

Relationship between the Principal Role, Motivation and Satisfaction with the Performance of Elementary School Teachers

Aslamiah, Agustina Irawati*, Muhammad Saleh

Graduate of Educational Management, Lambung Mangkurat University, Banjarmasin 70123, Indonesia

ARTICLE INFO	ABSTRACT
<p>Article history</p> <p>Received:</p> <p>Revised:</p> <p>Accepted:</p> <p>Keywords: Role of Principal, Teacher Work Motivation, Teacher Job Satisfaction, Teacher Performance</p>	<p>The study aims to describe: the role of the principal with teacher performance, work motivation with teacher performance, job satisfaction with teacher performance, the role of the principal with motivation, the role of the principal with job satisfaction, the role of the principal with teacher performance through work motivation, the role of the school principal with teacher performance through variable job satisfaction. The study was conducted in 30 primary schools in Kandungan sub-district using a sample of 176 of the population of 308 teachers. Data collection uses instruments that have been tested for validity and reliability. Data analysis to test hypotheses using path analysis with multiple regression methods. The results of the study found: The role of the Principal has a relationship with teacher performance. work motivation has a relationship with teacher performance, job satisfaction has a relationship with teacher performance, the role of the principal has a relationship with work motivation, the role of the principal has a relationship with job satisfaction, work motivation is an intermediary between the role of the principal and teacher performance, job satisfaction is an intermediary between the role of principals and teacher performance.</p> <p> © 2019 The Authors. Journal of K6, Education, and Management (j-K6EM). ISSN: 2580-2135. Published by Graduated Program of Educational Management, Universitas Lambung Mangkurat, Banjarmasin 70123, Indonesia. This is an open access article under the CC-BY-SA license.</p>

*Correspondence: Agustina Irawati; E-mail: agustimirawati@gmail.com

I. Introduction

The most dominant teacher factor affecting the quality of learning is teacher performance. According to Kompri (2015) good teacher performance will produce teaching quality. Seeing the importance of this, the assessment of teacher performance is increasingly important, when the institution will reposition. That is, how institutions must know what factors are capable of influencing Teacher's performance. Many factors influence teacher performance, according to Gibson and Dembo (1984). (I), Teacher Performance factors are influenced by three groups of variables, including: (a) Individual variables, including: ability and skills in understanding curriculum, educational background, social level, experience), demographics (age, ethnicity, type sex); (b) Organizational variables, including: resources, leadership (in this case the provision of supervision services), rewards, structure, job design, (c) Psychological variables, including: perception, attitude, personality, learning, motivation, job satisfaction and climate work.

In addition to work motivation that is thought to have an effect on teacher performance is the leadership of the principal, communication between fellow teachers and the principal can be said to be less well run, the principal does not provide full motivation to the teacher so that sometimes the teacher is still reluctant to develop his professional level. Work motivation is an encouragement from within and outside one's self, to do something that is seen from internal and external dimensions. Work motivation has an important role to play in creating professional teachers.

Job satisfaction is one of the important factors that affect performance because most of human time is spent at work. Aslamiah (2015), job satisfaction is an evaluation that describes a person for his attitude, happy or unhappy, satisfied or not satisfied at work. Teachers who have high job satisfaction will work with enthusiasm so as to provide opportunities to achieve high work results. Suriansyah (2013), in his study concluded that performance is formed from perceived job satisfaction, perceived and evaluated by someone. In the context of the teaching and learning process the teacher has the duty to encourage, guide, and provide learning facilities for students to achieve goals.

Explanation of the determinants of increasing teacher job satisfaction in schools, including leadership of school principals. The principals have at least a role and function as educators, managers, administrators, supervisors, leaders, innovators, motivators, figures,

and mediators (EMASLIM -FM). The principal is a person who has professionals who work on a professional pattern that is mutually agreed to support and support the success of learning. A wise school principal is a leader who is always close to his subordinates, but often the principal goes away from the teachers. In the practice of his leadership, the principal becomes a figure made an example, being an inspector for schools, always motivating and encouraging his subordinates to always innovate, work hard and professionally so that they can support development, increase priorities, for greater interests, always foster loyalty and enthusiasm the teachers and employees of the school, and encourage subordinates to be able to think in new ways in each school activity (Suhaimi, 2018).

