



Influence Of Organizational Culture, Leadership Style And Competence Of Teacher Performance State SMA In East Oku

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ABSTRACT

This study aims to determine the Effect of Organizational Culture, Leadership Style, and Competence on the Performance of Public High School Teachers in East OKU. The implementation of this research for 3 (three) months includes designing, implementing and reporting the results of research. The study was conducted at SMA Negeri Timur OKU. In this study the total population was 70 people consisting of 30 people as a trial sample and 40 people as a research sample. Sampling in this study using a census sampling technique that is taking the sample as a whole from the total population. Based on the results of data analysis obtained regression coefficients for the regression coefficient variables for Organizational Culture variables of 0.269 with a significance level of 5%, Leadership Style by 0.304 with a significance level of 5%, regression coefficients for the Competence variable by 0.422 with a significance level of 5%, while insertion constant value of 13,856. Furthermore, the coefficient of the variable obtained by Organizational Culture is 0.269 with a significance of 5%, the Leadership Style variable with Teacher Performance is 0.305 with a significance level of 5%, the correlation coefficient for the Competency variable is 0.423 with a significance level of 5%, while the correlation coefficient (R) of 0.626 or 62.6% which means it has a very strong relationship between the independent variable and the dependent variable, also obtained a coefficient of determination (R²) of 0.757 This value can be interpreted that the large percentage of the influence of the variables of Leadership Style, Organizational Culture and Competence together with Teacher Performance 75.70%. In other words, the effective contribution of Organizational Culture, Leadership Style, and competence to the Performance of Teachers of Public High Schools in East OKU is 75.70% while the remaining 24.30% is influenced by other variables not included in this study.

The conclusion of this study is that senior high school leaders in East OKU are advised to continuously improve their Organizational Culture, Leadership Styles and Competencies so that with their self-awareness together they always strive to achieve the goals that have been set together.

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1. Introduction

At this time to obtain a software is not too difficult, this is because many software developers have Education is an important aspect to improve the quality of human resources to be able to compete with the times. The existence of a nation can be measured by the level of development of education. According to Law Number 20 of 2003 concerning the National Education System, what is meant by education is a conscious and planned effort to create an atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-education, personality, intelligence, noble character. , as well as the skills needed by himself, society, nation and state.

Good and directed education, only possible by professional teachers. The teacher plays a very important role and responsibility in the implementation of teaching programs in schools. According to the Ministry of Education and Culture (2015). The teacher is one of the essential components in the world of education. The roles, tasks and responsibilities of teachers are very meaningful in realizing the goals of national education, which are to educate the nation's life, improve the quality of Indonesian people, including the quality of faith and piety, noble morals, and mastery of science, technology, and art, and to realize advanced Indonesian society



, fair, prosperous, and civilized. Improved teacher performance is influenced by several things such as organizational culture, leadership style and teacher competence to support teacher performance improvement. Teacher performance appraisals are carried out in order to achieve goals and comply with predetermined standards, so as to produce the desired actions and results. Performance appraisal is carried out to suppress inappropriate behavior and to stimulate and enforce undesired behavior through timely feedback of performance results with an award.

The success of a leader in moving his subordinates in carrying out the vision and mission of the organization will be influenced by the leadership style and organizational culture which is the process or the way the leader uses the relationship and authority towards the led. The main activity of leadership is to foster employee in general and teachers in particular so that the quality of learning increases. Good learning quality is determined by the organizational culture that has been created in school organizations.

Organizational culture in schools must be able to accommodate changes in both the teacher. The culture of school organizations also has a vision and mission that makes the people in the organization proactive, anticipative, especially in the current information era which is full of challenges, opportunities and competition. One important aspect to realize education that is able to produce quality human resources is the teacher. The teacher is basically one of the components in the learning process that plays a role in efforts to form potential human resources in the field of development. As a component in the field of education, a teacher must actively participate and place his position as an educator.

2. Literature Review

According to Mangkunegara (2010) the term performance comes from the word "Job Performance" or "Actual Performance" which means work performance or actual achievements that can be achieved by someone. Furthermore Mangkunegara (2010), in his explanation outlines the notion of performance as a quantity of work results achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. Performance is the result of implementing a job both physical / material and non-physical / non-material because it is influenced by ability (ability) and work discipline (motivation). Based on this opinion, performance can be interpreted as the work implementation process and can be seen clearly from the results of work that has been achieved.

