

Research article

Strategy to Build Organizational Culture to Improve Teacher Performance During the COVID-19 Pandemic

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Abstract.

A strong organizational culture is a force that can unite goals, create motivation, commitment, loyalty, and performance of all school residents, and provide the necessary structure and control without relying on formal bureaucracy. Organizational culture is expected to improve school quality, performance, as well as foster a healthy, dynamic or active, positive, and professional life. The goal of this study was to find out the strategies to build organizational culture to improve teacher performance in this pandemic period. This research was conducted using qualitative descriptive research methods. The data sources used in this study are primary and secondary data with systematic literature review techniques carried out in three stages, namely planning, implementation, and reporting of the results of literature reviews. The results obtained in this study are expected to provide an overview of how efforts in obtaining cultural strategies are limited to performance during pandemics.

Keywords: organizational culture, teacher performance, COVID pandemic

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1. INTRODUCTION

The Covid 19 pandemic hits all countries in the world simultaneously. But the impact varies depending on how each country handles it. Pandemic management is also linked to other regions. The Covid 19 pandemic hits all countries in the world simultaneously. But the impact varies depending on how each country handles it. Pandemic management is also linked to other regions. When a country chooses a closure policy that tends to be relaxed then the business can still be opened even in a much smaller capacity than before the pandemic. The restriction policy also applies to a variety of other public activities and services.[1]. Based on the decree of the Minister of Education and Culture regarding efforts to prevent and spread the COVID-19 pandemic, all face-to-face learning activities in schools and universities during this pandemic period were

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temporarily shut down and replaced by distance learning or online learning. Teachers as education personnel are also encouraged not to have to go to school..

To improve the quality of effectiveness in schools not only rely on existing physical equipment and infrastructure, but schools must also manage human resources. Therefore, managing human resources is very challenging. Failure in managing human resources will result in disruption of the school's vision. Meanwhile, the competition is also increasing tight, coupled with the emergence of new schools. At this time the school is vying for a source of competitive excellence. To overcome this problem, efforts are needed to improve competitiveness by using knowledge management. According to [2].

A positive school culture will encourage all school residents to work together based on mutual trust, invite the participation of all citizens, encourage the emergence of new ideas, and provide opportunities for renewal in schools that all lead to the achievement of the best results [3]. School culture is expected to improve the quality of the school, performance in the school and the quality of life that is expected to have a healthy, dynamic or active, positive and professional cirri [4][5].

Teacher performance is the result of work that can be achieved by a teacher in an educational institution or madrassa in accordance with the duties and responsibilities in achieving educational goals [6]. The success of a teacher must meet the criteria that have been set, if the teacher has met the criteria means that a teacher can be said to be successful and have good quality. Conversely, if a teacher has not met good criteria then the teacher can not be said to be successful. Factors that affect a person's teacher performance can come from within the individual itself such as motivation, skills, and education. There are also factors from outside the individual such as work climate, salary level, and so on [6]. Environmental factors that can affect teacher performance are Principal Leadership, Qualified educators, have multi-dimensional and multi-situation skills are needed for the success of the teaching and learning process in schools. The quality of educators is greatly influenced by the principal management system applied in the school. Included in it is how the efforts of the principal in optimizing the role of teachers well so as to provide positive results to maintain quality both academically and non-academicly. It is expected that the improvement of teacher competence can contribute greatly and is very influential to the improvement of teacher performance[7]. To realize these goals, education must be able to create quality and professional human resources in accordance with educational goals. Therefore, education must be managed professionally by professionals as well [8];[9][10];[11]. Therefore, teacher performance is the existence and competence of teachers that include the ability to complete tasks

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2. Literature review

2.1. Covid pandemic

The Covid pandemic hits all countries in the world simultaneously. But the impact varies depending on how each country handles it. Pandemic management is also linked to other regions. When a country chooses a closure policy that tends to be relaxed then the business can still be opened even in a much smaller capacity than before the pandemic. The restriction policy also applies to various other public activities and services [1].

Indonesia is the second highest country spreading covid 19 with a surge above 1000. Indonesia occupies the position of 31 out of 40 countries with the highest number of cases in the world. (tribunnews, 14-15 June 2020). Based on the data, this shows that Indonesia is in a critical state of health so there needs to be the right solution to stop the spread of covid-19 so that activities can run normally again, especially for the world of education.

2.2. Organizational culture

School culture is defined as the dominant values supported by the school or philosophy that guides the school's policy towards all elements and components of the school including educational stakeholders, such as how to carry out work in school as well as basic assumptions or beliefs embraced by school personnel [13];[5]. School culture is expected to improve school quality, school performance and quality of life which is expected to have healthy, dynamic or active characteristics.

The difficulty factor in teaching also affects learning achievement, besides that it can also be proven the emergence of student behavior disorders due to this pandemic, such as the lack of desire to study independently. Factors due to the emergence of difficulties that affect learning outcomes include Physiological Factors, Psychological

Factors and Psychomotor External factors, namely factors that come from outside themselves that can affect their performance, including the physical environment, facilities and infrastructure, rewards, atmosphere, policies and administrative systems. Thus, it can be understood that the motivational drive from within a teacher has a major role in achieving the goals of improving the quality of students.