2. Methodology

The population in this study were all teachers in the UPT Education Office in Kota Kandangan Sub-district, which were spread out of 30 schools from 308 teachers, 174 samples were taken. Determination of the number of samples for each school is used according to proportional provisions (Sugiyono, 2014). The instruments used in this study used questionnaires and Teacher Performance Assessment sheets that had validity and reliability. While the analysis of the data used to discuss the hypothesis is path analysis. The path analysis is a method for measuring the validity of the theory of causal relationships between or more variables that can be used using research.

3. Findings and Discussion

This type of research is conducted using quantitative descriptive. This study understands the role of the principal (X), teacher work motivation (Z1), teacher job satisfaction (Z2) and teacher performance (Y) SD Kandangan sub-district.

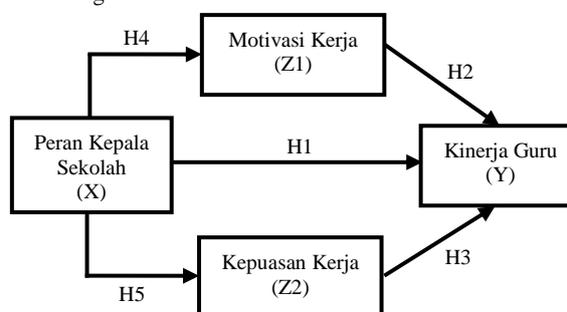


Figure 1. Relationship Diagram between Variables X, Z1, Z2, Y

The results of the respondents' path analysis of the research variables, namely the role of the principal,

work motivation, job satisfaction, and teacher performance.

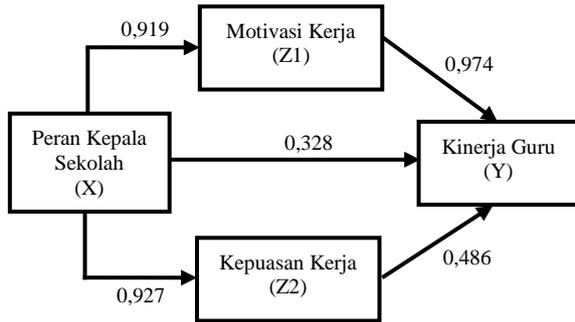


Figure 2. Results of the Analysis of the Relationship Between the Role of Principals (X), Work Motivation (Z1), Job Satisfaction (Z2) and Teacher Performance (Y)

From the results of the regression calculation above can be calculated the indirect relationship of the Principal's Role (X) with teacher performance (Y) through teacher work motivation (Z1). For the value of the path coefficient can be seen in the picture below

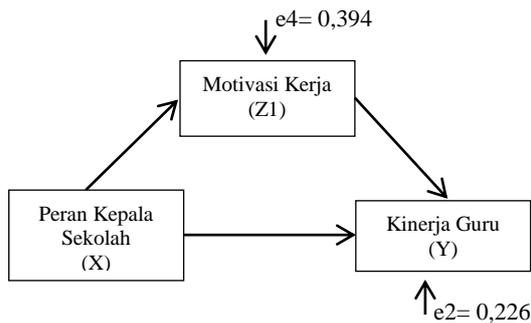


Figure 3. Relationship Model X Relationship Against Y through Z1

Based on the picture above, looking for indirect relationships is as follows:

PTL (X - Y) = P4 x P2 So that: PTL (X - Y) = 0.919 x 0.974 = 0.895

From the results of the regression calculation above, it can be calculated the indirect relationship of the principal transformational leadership (X) to teacher performance (Y) through Job Satisfaction (Z2). For the value of the path coefficient can be seen in the picture below:

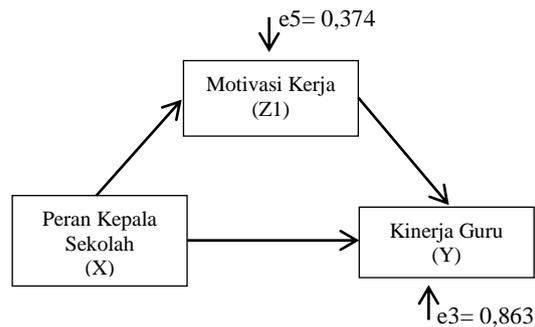


Figure 4. Relationship Model X Relationship Against Y through Z2

Based on the picture above, looking for indirect relationships is as follows:

PTL (X - Y) = P5 x P3 So that: PTL (X - Y) = 0.927 x 0.486 = 0.45

Table I. Summary of Decisions Testing Hypotheses H1, H2, H3, H4 and H5

	Hypotheses	p	Decision
H1	there is a direct relationship between the role of the principal and the teacher's performance at the Public Elementary School in Kandangan sub-district.	0.328	accept
H2	there is a direct relationship between teacher work motivation and teacher performance in Public Elementary Schools in Kandangan sub-district	0.974	accept
H3	there is a direct relationship between job satisfaction and teacher performance in Public Elementary Schools in Kandangan sub-district	0.486	accept
H4	there is a direct relationship between the role of the principal and the motivation of the work of state elementary school teachers in Kandangan sub-district	0.919	accept
H5	there is a direct relationship between the role of the principal and the work satisfaction of the Public Elementary School in Kandangan sub-district	0.927	accept

Tabel 2. Summary of Decisions Testing Hypotheses H₆, and H₇

Hypotheses	Relationship Coefficient	Decision
	Indirect	
H ₆ there is an indirect relationship between the Role of the Principal and the teacher's performance through the work motivation of the State Elementary School teachers in Kandangan Sub-District as much as	0,895	accept
H ₇ there is an indirect relationship between the Role of the Principal and the teacher's performance through the job satisfaction of state Primary School teachers in Kandangan Sub-District as much as	0,450	accept

An overview of the role of the principal, work motivation, job satisfaction and performance of primary school teachers in Kandangan Sub-district

The Role of Head of Public Elementary School in Kandangan Sub-district

The role of the school principal is one of the determining factors in improving the quality of education in the school. This can be seen from the steps of the principal in encouraging and motivating school people to realize the vision, mission and goals of the school through programs that are carried out in a planned and gradual manner. This needs to be mentioned because of the close relationship between the quality of the principal and various aspects of school life such as school discipline and the school's cultural climate. In that case, the principal is responsible for micro education management, which is directly related to the learning process in school. What was disclosed above becomes more important in line with the increasingly complex demands of the principal's job, which requires more effective and efficient performance support. Therefore, a principal is ideally a person who has strong management skills and leadership in order to be able to make decisions or as a decision maker and dare to take the initiative to improve the quality of the school.

The results showed that the role of school principals in public elementary schools across Kandangan Sub-district had an average total score of 4.09. This number shows a very high value. The sub-variable as the mediator gets the highest average value of 4.22. This value is in a very high category, meaning that the principal in the Kandangan Sub-District Primary School has very good ability in conveying policies from the government to all school members, being able to accommodate the aspirations of the school community and convey it to the government and the principal become an intermediary between the community and the school community.

Sub-Variable Value as a leader gets the smallest average value which is equal to 3.97, but the value is still included in the high category, meaning that the average headmaster in the Public Elementary School in Kandangan Sub-District has a good personality and is able to understand all school members and can make decisions both internally and externally.

Motivation of the work of Public Elementary School teachers in Kandangan District

Motivation is generally interpreted as the driving force in a person to carry out activities to achieve certain goals. Motivation in this study was measured through indicators of driving factors and health factors.

The results showed that the average value of the total work motivation of teachers was 4.08, which meant that the motivation of the work of Public Elementary School teachers in Kandangan Sub-District, Hulu Sungai Selatan District was very high. The opportunity to grow sub-variables gained the highest average value of 4.20. This value includes a very high category, meaning that the teacher gets support from the principal to participate in various activities aimed at improving the ability of the teacher, such as education and training or upgrading. Besides that the principal also provides convenience for teachers who want to improve their education qualifications in the sense that they continue their education to a higher level.

Job Satisfaction of Public Elementary School Teachers in Kandangan District

Job satisfaction refers to the attitudes and feelings someone has about their work. Job satisfaction can be measured through three dimensions, namely: (1) Intrinsic dimensions namely intrinsic satisfaction is obtained when a person does a good job, (2) Extrinsic dimensions namely extrinsic satisfaction derived from rewards earned by individuals, rewards are not always in the form of money but it can be in the form of de-

velopment and recognition, (3) the dimensions of general satisfaction, namely general satisfaction obtained when individuals feel satisfied with the conditions of work and coworkers as a whole.

