

The Influence of Organizational Climate and Visionary Leadership on Job Satisfaction and Their Impact on Teacher Performance at SIT Nurul Ilmi Jambi

Sai'in

Department of Education Management, Postgraduate Programme, Jambi University, Jambi, Indonesia

Abstract

This research is a survey research type with a quantitative approach which is done in schools under the SIT Nurul Ilmi Jambi Foundation. This study purposed to determine whether or there is not an influence of organizational climate and visionary leadership on job satisfaction and its impact on teacher performance at SIT Nurul Ilmi Jambi. The data collection method in this study was a questionnaire. The sampling technique used is the census method or the saturated method. The population that became the object of the study were teachers of Kindergarten 1 and 2, SD 1 and 2, SMP 1 and 2 and SMA in SIT Nurul Ilmi Jambi with a total of 190 permanent teachers from seven schools. Hypothesis testing was carried out by linear regression analysis for hypotheses 1, 2, 3, 4 and 5, path analysis and Sobel test for hypotheses 6 and 7 through the SPSS 24.0 for windows program. Based on the research framework, hypotheses were obtained in this study, are (1) organizational climate has a direct positive influence on job satisfaction of SIT Nurul Ilmi Jambi teachers; (2) Visionary leadership has a direct positive influence on job satisfaction at SIT Nurul Ilmi Jambi; (3) Organizational climate has a direct positive influence on the performance of SIT Nurul Ilmi Jambi teachers; (4) Visionary leadership has a direct positive influence on the performance of SIT Nurul Ilmi Jambi teachers; (5) Job satisfaction has a direct positive effect on the performance of SIT Nurul Ilmi Jambi teachers; (6) Organizational climate through job satisfaction has an indirect positive influence on the performance of SIT Nurul Ilmi Jambi teachers; (7) Visionary leadership through job satisfaction has an indirect positive influence on the performance of SIT Nurul Ilmi Jambi teachers.

Keywords: *Organizational Climate, Leadership, Job Satisfaction, Teacher Performance*

1. Introduction

The world of education today has developed and is getting more advanced. These developments changed significantly so that it changed the human mindset, from a rigid mindset to a more flexible and modern mindset. The developments that occur have an influence on the development of the world education, especially formal educational institutions. The Changing in mindset about the purpose of education are interpreted in a broader meaning. The teacher is one of the human resources in the school. Teacher performance in the education unit has an important role in achieving school goals. According to the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, competence is a set of knowledge, skills and behaviors that must be possessed, internalized and controlled by

teachers or lecturers who carry out their professional duties. By not intending to minimize the contribution of the other components, the component of the education staff or teacher is one of the most essential factors in determining the quality of the students. According to Marlina (2019), teacher performance is the work performance of an educator (professional staff) which can be carried out through activities, behavior and productivity that are in accordance with the duties and responsibilities they carry. Teachers with low quality human resources will produce unmaximal institutional output. On the other hand, the teacher will work more optimally so that it has an impact on the results achieved in accordance with the standards that have been set. In realizing this vision, teacher performance is the most important factor. Teacher performance is basically a performance carried out by teachers in carrying out their duties as educators.

The implementation of learning in the 2021. 68 academic year in the middle of an odd semester d

^{*)} Corresponding Author
E-mail: dewisaiinfajar@gmail.com

the Covid-19 pandemic is limited to face-to-face learning. This is in accordance with the Jambi Mayor's Circular No: 12/HKU/EDR/2021. Based on the letter, Face-to-face Learning Teaching and Learning Activities (KBM-PTM) are limited to all Education Units in the Jambi City area in the Odd Semester of the 2021/2022 Academic Year can be carried out face-to-face with the distribution of three shifts of incoming students. This resulted in performance adjustments from online performance to face-to-face performance (Offline) using limited learning. SIT Nurul Ilmi as a school under the auspices of the Jambi City Education Office, applies limited face-to-face learning using shifts.

According to Cicilia Tri Suci Rokhani (2020) online learning activities have an impact on decreasing teacher performance in the field of teaching. Based on Law no. 14 of 2005 Chapter IV Article 20 (a) concerning Teachers and Lecturers states that the standard of teacher performance in carrying out their professional duties, teachers are obliged to plan lessons, carry out quality learning processes and assess and evaluate learning outcomes. The main task of the teacher which is realized in teaching and learning activities is a form of teacher performance.