Leaders are people who have the task to direct and guide subordinates and are able to get support from subordinates so that they can move them towards the achievement of organizational goals. Leadership is the process of influencing organized group activities in an effort to determine their goals and achievements. In the opinion of Gatto (2012) quoted by Imam (2012) states that there are 4 styles of leadership namely; directive leadership style, consultative leadership style, participation leadership style and delegate leadership style. It can be concluded that leadership style is a field of work that is based on education, knowledge, abilities, skills and certain expertise so that it has competence. In this study the authors used the Gatto theory approach (2012).

According to Deal and Kennedy, quoted by Ndraha (2015) said that culture is essentially an integrated pattern of human behavior that includes thoughts, words, actions, artifacts and depends on human capacity to learn and transmit them for the success of existing generations. From this understanding it can be understood that organizational culture cannot be simply captured and seen by outsiders, but can be understood and felt through the behavior of its members and the values they profess. Deal and Kennedy added, values are essentially the essence of a culture. It is the essence of organizational philosophy. Values provide a sense of common direction for all members and guidance for daily behavior. The stronger the values are internalized, the stronger the culture influences their lives. Sometimes the culture is so strong and cohesive that everyone knows the goals of the organization and they are willing to work to achieve it. According to Ndraha (2005) culture is a process (throughput). A process of changing from one condition (input) to the next condition (output) or a process of changing a set of inputs into output in accordance with the vision and mission or goals of the organization. From the use, enjoyment or implementation of the output obtained outcomes, from the evaluation of the results obtained material to be used as feedback (reinput), and so on.

The implementation of teacher certification is one form of the implementation of Law Number 14 of 2005 concerning Teachers and Lecturers, through competency standards and teacher certification as an empowerment process, it is hoped that there will be improvements in living arrangements that are more just, democratic, and the establishment of truth and justice among teachers and education personnel. In teacher competency and certification standards, empowerment is intended to improve school performance through teacher performance in order to achieve goals optimally, effectively and efficiently.

3. Research Methodology



This research was conducted at a state high school in East OKU. This research is expected to contribute and benefit in improving leadership style, organizational culture, competence and performance. In collecting data, researchers used interview techniques, documentation, and distribution of questionnaires to all respondents, data processing and thesis writing were declared complete and could be disseminated and tested. The time needed for this research is 3 (three) months, from July to September 2019, from the planning, implementation and reporting process of research results, so that the research can be carried out systematically and continuously.

The method used is a quantitative survey method with a descriptive approach. In conjunction with this survey technique, Haryono (2010) further stated that the survey is a research technique in which information is collected using questionnaires. Descriptive approach is considered the most appropriate to carry out this research with the consideration that the information expected is obtained about the symptoms at the time of the study. Cause and effect analysis is needed to investigate the effect of independent variables with the dependent variable so that the hypothesis can be accurately tested.

Population and generalization area consisting of objects / subjects that have certain quantities and characteristics determined by researchers to be studied and then drawn conclusions. The population in this study is East OKU Public High School teachers while the sample is part of the population that will be the object of research. In this study the population was 59 people. Sampling in this study uses a saturated sample that is taking the sample as a whole from the total population. In carrying out this study, researchers need to collect data through survey data obtained directly from data sources by the method of data collection conducted by giving / distributing questionnaires about the four research variables.

According to Siswoyo (2014) if there is absolutely no knowledge about the amount of variance from the population. In this case the best way is to simply take a certain percentage, say 5%, 10% or 50% of the entire population. Some things that can be used as a guide to determine the large percentage of the sample are: (1) if N is large, a small percentage can already meet the requirements, (2) the size of the sample should not be less than 30. As for taking samples with Saturated Samples, namely overall sampling of 70 people, as many as 40 research data and trial data of 30 people. For more details, it can be seen in table 3.1. the following :

Table 1.
PNS East High School PNS teacher in 2019

Jenis Kelamin	Jumlah Guru (orang)	Tingkat Pendidikan (orang)		Jumlah Guru Sertifikasi (orang)	Jumlah Sampel Data (orang)	Jumlah Sampel Uji Coba (orang)
		S1	S2			
Laki-laki	15	9	6	13	10	7
Perempuan	49	35	14	46	30	23
Jumlah	64	44	20	59	40	30

4. Results And Discussion

In accordance with the objectives of the study in this chapter, successively discussed the instrument testing (validity and reliability test), the presentation of research results in the form of data description of each variable, testing the requirements of analysis (Normality Test, Homogeneity Test, and Linearity Test), Test Classical Assumptions (Heraskoresdita, Multicollinierity), hypothesis testing The Influence of Leadership Style, Organizational Culture and Competence on the Performance of High School Teachers in East OKU, both partially and simultaneously, discussion of research results processed with the SPSS (Statistical Program for Social Science) version 17 for windows, and try to give a conclusion from these results.