The results showed that the average total job satisfaction was 4.08, which meant that the work satisfaction of public elementary school teachers in Kandangan Sub-district, Hulu Sungai Selatan District was very high. The recognition sub-variable gets the highest average value of 4.30. This value is included in the very high category, meaning that the public elementary school teacher in Kandangan Sub-District gets praise from the boss when completing the job well.

The value of the Social Service sub-variable has the smallest average value of 3.94, but the value is still in the high category, meaning that the average teacher at the Kandangan Sub-District Primary School gets appreciation from the school for their dedication and his service to the school.

Performance of Public Elementary School Teachers in Kandangan District

Teacher teaching performance is activities that are measured (assessed) to determine the teaching performance of a teacher in planning learning, implementing learning and evaluating learning. Teacher performance in this study is measured through teacher performance assessment issued by the Ministry of National Education, so that indicators in teacher performance assessment include: (1) planning of learning activities programs, (2) implementing active and effective learning activities, (3) learning evaluation or assessment.

The results showed that the average total teacher performance was 3.70 which means that the teacher's performance at the Public Elementary School in Kandangan District is high. The learning assessment sub-variable obtained the highest average value of 3.85. This value is included in the high category, meaning that the teachers of the Public Elementary School in Kandangan Sub-District carry out assessment of learning by referring to or referring to the RPP by utilizing various methods and strategies and using instruments in accordance with the RPP where the results of the assessment will be considered in designing the next RPP.

The sub-value of the learning planning variable gets the lowest average value which is equal to 3.46, the value is included in the medium category, meaning that the average teacher in the Public Elementary School in Kandangan Sub-District in preparing the lesson plan is less concerned with the characteristics of

students the learning process becomes less effective because the strategies or methods specified in the RPP and applied in the teaching and learning process are not in accordance with the characteristics of the students.

Direct Relationship Between the Role of Principals and Performance of Elementary School Teachers in Kandangan District.

The principal is a person who has professional abilities who work on a mutually agreed pattern of professional performance to facilitate and support learning success (Mulyasa, 2006).

To realize optimal teacher performance, the role of a democratic and professional headmaster is needed. So, on that basis it is thought there is a relationship between the role of the principal and teacher performance, meaning that the better the role of the principal the better the performance of a teacher, and vice versa the worse the role of the principal is the lower the performance of a teacher. This relationship is supported by studies from: Azhar (2015) which states that there is a positive relationship between the role of the Principal towards teacher performance. The new paradigm of education management, principals must at least function as educators, managers, administrators, supervisors, leaders, innovators, motivators, figures and mediators (EMASLIM-FM). The success of the role of the principal can be measured using the dimensions of the nine functions.

The results of path analysis (path analysis) indicate that there is a weak relationship between the role of the principal and the teacher's performance as indicated by an R value of 0.328. The study showed that there was an influence of principals' leadership on teacher work effectiveness and the leadership role of principals in improving teacher performance more prominent in terms of principals as educators teachers at Gethsemane Christian Vocational School Manado.

Direct Relationship Between Motivation of Teacher Work and Elementary School Teacher Performance in Kandangan District

A person's motivation starts from the needs, desires and impulses to act in order to achieve needs or goals. This indicates how strong the drive, effort, intensity, and willingness to sacrifice to achieve the goal. The purpose of motivation is to increase work productivity of employees (Hasibuan, 2011). In this case the stronger the motivation or motivation and the higher the performance. This is in accordance with the opin-

ion of Robbins (1997) which states that motivation is defined as the willingness to issue a high level of effort towards organizational goals, which is conditioned by the ability of that effort to meet an individual need.