According to Mukhtar (2017) one of the most influential symptoms on the weak stability of an organization is low job satisfaction. The existence of teacher dissatisfaction will reduce work motivation and morale so that it has a negative impact on both of the quantity and quality of a teacher's work. This dissatisfaction is the starting point for problems in the organization. Conversely, high satisfaction will have a positive impact on the institution such as the emergence of loyalty and discipline to the work that has been given and will improve the performance of the teacher

In the same context, according to Ideswal (2020) one of the factors that influence teacher performance is school climate in an institution or organization. Organizational climate is the quality of the organization's internal environment that is relatively ongoing, experienced by members of the organization and affects their behavior and can be described in a set of characteristics or characteristics of the organization. Organizational climate can be an important element and have a positive impact on organizations, especially in educational organizations.

Performance in an organization is also influenced by the leadership of a company or educational institution (Janadi, 2020). Talking about leaders at the education unit level cannot be separated from the leadership of the principal. The role of the principal in his leadership is crucial to the success or failure of a school. Therefore, we need a leader who moves the organization so that the

resources and tools are used optimally. Research on aspects that affect teacher performance such as organizational climate, leadership and teacher job satisfaction is important to be carried out in educational institutions, especially at SIT Nurul Ilmi Jambi. This research will provide information about the influence of organizational climate and visionary leadership on teacher job satisfaction and simultaneously will affect teacher performance at SIT Nurul Ilmi Jambi. Seeing this situation, the authors are interested in making a study entitled The Effect of Organizational Climate and Visionary Leadership on Job Satisfaction and Its Impact on Teacher Performance at SIT Nurul Ilmi Jambi.

2. Method

The method used in this research is a survey method. Respondents in this study constituted a census of 160 respondents. Collecting data techniques using a questionnaire. The data analysis technique is used quantitative analysis.

The locus of this research was conducted on the SIT teacher Nurul Ilmi Jambi who was under the auspices of the SIT Nurul Ilmi Foundation. Descriptive analysis consists of presenting data with tables of processing results and inferential analysis (hypothesis testing) with path analysis.

Statistical tests that must be met in path analysis are: validity test, reliability test, namely multicollinearity test, heteroscedasticity test, normality test, linearity test and the significance of the regression model.

a) Validity Test

Testing the validity of the 15 questionnaire items for the X1 variable, namely Organizational Climate, showed that all of them were declared valid with the results of all scores above $0.5 > 0.3$, namely r arithmetic $> r$ table. Testing the validity of the 13 questionnaire items for the X2 variable, namely the visionary leadership variable, showed that all of them were declared valid with the results of all scores above $0.6 > 0.3$, namely r arithmetic $> r$ table. Testing the validity of the 14 questionnaire items for the X3 variable, namely the job satisfaction variable, showed that all of them were declared valid with the results of all scores above $0.6 > 0.3$, namely r arithmetic $> r$ table. testing the validity of the 13 questionnaire items for the Y variable, namely the variable and job satisfaction, showed that all of them were declared valid with the results of all scores above $0.6 > 0.4$, namely r arithmetic $> r$ table.

b) Reliability Test

Sugiyono (2008:121) states that "a reliable instrument is an instrument which when used several

times to measure the same object will produce the same data". The results of the reliability test of the variables X_1 , X_2 , X_3 and Y showed that all four were declared reliable

c) Multicollinearity Test

Multicollinearity test was conducted to test whether the regression model found a correlation between the independent variables. Based on the Multicollinearity test conducted on the variables of Visionary Leadership, Organizational Climate, Job Satisfaction and Teacher Performance, data were obtained as shown in the table above. The calculation results from SPSS 24 show that there is no independent variable that has a tolerance value of less than 0.10, which means that there is no correlation between the independent variables whose value is more than 95%. The results of the calculation of the Variance Inflation Factor (VIF) value also show that there is no independent variable that has a VIF value of more than 10. So, it can be concluded that there is no multicollinearity between the independent variables in the regression model used in this study.

d) Heteroscedasticity test

The heteroscedasticity test was carried out to test whether there was an inequality of variance from the residuals of one observation to another in the regression model. Heteroscedasticity test was carried out using the glejser test. To test the presence or absence of heteroscedasticity, by comparing the significance of each independent variable in the SPSS 24 output with the significance level used in this study, namely 0.05 or 5%. From the table above, it can be seen that the significance values are all > 0.05 . This shows that there is no heteroscedasticity problem for the three variables.

e) Normality test

This normality test uses the Kolmogorov Smirnov SPSS 24.00 formula and the result is the Asymp Sig value of 0.200 which is greater than 0.05, which means that the data is normally distributed. It means that the assumption of data normality is met.

f) Linearity Test

To determine whether linearity occurs or not is by looking at the Sig column. in the Linearity row in the Anova Table, if the value is < 0.05 then it is linear so it can be concluded that it meets the linearity requirements.