A. Descriptive Statistical Analysis

The results of data processing about the Leadership Style variables obtained through instruments given to 40 respondents were 14 questions, it turns out the results showed that the lowest score was 56, and the highest score was 66. Data collected after processing it produced an average (mean) of 61.00 , the median is 60.77, the mode is 60 and the standard deviation is 2.970. The data shows that the mean (mean) and mode with a median are not much different.

To find out the description of the variable data of the Organization Culture of Teachers of State Senior High Schools in East OKU, the researchers sought to collect data about the Teacher Organizational Culture of a number of 40 respondents. From the results of data processing about Teacher Organizational Culture obtained through instruments given to respondents as many as 18 questions, the results of the study showed that the lowest score was 83 and the highest score was 90. The data collected after being processed produced an average value of 76 , 40, median 76.36, 79 mode default deviation 3.018. The data shows that the average is not too

much different. This illustrates that the distribution of Organizational Culture variable data distribution tends to be normally distributed.

To find out the data description of the variable of Competence for Teachers of Public High Schools in East OKU, researchers sought to collect data about Teacher Competence of a total of 40 respondents. From the results of data processing about Teacher Competencies obtained through instruments given to respondents as many as 14 questions, the results of the study showed that the lowest score was 71 and the highest score was 83. The data collected after processing then produced an average value of 87, 85 median 87.87, mode 83 and the default deviation of 2,420. The data shows that the average is not too much different. This illustrates that the Work Discipline variable distribution of data distribution tends to be normally distributed.

From the data collected after it is processed about the data of the Performance of Teachers of Public High Schools in East OKU through instruments given to 40 respondents, the lowest score is 58 and the highest score is 68, then from the data collected after it is processed it produces an average value (mean) of 62.33, median of 62.64 mode 62 and standard deviation of 2.503. From these data shows that the mean count (mean) and mode with a median that is not much different. This illustrates that the frequency distribution of the variable performance of teachers in state high schools in East OKU tends to have a normal distribution of data.

Table 2.
Variable Frequency Distribution

		KINERJA GURU (Y)	GAYA KEPEMIMPINAN (%)	BUDAYA ORGANISASI (%)	KOMPETENSI (%)
N	Valid	40	40	40	40
	Missing	0	0	0	0
Mean		62.33	61.00	76.40	87.83
Std. Error of Mean		.347	.412	.419	.336
Median		62.64*	60.77*	76.36*	87.87*
Mode		62	60	79	90
Std. Deviation		2.503	2.970	3.018	2.420
Variance		6.264	8.824	9.108	5.858
Range		10	10	12	9
Minimum		58	56	71	83
Maximum		68	66	83	92
Sum		3241	3172	3973	4368
Percentiles	10	58.40*	56.71*	72.28*	84.28*
	20	59.63	58.11	73.57	85.76
	25	61.08	58.86	74.00	86.19
	30	61.48	59.28	74.43	86.51
	40	62.16	59.97	75.36	87.17
	50	62.64	60.77	76.36	87.87
	60	63.13	62.20	77.57	88.84
	70	63.67	63.07	78.40	89.40
	75	63.95	63.30	78.87	89.82
	80	64.30	63.98	79.23	90.13
	90	65.10	65.07	79.97	90.84

B. Validity test

Based on the results of Pearson Moment Correlation data analysis using the SPSS program states that all questions both for the variable Teacher Performance (Y), Leadership Style (X1), Organizational Culture (X2) and Competence (X3) are valid. This is indicated by looking at the value of Sig. (2-tailed) is smaller or equal to 0.05 in the table.

Based on the results of the instrument testing as many as 14 items of Leadership Style statements, the results obtained all statements have a total Pearson correlation score (r) > 0.3061, it can be concluded that all items are declared valid. Based on the 18 instrument test results of the Organizational Culture statement, the results of all statements have a Pearson correlation total score (r) > 0.3061, then it is concluded that all items are declared valid. Based on the results of the instrument test as many as 14 items of Competency statements, the results obtained all statements have a total Pearson correlation score (r) > 0.3061, it can be concluded that all items are declared valid. Based on the 18 instrument test results of the Teacher Performance statement, the

results of all statements have a Pearson correlation total score (r) > 0.3061, so it can be concluded that all items are declared valid.