The results of path analysis (path analysis) indicate that there is a very strong relationship between work motivation and teacher performance, which is indicated by an R value of 0.974. The results of this study are in line with the theory proposed by Armstrong (1994) which states the relationship between motivation and performance is positive because employees who have high motivation will produce high performance as well. This means, the higher the motivation, the higher the employee's performance. Doyle and Wong (1998) suggested a link between achievement motivation and performance. Doyle and Wong said that the success of a business is inseparable from the amount of motivation that arises in the employee's personal. Similar opinions expressed by Munandar (2001): "Performance is the result of interaction between work motivation, abilities (abilities), and opportunities (opportunities)". Furthermore, according to Munandar (2001) states "There is a positive relationship between motivation and performance with achievement, meaning managers who have high achievement motivation tend to have high performance, on the contrary those who have low performance is possible because of low motivation". In the study of Luthans (2006), it was shown that extrinsic motivation in the United States had a positive impact on the performance of Russian employees. Agustina and Sulaiman (2013) who showed work motivation had a positive effect on teacher performance. Motivation is the willingness to struggle or strive to a higher level towards achieving organizational goals (Muchlas, 2005).

According to Robert and Jackson said that a person's performance is influenced by his abilities, motivation, support received, the existence of the work they do, and their relationship with the organization. No less important factors that affect teacher performance are motivation. Motivated employees will usually carry out their duties with enthusiasm and energetic because there are certain motives and goals underlying the action. Vroom Mulyasa (2006) stated that the performance formula is as follows:

$$\text{Performance} = F(\text{ability} \times \text{motivation}).$$

According to this model, a person's performance is a multiplication function between ability and motivation. Employees can work professionally because of their high motivation. Normianti, (2019), there is a

relationship between teacher work motivation and the performance of state elementary school teachers in the District of South Labuan Amas of 0.894. Herzberg (Robbins, 2007) argues that there are motivational factors that are intrinsic which affect a person at work. Including motivational factors are achievement, recognition, world of work, responsibility, and progress. Motivational factors have a big influence on someone's motivation, although this is not something that can be absolutely quantified, because motivation is related to various components that are very complex. Motivational factors can be used as standard dimensions for measuring teacher work motivation. Motivation is a variable that can affect teacher performance. According to Sholeh (2008) that there is a positive relationship between work motivation and one's performance.

Direct Relationship Between Job Satisfaction and Elementary School Teacher Performance in Kandangan District

Job satisfaction is a picture of one's feelings for work and the state of the work environment. Hariandja (2002) reveals that job satisfaction is a range of feelings experienced by individuals both positively and negatively that arise due to various factors or dimensions that exist in their work. Job satisfaction will be realized when a person feels happy with the work and conditions that develop in his work environment. The pleasure itself will arise when with consideration, a teacher can feel that his needs can be met fairly through the work and environment in which he works. Means of satisfying these needs include: salaries or wages, job promotions, patterns of interaction between co-workers, bonuses and health benefits, and other facilities available in work and work environment.

Performance is the work achieved by someone in an organization in accordance with their respective authority and responsibility in order to achieve organizational goals legally, in accordance with the moral and ethics. Performance is a level of achievement in fulfilling one's work. Good performance will be demonstrated through good work behavior too. This performance will then be assessed and evaluated by management, the results will be used to take managerial decisions related to compensation, employee mutations and promotions for the employees concerned. Path analysis shows that there is a moderate relationship between job satisfaction and teacher performance, indicated by an R value of 0.486.

Job satisfaction received and felt by someone's employee will influence the results obtained from his

work. By obtaining job satisfaction by the employee either by giving appropriate salary, the work provided according to his expertise, and the relationship with the boss is well established, this will improve the performance of his employees. So there is a much stronger relationship between job satisfaction and employee performance (Luthans, 2006). Employees who feel satisfied in working will always be positive and always have high creativity (Chang, 2007).

The states that one of the factors of teacher performance is the job satisfaction factor. Job satisfaction factor is a factor that relates to individual feelings towards work that get the expected condition. This shows that there is a very significant positive relationship between job satisfaction and teacher performance. The positive relationship of the study illustrates that the higher the job satisfaction, the higher the teacher's performance and conversely the lower the job satisfaction, the lower the teacher's performance.