Summary of Linearity Test Calculation Results				
Model	F		Sig	Note
	Hitung	Tabel (5%)		
$X_3 * X_1$	37,156	2,73	0,000	Linear
$X_3 * X_2$	20,666	2,73	0,000	Linear
$X_4 * X_1$	66,7	2,73	0,000	Linear
$X_4 * X_2$	41,7	2,73	0,000	Linear
$X_4 * X_3$	191,6	2,73	0,000	Linear

3. Results and Discussion

Based on gender, most of the respondents were male, as many as 56 people and 106 were female. Based on the age of the most aged around 26-30 years. Based on working age, most respondents are 1-5 years old.

The analysis in this study uses path analysis. The results can be seen in Figure 1 below:

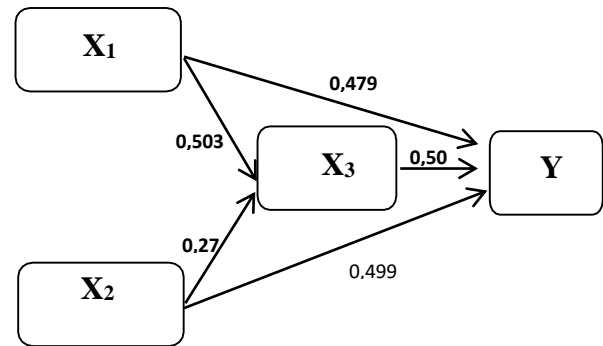
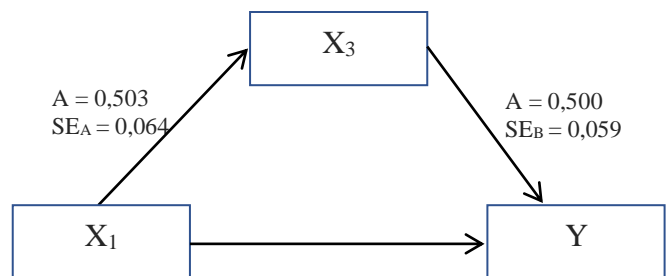
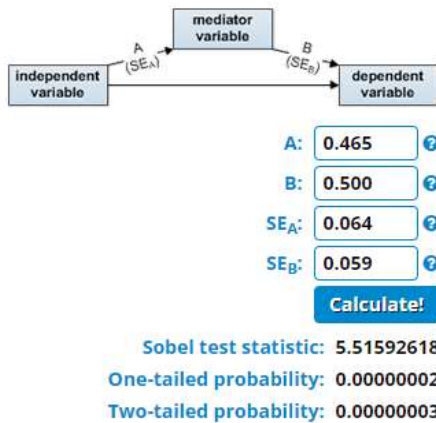


Fig 1. Path Analysis

The results of the regression test of Hypothesis (Variable Path Analysis $X_1 \rightarrow X_3 \rightarrow Y$) if described in the form of a model as follows:

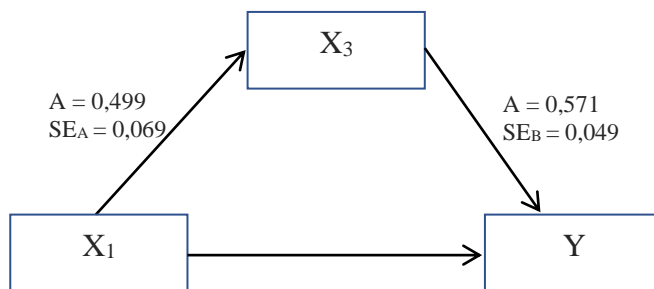


The above model is formed from the results of the first and second regressions and then forms a path analysis model with job satisfaction as the intervening variable. The z value of the Sobel test is obtained through manual calculations with the Sobel test formula or by using the Sobel Test Calculator for the Significance of Mediation with the following results:

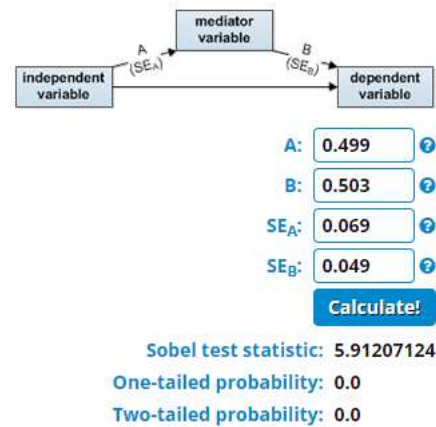


Based on calculations that used the Sobel test calculator, the Sobel test was obtained at 5.516 > 1.96 with a significance level of 5%, it show that job satisfaction is able to mediate the relationship between organizational climate variables and the performance of SIT Nurul Ilmi teachers.

The regression results of Hypothesis Test 7 (Variable Path Analysis $X_2 \rightarrow X_3 \rightarrow Y$) if described in the form of a model as follows:



The above model is formed from the results of the first and second regressions and then forms a path analysis model with job satisfaction as the intervening variable. The z value of the Sobel test is obtained through manual calculations with the Sobel test formula or by using the Sobel Test Calculator for the Significance of Mediation with the following results:



Based on calculations using the Sobel test calculator, it was obtained that the Sobel test of 5.912 > 1.96 with a significance level of 5% proved that job satisfaction was able to mediate the relationship between the variables of visionary leadership on the performance of SIT Nurul Ilmi teachers.

a. The Influence of Organizational Climate Variables (X1) on Job Satisfaction Variables (X3) Teachers of SIT Nurul Ilmi

Based on the results of the study, Organizational Climate has a significant effect on job satisfaction partially because the significance level value is 0.05 > 0.000 the significance value of Organizational Climate to Job satisfaction and with the t test it is known that the T arithmetic value is 7.307 > 1.981 T table.

Shows that organizational climate has a positive influence on employee job satisfaction. The positive effect is known if there is an increase in the more conducive organizational climate, it will play a role in increasing employee job satisfaction. Organizational climate as an employee perception variable appears as the main impact of the organization experienced by members. What is experienced is not the same objective conditions for all employees, but conditions that have been processed through perceptions throughout the employee's experience so that it has an influence on behavior on employee satisfaction regarding the subject of working and acting within the organization. In his research, it was found that Organizational Climate had a significant effect on job satisfaction. This is due to the organizational climate provided by the company in accordance with the needs of teachers to carry out their duties, so that the growth of teacher job satisfaction can increase.

b. The Influence of Visionary Leadership Variables (X2) on Job Satisfaction Variables (X3) SIT Teachers Nurul Ilmi

Based on the results of the research, Visionary Leadership has a significant effect on job satisfaction partially because the value of the significance level is $0.05 > 0.000$, the significance value of Visionary Leadership is to Job satisfaction and with the t test it is known that the T count value is $3.606 > 1.981$ T table. These results are supported by the results of research conducted by Erie Hidayat Sukriadi (2018). This research shows that there is a significant influence of leadership visionary leadership on job satisfaction. According to Yusuf Dwi Hadi (2019), visionary leadership of school principals is one of the effective factors that can encourage schools to be able to realize the vision and mission, goals and objectives of the school through programs schools that are carried out in a planned and gradual manner. Therefore, principals are required to have adequate abilities, both professional knowledge, instructional leadership, administrative skills, and social skills to increase teacher job satisfaction.

c. The Effect of Organizational Climate Variables (X1) on Teacher Performance Variables (Y) SIT Teachers Nurul Ilmi

Based on the results of the study, Organizational Climate has a positive effect on Teacher Performance based on statistical calculations, the significance level value is $0.05 > 0.000$, the significance value of Organizational Climate to Teacher Performance is and with the t test it is known that the T arithmetic value is $6.855 > 1.981$ T table. These results are supported by the research of Anitha et al. (2016), Khan (2012) and Farooq et al. (2011). In his research, it was found that Organizational Climate had a significant effect on Teacher Performance.