C. Reliability Test

Reliability test is a test to prove that what is used is constant or unchanged. The Reliability Test used in the study was to use the Cronbach's Alpha technique through the SPSS program version 17.0. The results of each reliability test can be seen in the table below. Based on the table below it appears that the Cronbach Alpha value the calculation is greater than the condition α (alpha) which is 0.60. This shows that each variable in this study has a high level of reliability.

Table 3.
Analysis Results of Reliability Tests

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
KINERJA GURU (Y)	225.25	45.015	.878	.707
GAYA KEPEMIMPINAN (X ₁)	226.58	54.837	.389	.919
BUDAYA ORGANISASI (X ₂)	211.17	42.969	.725	.769
KOMPETENSI (X ₃)	199.73	48.750	.774	.756

D. Inferential Statistical Analysis

Normality test

Normality test is intended to see whether the research data is feasible or not. In parametric statistics, the assumptions used are the results of data from each variable studied in normal distribution. With these assumptions, in every study that uses parametric statistical design the distribution of variable data must be tested beforehand whether the data is normally distributed or not. If after the normality test is done on the data it turns out to be normally distributed, then the research can be continued and vice versa. Data normality test in this study was carried out using the SPSS program. A data is said to be normally distributed if the asymp value. Sig. (2-tailed) is greater than the alpha level set at 5% (0.05). The results of the normality test are presented in table 4.3 below:

Table 4.
Results of Analysis of Normality Test

One-Sample Kolmogorov-Smirnov Test					
		KINERJA GURU (Y)	BUDAYA ORGANISASI (X ₂)	GAYA KEPEMIMPINAN (X ₁)	KOMPETENSI (X ₃)
N		40	40	40	40
Normal Parameters ^{a,b}	Mean	62.33	76.40	61.00	87.85
	Std. Deviation	2.503	3.018	2.970	2.420
Most Extreme Differences	Absolute	.198	.151	.153	.159
	Positive	.120	.133	.132	.098
	Negative	-.198	-.151	-.153	-.159
Kolmogorov-Smirnov Z		1.428	1.091	1.107	1.149
Asymp. Sig. (2-tailed)		.134	.186	.173	.142

Based on the table above it appears that the Asymp value. Sig. (2-tailed) for the three variables greater than the alpha value set at 0.05, the variable data in this study are normally distributed. This was also seen from the Kolmogorov-Smirnov Z value which showed a positive number.

Homogeneity Test

Homogeneity test is intended to test the similarity of two population variances that are normally distributed so that it is known whether the sample data is obtained from a population that is homogeneous or not. Homogeneity test analysis results can be seen that all variables are homogeneity.

Linearity Test

Linearity test is intended to determine whether linearity deviations occur or not. Before testing the linear regression, linearity testing is first performed in order to find out whether linearity deviations occur or not. Based on the results of data processing known values of Sig. In the Deviation from Linearity row, values of 0.91, 0.77 and 0.15, or greater than alpha 5% (0.05), are accepted, meaning that the variables X₁, X₂ and X₃ have a linear relationship with the variable Y Based on the inferential test above shows that all the requirements of each variable have been met so that the statistical model in this study can be done.

Classic assumption test

Following are the results of the multicollinearity test between independent variables namely Leadership Style, Organizational Culture and Competence.

Table 5
. Free Variable Multicollinearity Test Results

Model	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
GAYA KEPEMIMPINAN	.807	1.240
BUDAYA ORGANISASI	.941	1.063
KOMPETENSI	.836	1.196

Dependent Variable: Kinerja

Based on the results of data processing above, to test the presence or absence of multicollinearity in the linear regression model can be done by looking at the VIF value of each independent variable and looking at the correlation value between the independent variables. According to Santoso (2010) this multicollinearity assumption test is carried out by calculating the value of the Variance Inflating Factor (VIF), if the VIF is less than 5 then it means that there is no multicollinearity.

In the table above, it is known that the VIF value of each independent variable is smaller than 5, namely the VIF value of Leadership Style is 1.240, the VIF value of Organizational Culture is 1.063 and the VIF Competency value is 1.196. Thus it can be concluded that among the independent variables there is no correlation or multicollinearity does not occur in the linear regression model.

Heteroscedasticity Test

In this study the symptoms of heteroscedasticity were detected by the Glejser method. The basis for taking the Heteroscedasticity Test is If the significance value (sig) between the independent variables and the dependent residual is greater than 0.05, then there is no heteroscedasticity problem.