Direct Relationship Between the Role of School Principals and Work Motivation of Primary School Teachers in Kandangan District

Motivation of teacher work is very dependent on the condition of the principal's leadership. The key to the success of a leader in mobilizing his teachers or subordinates lies in his ability to understand work motivation factors in such a way as to be an effective driver. These findings support the findings of Mahri (2014). Principal leadership and teacher work motivation have significant relationships with values correlation of 0.813. Principal support can retain teachers to remain highly motivated in teaching. Personal support from school principals can be effective in increasing teacher work motivation is to provide opportunities for subordinates to use their potential and ensure the achievement of individual teacher goals and school institutions as a whole. The principal believes that the ability to build good motivation will build and improve effectiveness and work efficiency, so that subordinates are able to be creative in order to realize good quality education. The ability of principals to build motivation is one of the keys to improving the quality of education because it is calibrated with teacher performance.

The results of path analysis (path analysis) indicate that there is a very strong relationship between the role of the principal and the work motivation of the teacher as indicated by the R value of 0.919, which concluded that principals' leadership and work motiva-

tion together had a significant effect on teacher performance.

The Direct Relationship Between the Role of Principals and Job Satisfaction of Primary Schools in Kandangan District

The whole series of activities in the school is an effort to fulfill the achievement of school goals, so that all school organization activities should be managed more optimally, in order to realize these goals, the quality of teacher work needs to be improved, teacher to work more optimally. One of the principal's duties is as a leader. If the principal can perform his duties, functions, and responsibilities as a good leader and carry out his leadership effectively and efficiently and professionally, then the leadership of the principal can increase job satisfaction for the teacher. Teachers who feel satisfied in their work will be more diligent, resilient, creative and so on in carrying out each of their tasks / jobs which ultimately can create good performance to improve the quality of education. From the description, it can be stated that there is a significant relationship between the leadership of the principal and the job satisfaction of the teacher. The results of path analysis (path analysis) show that there is a very strong relationship between the role of the principal and the teacher's performance, which is indicated by an R value of 0.927. The results of this study are in line with the results of the research of Mahri (2014) which explains that the leadership of school principals and job satisfaction of teachers has a significant relationship. Effective leadership shows high attention to tasks and relationships in a balanced manner. This also shows, the support of the principal in shortening the gap between the satisfaction felt at this time by the teacher and the ideal satisfaction expected by the teacher is very necessary. Giving recognition in non-financial form can be used by the head of the school to further increase teacher satisfaction at work. So there is a significant positive relationship between school principal supervision and teacher job satisfaction.

Indirect Relationship Between the Role of Principals and Elementary School Teacher Performance in Kandangan Subdistrict Through Teacher Motivation

Path analysis shows that there is an indirect relationship between the role of the principal and the teacher's performance through work motivation as indicated by the multiplication value between the direct relationship of leadership role and work motiva-

tion and the direct relationship of work motivation with a performance of 0.895.

Job satisfaction reflects a person's feelings for his job. This is evident in the attitude of employees towards their work and everything they face in their work environment. Leadership support for teacher job satisfaction is very necessary and needs to be created at school, so that teachers can work with high morale, discipline, enthusiasm, dedication and live up to their profession. Teachers who feel satisfied in work because they are influenced by a harmonious leader attitude, show a sense of friendliness, closeness, and full consideration of the teacher, both as individuals and groups. The positive behavior of these principals can encourage, direct, and motivate all school people to work together in realizing the school's vision, mission and goals. Based on the description above, the leadership of the principal is one of the dominant determinants for every teacher at work, especially in increasing teacher job satisfaction concluded that performance can be improved when teacher motivation and job satisfaction increase. A teacher will work hard to achieve satisfactory results, the achievement of these results is expected to be able to provide job satisfaction which further satisfaction will lead to high work motivation so that performance can increase.

Indirect Relationship between the Principal's Role and Elementary School Teacher Performance in Kandangan District Through Job Satisfaction

Job satisfaction and leadership are factors that influence performance so that the leadership of the principal and job satisfaction on the other hand must be able to go hand in hand.

The results of path analysis (path analysis) show that there is an indirect relationship between the role of the principal and teacher performance through job satisfaction as indicated by the multiplication value between the direct relationship of the leadership role with job satisfaction and the direct relationship of job satisfaction with a performance of 0.450.