In this case the Organizational Climate provided by the company to the teacher has a positive impact on Teacher Performance, because the teacher is able to complete their tasks after the company implements the Organizational Climate.

d. The Influence of Visionary Leadership Variables (X2) on Teacher Performance Variables (Y) SIT Teachers Nurul Ilmi

Based on the results of the research, Visionary Leadership has a significant effect on Teacher Performance partially based on statistical calculations, the value of the significance level is $0.05 > 0.000$, the significance value of Visionary Leadership is on Teacher Performance and with the t test it is known that the T arithmetic value is $7.242 > 1.981$ T table. This can be related to the theory of visionary leadership according to Herni (2020) is leadership carried out by

school principals that focuses on improving the quality of teaching and learning in the educational unit they lead based on the school's vision and mission. Visionary leadership, one of which is marked by the ability to make clear plans so that from the formulation of his vision, it will be clear what goals to be achieved from the development of the institution he leads, one of which is the development of student extracurricular activities at school.

e. Effect of Job Satisfaction Variable (X3) on Teacher Performance Variable (Y) SIT Nurul Ilmi

Based on the results of the study, job satisfaction has a significant effect on teacher performance partially based on statistical calculations with a significance level of $0.05 > 0.000$ the significance value of Satisfaction to Teacher Performance and with the t test it is known that the calculated T value is $13.366 > 1.981$ T table.

Leadership and employee performance have a very strong relationship and have a positive direction. Discussions about leaders in an institution will not be separated from the problem of leadership in an organization, especially educational institutions. Leadership plays a very important role in success or failure, so it takes leadership that moves the organization to optimize resources and power tools more optimally. In his research, it was found that job satisfaction had a significant effect on teacher performance.

f. The Effect of Organizational Climate Variables (X1) through Job Satisfaction (X3) on Teacher Performance Variables (Y) SIT Nurul Ilmi

Organizational climate can have a direct effect on teacher performance, but can also have an indirect effect on teacher performance, namely through job satisfaction as an intervening variable. Based on the research, it is known that the influence of Organizational Climate on Teacher Performance through job satisfaction is greater than the influence of Organizational Climate on Teacher Performance. Based on the table of regression results, it shows that the regression coefficient value of organizational climate on teacher performance is 0.465 with a standard error of 0.64 and a significance value of 0.000. Then the job satisfaction variable gets a coefficient value of 0.500 with a standard error of 0.059 and a significance value of 0.000. So that organizational climate has a significant direct effect on job satisfaction as well as job satisfaction has a significant direct effect on teacher performance.

Based on calculating used the Sobel Test Calculator for the Significance of Mediation, the Sobel test was obtained at $5.516 > 1.96$ with a significance level of 5%, proving that job satisfaction is able to mediate the

relationship between organizational climate variables on the performance of SIT Nurul Ilmi teachers. Based on the calculated data and several stages above, it can be seen that the sixth hypothesis can be proven and can be accepted.

g. Influence of Visionary Leadership Variables (X2) through Job Satisfaction (X3) on Teacher Performance Variables (Y) SIT Teachers Nurul Ilmi

Visionary leadership can have a direct effect on teacher performance, but can also have an indirect effect on teacher performance, namely through job satisfaction as an intervening variable. Based on the research, it is known that the influence of Visionary Leadership on Teacher Performance through job satisfaction is greater than the influence of Visionary Leadership on Teacher Performance.

Based on the table of regression results, it shows that the regression coefficient value of organizational climate on teacher performance is 0.465 with a standard error of 0.64 and a significance value of 0.000. Then the job satisfaction variable gets a coefficient value of 0.500 with a standard error of 0.059 and a significance value of 0.000. So that organizational climate has a significant direct effect on job satisfaction as well as job satisfaction has a significant direct effect on teacher performance.

Based on calculations using the Sobel Test Calculator for the Significance of Mediation, it was obtained that the Sobel test was $5.516 > 1.96$ with a significance level of 5%, proving that job satisfaction was able to mediate the relationship between organizational climate variables and the performance of SIT Nurul Ilmi teachers. Based on the calculated data and several stages above, it can be seen that the sixth hypothesis can be proven and can be accepted.

