analysis found a significant direct effect between achievement motivation on teacher performance.This can be seen from the value of $\rho_{43} = 0.194$ and the price $t_{count} = 2.23026 > t_{table} = 1.645$.Thus the proposed research hypothesis that there is a direct influence of achievement motivation on the performance of teachers in private MTs Se Sub Rayon 44 Deli Serdang District can be accepted and tested the truth.The magnitude of the direct influence of achievement motivation variable on teacher performance of 3.78%.

From the analysis of path coefficient found indirect proportional influence of perception variable about principal supervision on teacher performance through achievement motivation of 2.85% and path coefficient analysis found indirect proportional influence of organizational culture variable on teacher performance through achievement motivation of 1.01 %

V. Conclusion

Based on the results of data analysis and hypothesis submission, it can be put forward the following conclusions:

1. There is a direct influence of perception on principal supervision on teacher achievement motivation in Private MTs Se Sub Rayon 44 Kabupaten Deli Serdang, it means that the better the supervision of the principal, the better the motivation for achievement of MTs Sws 44 Kab. Deli Serdang.
2. There is direct influence b udaya organization to motivation of achievement of teacher at MTs Swasta Se Sub Rayon 44 Regency of Deli Serdang, it means the better organizational culture then the better also motivation of achievement of work MTs Private Se-Sub Rayon 44 Kab. Deli Serdang.
3. There is a direct influence of perception on school principal supervision on teacher performance in private MTs Se Sub Rayon 44 Kabupaten Deli Serdang, it means the better the supervision of principal then the better performance of teachers MTs Private Se-Sub Rayon 44 Kab. Deli Serdang.
4. There is a direct influence of organizational culture on the performance of teachers in private MTs Se Sub Rayon 44 Kabupaten Deli Serdang, meaning the better the organization's culture the better the performance of teachers MTs Private Se-Sub Rayon 44 Kab. Deli Serdang.
5. There is influence of direct influence of achievement motivation on teacher performance at Private MTs Se Sub Rayon 44 Regency of Deli Serdang, it means that the better motivation of achievement of teacher hence the better also performance of MTs Private Teacher Se-Sub Rayon 44 Kab. Deli Serdang.

Reference

[1]. Sagala, H.Syaiful, *Kemampuan Profesional Guru dan Tenaga Kependidikan.* Bandung: Alfabeta, 2009, pp. 180.
[2]. Yamin, Martinis, *Profesional Guru dan Implementasi KTSP,*Jakarta: Gaung Persada Perss, 2007, pp. 155
[3]. Gibson, James L, Jhon M. Ivancerich and James H. Donelly, *Organisation,* (Djarkasih, Terjemahan) Jakarta: Erlangga, 2006, pp. 56.
[4]. Sukarman Purba, *Kinerja Pimpinan Jurusan di Perguruan Tinggi.* Laksbang: Yogyakarta, 2009, pp. 7.
[5]. Pidarta, *Peran Kepala Sekolah Pada Pendidikan Dasar*, Seri Manajemen Pendidikan. Jakarta: Grasindo.1995, pp.152.
[6]. Jentina Oktorida Purba, *Implementasi Supervisi Kademik Model Artistik Dalam Meningkatkan Kinerja Guru SMP di Kabupaten Deli Serdang*. Tesis Unimed. 2013.
[7]. Saerozi, Pengaruh Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru Di Sekolah Dasar Negeri Cepoko 01 Kecamatan Gunungpati. Diakses ari file:///F:/skripsi/file%20daftar%20pustaka/pengaruh-kepemimpinankepala-sekolah.html pada tanggal 24 Desember 2016, Jam 10.47 WIB.2005, pp.2.
[8]. Mathis, Robert L. dan Jhon H. Jackson. *Manajemen Sumber Daya Manusia*. Terjemahan. Jakarta: Salemba Empat. 2005, pp.82.
[9]. Umam, Khaerul, *Prilaku Organisasi*. Bandung: Pustaka Setia. 2010, pp, 189.
[10]. Coquitt, Jason A., Jeffery A. LePine, dan Michael J. Wesson, *Organizational Behavior: Improving Performance and Commitment in the Workplace*. New York: McGraw Hill. 2015, pp, 8.
[11]. Riduwan, Belajar Mudah Penelitian Untuk Pegawai-Karyawan dan Peneliti Pemula.Bandung: Alfabeta. 2008, pp. 335.
[12]. Riduwan, Kuncoro, A.E. *Cara Menggunakan dan Meamakai Analisis jalur*. Bandung: Alfabeta. 2008, pp. 2.
[13]. Usman dan Akbar. *Pengantar Statistik,* Edisi Ke 2. Jakarta: Bumi Aksara, 2008, pp. 293.
[14]. Sudjana. *Metode Penelitian Statistik,* Edisi Ke-6 Bandung: Tarsito, 2005, pp. 66-330
[15]. Arikunto, Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktik*. BinaAksara. Jakarta, 2003, pp. 188.
[16]. Sugiyono, Metode Penelitian Pendidikan. Pendekatan kuantitatif, kualitattif, dan R & D. Cet 7. Bandung: Alfabeta, 2009, pp. 228.