Table 6
Heteroscedasticity Test Results

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	13.854	6.787		2.041	.047
GAYA KEPEMIMPINAN (X ₁)	.304	.060	.361	5.034	.000
BUDAYA ORGANISASI (X ₂)	.269	.110	.324	2.453	.018
KOMPETENSI (X ₃)	.422	.138	.408	3.060	.004

- Regression Coefficient (b):
 - b₀ = 13,854 means: if there is no increase in Leadership Style, Organizational Culture and Competition the Teacher's Performance is 13,854.
 - b₁ = 0.304 means: if there is an increased Leadership Style then Teacher Performance will increase by 0.304 assuming that other factors are fixed.
 - b₂ = 0.269 means: if there is an increase in Organizational Culture, Teacher Performance will increase by 0.269 assuming that other factors remain.
 - b₃ = 0.422 means: if there is an increase in Competency the Teacher Performance will increase by 0.422 assuming that other factors remain.
- Correlation Coefficient

Based on the correlation analysis test results obtained sig > 0.5 with a positive sign. With the description as follows:

- Variable X₂ (Organizational Culture) to Y (Teacher Performance) has a very high correlation because the value of sig = 0.766 as the deflection of sig 0.70 - 1 is very high.
- Variable X₁ (Leadership Style) to Y (Teacher Performance) has a substantial correlation, because the value of sig = 0.562 as sig 0.40 - 0.69 is moderate.
- Variable X₃ (Competence) to Y (Teacher Performance) has a very high correlation because the value of sig = 0.789 as the deflection of sig 0.70 - 1 is very high.

- Coefficient of Determination



The coefficient of determination (R^2) is used to measure together (aggregate) how much influence all independent variables have on the dependent variable. In this study the coefficient of determination (R^2) is used to measure the influence of Leadership Style (X_1), Organizational Culture (X_2) and Competency (X_3) together (aggregate) on Teacher Performance (Y). The results of statistical analysis with the help of SPSS release 17.0 obtained the coefficient of determination (R^2) = 0.757 which means that 75% of the Teacher Performance variable (Y) can be explained by the variables of Leadership Style (X_1), Organizational Culture (X_2) and Competence (X_3), whereas 25% is explained by other factors not included in the regression equation.

Variation Analysis (ANOVA)

Analysis of variation (ANOVA) functions how much influence the variation of the independent variables on the dependent variable. In this study, it will be analyzed how much influence the variations in Leadership Style (X_1), Organizational Culture (X_2) and Competency (X_3) together on Teacher Performance (Y). The test used in the analysis of variations is the F-Test. The results of statistical analysis using the application of SPSS ver 17 obtained analysis of variations (ANOVA) $R^2 = 0.69$ means that 69% of the Teacher Performance variable (Y) can be explained by the Organizational Culture variable (X_2), while 31% is explained by other factors not covered in the regression equation.

The results of the statistical analysis using the F-Test (ANOVA), that the Leadership Style (X_1), Organizational Culture (X_2) and Competence (X_3) are jointly significant to Teacher Performance (Y). This situation is indicated by the value of $F_{count} = 28.733 > F_{3.221}$ ($sig = 0.000 < 0.05$). The form of influence between Leadership Style, Organizational Culture and Competence on Teacher Performance through the equation $\hat{Y} = 13,854 + 0,304X_1 + 0,269X_2 + 0,422X_3 + e$.

5. Conclusions

The multiple linear regression model to see the influence of organizational culture leadership style and competence on teacher performance is $Y = 13,856 + 0,305 X_1 + 0,270 X_2 + 0,423 X_3 + e$. From the results of the equation of the regression model produced an average value of teacher performance of 13,854 units assuming other factors are considered constant. For the leadership style variable a positive regression coefficient is obtained (0.304), which means the better the leadership is applied the better the teacher's performance.

From the organizational culture variables also obtained a positive regression coefficient (0.269), which means that the more conducive the organizational culture, the better the teacher's performance will be. From the competency variable also obtained a positive regression coefficient (0.422), which means that the more professional the teacher's competence, the better the teacher's performance will be. The results of the simultaneous regression analysis obtained the calculated F value (28.733) > from the F table (3.221) or p value (0.00) smaller than the 5% significance level which means that between the variables of leadership style, organizational culture and competence can be stated together -sama (X_1 , X_2 and X_3) has an influence on teacher performance (Y).

R value = 0.626 (63.0%) shows the magnitude of the correlation value of the independent variable with the dependent variable. The coefficient of determination (R square) = 0.757 (76%) which is the average contribution of the influence of X_1 , X_2 and X_3 to Y , while 24% is influenced by other factors. This means that the influence of organizational culture, leadership style, and competence is quite large on the performance of high school teachers in East OKU.

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