4. Conclusion

Based on the results of data analysis through questionnaires that distributed to SIT Nurul Ilmi teachers, it can be concluded that: Organizational climate directly has a significant influence on the job satisfaction of SIT Nurul Ilmi teachers, if the organizational climate is high then it affects the high job satisfaction of SIT Nurul Ilmi teachers. Visionary leadership directly has a significant influence on the job satisfaction of SIT Nurul Ilmi teachers, if visionary leadership is good then it has a good effect on job satisfaction of SIT Nurul Ilmi teachers. Organizational climate directly has a significant influence on the performance of SIT Nurul Ilmi teachers, if the organizational climate is high then it affects the high job

satisfaction of SIT Nurul Ilmi teachers. Visionary leadership directly has a significant influence on the performance of the SIT Nurul Ilmi teacher, if the visionary leadership is good, it will also have a good effect on the performance of the SIT Nurul Ilmi teacher. Job satisfaction directly has a significant effect on the performance of SIT Nurul Ilmi teachers, if job satisfaction is high then it affects the high performance of SIT Nurul Ilmi teachers. Job satisfaction is able to mediate the relationship between organizational climate variables on the performance of SIT Nurul Ilmi teachers, if the job satisfaction of SIT Nurul Ilmi teachers is high it will have an impact on the high influence of organizational climate on SIT Nurul Ilmi teacher performance. Job satisfaction is able to mediate the relationship between the variables of visionary leadership on the performance of SIT Nurul Ilmi teachers, if job satisfaction is high

References

- Bennis, W., & Nanus, B (1997). *Leaders; The Strategies for Taking Charge*. New York: HarperCollins.
- Bernahad Tewal dkk. (2017). *Perilaku Organisasi*. Bandung : CV Patra Media Grafindo
- Besse Mattayang. (2019) *Tipe Dan Gaya Kepemimpinan: Suatu Tinjauan Teoritis*. Fakultas Ekonomi Universitas Andi Djemma. P ISSN : 2615-1871, e-ISSN : 2615-5850 Volume 2 Nomor 2, September 2019 *Jurnal Of Economic, Management And Accounting*
- C. Catur Widayati, Magito dan Agung Soihin dan Rani Triana. (2020). "*Pengaruh Kepuasan Kerja dan Komitmen Organisasional Terhadap Kinerja Karyawan*". *Jurnal Perspektif Manajerial dan Kewirausahaan (JPMK)*. E-ISSN : 2747-0199. P- ISSN : 2747-0180. Volume 1, Issue 1, November 2020. Universitas Mercu Buana.
- David R. Kolzow (2014). *Leading From Within: Building Organizational Leadership Capacity*. New York
- Dharma, Agus. (2003). *Manajemen Berbasis Sekolah*. Jakarta : Depdiknas.
- Dewi Suryani Harahap dan Hazmanan Khair (2019). "*Pengaruh Kepemimpinan Dan Kompensasi Terhadap Kepuasan Kerja Melalui Motivasi Kerja*". *Jurnal Ilmiah Magister Manajemen*. Vol 2, No. 1, Maret 2019, 69-88. ISSN 2623-2634 (online)
- Dinie AnisaTriastuti. (2018). "*Pengaruh Lingkungan Kerja, Kompetensi Dan Iklim Organisasi*