In order to achieve school goals, the quality of teachers needs to be improved. Therefore, the role of the school principal was made to encourage teachers to work optimally. Teachers who are motivated in teaching are seen in their diligence when carrying out tasks with resilience, full of creativity and so on. As'ad (1980) states that the relationship between subordinates and leaders is very important in increasing work productivity. Subordinate satisfaction can be improved through attention and good relations from the leader-

ship to subordinates, so that the teacher or subordinate will feel that he is an important part of the organization. This has an impact on teacher job satisfaction which can ultimately create good performance. This is in line with the results of Azhar's research (2015) which states that there is a positive relationship between the leadership of the school principal and job satisfaction of teachers and the performance of teachers of public elementary schools in the District of Labuan Amas Selatan.

4. Conclusion and Recommendation

In order to achieve school goals, the quality of teachers needs to be improved. Therefore, the role of the school principal was made to encourage teachers to work optimally. Teachers who are motivated in teaching are seen in their diligence when carrying out tasks with resilience, full of creativity and so on. As'ad (1980) states that the relationship between subordinates and leaders is very important in increasing work productivity. Subordinate satisfaction can be increased through attention and good relations from the leadership to subordinates, so that the teacher or subordinate will feel that he is an important part of the organization. Based on the results of data analysis and discussion as described above, it can be concluded as follows:

1. Role of Principals, Work motivation and job satisfaction in Public Elementary Schools in Kandangan Sub-District are very high classifications, while the performance of teachers of Public Elementary Schools in Kandangan Sub-District is in a high classification.
2. There is a direct relationship between the Principal's Role and the performance of State Primary School teachers in Kandangan Sub-District by 0.328.
3. There is a direct relationship between work motivation and the performance of state elementary school teachers in Kandangan Sub-District by 0.974.
4. There is a direct relationship between job satisfaction and the performance of State Elementary School teachers in Kandangan Sub-District by 0.486.
5. There is a direct relationship between the role of the principal and the work motivation of public elementary school teachers in Kandangan Sub-District by 0.919.
6. There is a direct relationship between the role of the principal and the work satisfaction of state

elementary school teachers in Kandangan Sub-District of 0.927.

7. There is an indirect relationship between the Principal's Role and the teacher's performance through the work motivation of Public Elementary School teachers in Kandangan Sub-District by 0.895.
8. There is an indirect relationship between the Role of the Principal and the teacher's performance through the work satisfaction of Public Elementary School teachers in Kandangan Sub-District by 0.450.

Based on the results of the research that has been done, the researcher gives the following suggestions:

1. In addition, based on the results of the research and conclusions that can be drawn from this study, it is suggested that the State Elementary School teachers in Kandangan Sub-District should be able to plan learning activities more effectively by making learning tools that are tailored to the characteristics of each student. .
2. For school principals in the Public Elementary Schools of Kandangan Sub-District, it is necessary to further enhance their role as leaders by being more assertive in decision making.
3. For further researchers, it is suggested to be able to examine other factors that can also affect teacher performance in addition to the role of the principal, teacher work motivation and teacher job satisfaction, so that other factors related to teacher performance can be identified.

Acknowledgment

Acknowledgments the authors convey to the Lecturers in the Education Management Masters program that has provided input to the authors since conducting research until this article can be completed. The author would like to thank the team of reviewers and editors of the Education Horizon Journal who gave the author the opportunity to publish the results of this study. Hopefully to all who help the author since the research and publication of this article has been rewarded by Allah SWT.

References

- Agustina, R. & Sulaiman. (2013). *Hubungan motivasi dan kepuasan kerja dengan kinerja guru pada SMA Negeri di Kabupaten Pidie*. Jurnal Sains Riset 3 (1).