- Terhadap Kinerja Pegawai”. Journal of managementReview. ISSN-P : 2580-4138ISSN-E2579-812X. Volume 2 Number 2 Page (203-208). Universitas Galuh Ciamis
- Eliana Sari (2008). *Manajemen Sumber Daya Manusia : Teori dan Aplikasi*. Jakarta : Jayabaya University Press
- Erie Hidayat Sukriadi (2018). Pengaruh Kepemimpinan Visioner Dan Motivasi Kerja Terhadap Kepuasan Kerja (Studi pada Dosen Tetap Program Studi Perhotelan Perguruan Tinggi Swasta Kota Bandung). The Journal : Tourism and Hospitality Essentials Journal, Vol. 8, No. 2, 2018 – 139. Akparindo Bandung
- Gunawan, Ibrahim dan Almurrahmah. Kompetensi Kinerja Guru Menurut Kurikulum Karakter (K-13). Jakarta : CV. SEFA BUMI PERSADA
- Janadi Rammelsbergi (2020). Pengaruh Kepemimpinan Visioner dan Budaya Organisasi terhadap Kinerja Pegawai di Pemkot Cimahi. Jurnal Ekonomi & Ekonomi Syariah Vol 3 No 1, Januari 2020 E-ISSN : 2599-3410 | P-ISSN : 2614-3259. Thamrin Politeknik Komputer Niaga LPKIA.
- Kementerian Pendidikan dan Kebudayaan (2012). Pedoman Pelaksanaan Penilaian Kinerja Guru. Jakarta
- Maya Panorama dan Muhajirin (2017). Pendekatan Praktis Metode Penelitian Kualitatif Dan Kuantitatif. Yogyakarta : Idea Press Yogyakarta
- Meithiana Indrasari. 2017. *Kepuasan Kerja dan Kinerja Karyawan*. Yogyakarta : Indonesia Pusataka
- Nur Asni dan Rony Edward Utama (2020). Perilaku Organisasi. Jakarta : Penerbit Mirqat
- Nurwijayanti dan Djafir Hamzah (2019). “Effect Of Leadership And Employee Work Performance To Employee Performance Through The Satisfaction Of Work As Intervening variable in PT. Wedu District Merauke. Hasanuddin Journal of Applied Business and Entrepreneurship. HJABE Vol. 2 No. 1 Januari 2019. Magister Manajemen Fakultas Ekonomi dan Bisnis Universitas Hasanuddin
- Patri Hasni, Djatmiko Noviantoro, Dian Septianti (2020). *Pengaruh Kepemimpinan Terhadap Kinerja Karyawan Pada PT. Win Acces Telecommunication Palembang Dengan Kepuasan Kerja Sebagai Variabel Intervening*. Jurnal Aplikasi Manajemen & Bisnis. Jurnal Aplikasi Manajemen & Bisnis, Vol.1 No.1 Oktober 2020 ISSN 2723-6056 (Print) ISSN 2723-6048 (Online)
- Prayugo Pratama dan Sjahril Effendy Pasaribu. (2020). “Peran Mediasi Kepuasan Kerja pada Pengaruh Iklim Organisasi dan Pengembangan Karir Terhadap Kinerja Karyawan”. Jurnal Ilmiah Magister Manajemen. e-ISSN 2623-2634. Volume 3, Nomor 2 , September 2020. Universitas Muhammadiyah Sumatera Utara
- Quikley, Joseph V (1993). *Vision: How Leaders Develop It. Share It and Sustain It*. New York, NY:McGraw-Hill
- Rizki Novriyanti Zahara dan Hajan Hidayat. (2017). “Pengaruh Kepuasan dan Disiplin Kerja Terhadap Kinerja Karyawan Bank di Kota Batam”. Journal of Applied Managerial Accounting. Vol. 1, No. 2, 2017, 150-156. ISSN: 2548-9917 (online version). Politeknik Negeri Batam.
- Robbins, Stephen. P. (2006). *Perilaku Organisasi*. Edisi Bahasa Indonesia. Jakarta: PT Indeks Kelompok GRAMEDIA.
- Ron Owston , Herb Wideman, Janet Murphy And Denys Lupshenyuk (2008). Blended teacher professional development: A synthesis of three program evaluations. Internet and Higher Education 11 (2008) 201–210. Institute for Research on Learning Technologies, York University, Toronto, Canada
- Sekretariat Negara RI, Permendiknas Nomor 41 Tahun 2007 tentang *Standar Proses untuk Satuan Pendidikan Dasar dan Menengah*, Departemen Pendidikan Nasional, Jakarta.
- Stephen R. Covey, *The 7 Habits of Highly Effective People*, Simon & Schuster, (Mind Garden Inc,1989), h.168.
- Suwignyo Widodo (2020). Penilaian Kinerja, Budaya Kerja dan Kepemimpinan,: Optimalisasi Penilaian Kinerja Guru. Jember : Mandala Press
- Tan Gusli (2021). Kepemimpinan Visioner Kepala Madrasah.. Jurnal Ilmu Pendidikan Volume 3 Nomor 5 Tahun 2021 Halm 2919 – 2932. Universitas Negeri Padang

- Tun Huseno. 2016. Kinerja Pegawai : Tinjauan dari Dimensi Kepemimpinan, Misi Organisasi, Budaya Organisasi dan Kepuasan Kerja
- Widodo Sunaryo (2017). Instrumen Pengukuran Gaya Kepemimpinan: Konsep dan Metode Pengukuran Gaya-gaya Kepemimpinan yang Efektif untuk Mengelola Kondisi dan Situasi Organisasi yang Spesifik. Bogor : Yayasan Warkat Utama
- Yuyun Kamijan (2021). Faktor Internal dan Faktor Eksternal terhadap Kinerja Guru di Masa Pandemi Covid-19. Program Manajemen Sumber Daya Manusia (SDM). Volume 2, Issue 5, Mei 2021 E-ISSN: 2686-5238, P-ISSN 2686-4916. Universitas Mercu Buana