- Armstrong, M. (1994). *“Handbook of Personal Management Practise”*. 4th Edition. London: Kopan Page Ltd.
- Amstrong, M. (2006). *A Handbook of Human Resources Management Practice* (10th ed.). London: Kogan Page.
- Aslamiah. (2015). *Kepuasan Kerja Guru Dalam Rangka Meningkatkan Efektivitas Sekolah*. Jurnal Prosiding Seminar Nasional PS2DMP UNLAM Vol. I No. 1
- Azhar, J. (2015). *Hubungan Kepemimpinan Kepala Sekolah dan Kepuasan Kerja Guru Dengan Kinerja Guru SD Negeri Di Kecamatan Labuan Amas Selatan*. Tesis. Program Studi Magister Manajemen Pendidikan. Universitas Lambung Mangkurat.
- Chang, S. C. (2007). *A Study on Relationship among leadership, Organizational Culture, the Operation of Learning Organization, and Employees Job Satisfaction*. *Journal of Economic dan Business*, 14 (2), pp: 155-185.
- Doyle, P. and Wong, V. (1998). *“Marketing and Competitive Performance: AnEmpirical Study”*. *European Journal of Marketing*. Vol. 32 No. 5/6 page 514-535
- Gibson, S., & Dembo, M. (1984). *Teacher efficacy: A construct validation*. *Journal of Educational Psychology*, 76, 569–582.
- Hasibuan, M. S. P. (2011). *Manajemen sumber daya manusia: pengertian, dasar, pengertian, dan masalah*. Jakarta: Bumi Aksara.
- Kompri. (2015). *Manajemen pendidikan: Komponen-komponen elementer kemajuan sekolah*. Yogyakarta: Ar-Ruzz Media
- Luthans, F. (2006). *Perilaku Organisasi. Edisi Sepuluh*. Terjemahan. Yogyakarta: Andi Offset.
- Mahri, A. J. W. (2014). *Kepemimpinan Kepala Sekolah, Pengaruhnya terhadap Kompetensi, Motivasi dan Kepuasan Kerja Guru serta Implikasinya pada Kinerja Guru*. Jurnal Fakultas Pendidikan Ilmu Ekonomi dan Bisnis UPI Bandung vol 2 No 1. Hal 39-54
- Muchlas, M. (2005). *Perilaku organisasi*. Yogyakarta: Gadjah Mada University Press.
- Mulyasa, E. (2013). *Uji Kompetensi dan Penilaian Kinerja Guru*. Bandung: PT Remaja Rosda Karya Offset
- Mulyasa, E. (2006). *Standar Kompetensi dan Sertifikasi Guru*. Bandung: PT. Remaja Rosda Karya
- Mulyasa, E. (2006). *Menjadi Guru Profesional*. Bandung: PT Remaja Rosda karya
- Munandar, A. S. (2001). *Psikologi Industry an Organisasi*. Jakarta: Universitas Indonesia.
- Normianti, H. (2019). *Relationship Of Transformational Leaders Of Principal, Teacher Motivation, Teacher Organization Commitments With Performance Of Primary School Teachers In Labuan Amas Selatan, Indonesia*. Euro-

- pean Journal of Education Studies Volume 5, Issue II.
- Robbins, S. P. (2007). *Organizational Behavioral*. 11th edition. New Jersey: Pearson Prentice Hall.
- Sholeh, H. (2008). *Hubungan Minat Terhadap Profesi Guru dan Motivasi Berprestasi dengan Keterampilan Mengajar*. *Jurnal Pendidikan dan Kebudayaan*, No.075, Tahun Ke 14 Nopember 2008. Universitas Sultan Ageng Tirtayasa. 1140-1154.
- Sugiyono. (2014). *Statistik Nonparametris untuk Penelitian*. Bandung: CV Alfabeta.
- Suhaimi & Khalik A. (2018). *Kepemimpinan Transformasional Kepala Sekolah pada SMP Muhammadiyah 4 Banjarmasin*. *Jurnal Penelitian Tindakan dan Pendidikan*, Vol. 4 (1), pp. 37 – 46
- Supardi. (2013). *Kinerja Guru*. Jakarta: Raja Grafindo Persada.
- Suriansyah, A. (2013). *Motivasi Berprestasi, Kepuasan Kerja, dan Kinerja Guru SD Kota Banjarmasin*. *Jurnal Kajian Teori dan Praktik Kependidikan* 40(1). ISSN.
- Suwatno, H. & at al. (2011). *Manajemen SDM Dalam Organisasi Publik dan Bisnis*. Bandung: CVAlfabeta.
- Uno, H.B., & Lamatenggo, N. (2012). *Teori kinerja dan pengukurannya (judul bahasa inggris)*. Jakarta: Bumi Aksara.
- Widyoko, P.E.S. (2012). *Teknik Penyusunan Instrumen Penelitian*. Yogyakarta: Pustaka Pelajar.