2.3. Teacher Performance

Teacher performance is the work that can be achieved by a teacher in an educational institution or madrasa in accordance with the duties and responsibilities in achieving educational goals [6]. The success of a teacher must meet predetermined criteria, if the teacher has met these criteria, it means that a teacher can be said to be successful and has good quality. On the other hand, if a teacher does not meet the criteria, then the teacher cannot be said to be successful. Factors that affect a person's teacher performance can come from within the individual itself such as motivation, skills, and also education. There are also factors from outside the individual such as the work climate, salary levels, and so on [6].

It is hoped that the increase in teacher competence can make a big and very influential contribution to improving teacher performance [7]. Realizing the importance of the teacher's role in achieving educational goals, it is necessary to carry out professional coaching or development for teachers, so that teachers are able to carry out their roles effectively ([14];[15]. To realize these goals, education must be able to create quality and professional human resources in accordance with educational goals. Therefore, education must be managed professionally by professional staff as well [8]; [9]; [10]; [11]. Therefore, teacher performance is a manifestation of teacher competence which includes the ability to complete tasks [12]. The essence of teacher performance is none other than the ability of teachers in the real world of work.

One of the factors that affect the teaching performance of teachers is the professional leadership of school principals. Leadership can be interpreted as everything related to the work of leading in which there is the science and art of influencing and directing others by building obedience, loyalty, trust, respect and working together passionately to achieve goals [16]. This leader itself means the person who leads, the person who holds hands while walking to guide, shows the way, the person being guided, the person who shows the way in a figurative sense, the person who trains, educates, teaches its members to get the best possible performance[17];[18].

3. RESEARCH METHODS

The research method uses a systematic literature review. The research data was obtained through internet searches regarding the journal Strategy of organizational culture and teacher performance published 2014-2021. The number of journals analyzed were 7 journals. The data used to analyze the strategy of building organizational culture to improve teacher performance during the covid pandemic period in the company was analyzed qualitatively. The data used is data collection with literature study techniques, where data comes from articles, journals, news, previous research, and literature books related to problems that have previously been studied.

4. DISCUSSION

The strategy for developing organizational culture is a step that is focused on efforts to improve and improve aspects of organizational culture so that it is more qualified in improving the performance of teachers in a school. It is very important for organizations within schools to know the existing culture, because organizational culture plays an important role in supporting the productivity level of the performance of teachers in an organization during a pandemic. If a school leader cannot understand how an appropriate strategy is to build and improve the organizational culture of teacher performance, it can be ascertained that the expected goals in an organization will experience a decline in teaching productivity during the pandemic and teaching is not optimal. Therefore, a strategy is needed to improve teacher performance through building organizational culture. To motivate knowledge sharing, clearly communicate knowledge strategies and objectives to stakeholders and provide or reward for achieving desired knowledge sharing objectives. Encourage Networking: Help teachers share knowledge by providing opportunities for collaboration across organizations and through the use of social software. Gather Knowledge, Consistently capture, analyze and codify this knowledge and then make it available for retrieval and retrieval. clearly communicate the strategy and knowledge objectives to stakeholders and provide or reward for achieving the desired knowledge sharing objectives. Encourage Networking: Help teachers share knowledge by providing opportunities for collaboration across organizations and through the use of social software. Gather Knowledge, Consistently capture, analyze and codify this knowledge and then make it available for retrieval and retrieval. clearly communicate the strategy and knowledge objectives to stakeholders and provide or reward for achieving the desired knowledge sharing objectives. Encourage Networking:

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There are several findings that have been reviewed from relevant researchers including:

1. The research entitled "The Influence of Organizational Culture and Work Motivation on Teacher Performance" shows that this research is an effort to improve teacher performance can be done through an organizational culture that prioritizes commitment to work, civilizing work activities with a direct activity orientation on what is the main task of a teacher. The organizational culture strategy in improving teacher teaching performance in general can be through: 1) Principals always foster the commitment of all teachers to uphold the spirit and values that have been set together; 2) The principal together with all relevant teachers evaluate the extent to which all components of the school system can work for the progress of the school[19].
2. Research with the title "the relationship between Principal Leadership Behavior, Teacher Work Ethic, and Organizational Culture on the Performance of Madrasah Aliyah Teachers" shows that the conditions that occur regarding attitudes, behaviors, mindsets, actions to organizational conditions are an organizational culture. Organizational culture can be created and conditioned by fellow workers in the organization concerned. Organizational culture has a very strategic role to encourage and improve the effectiveness of organizational performance, both in the short and long term. Organizational culture acts as a social glue that binds fellow members of the organization together in a common vision and goal. Based on the conclusions of the research that has been described, the principal's leadership behavior, teacher work ethic, and organizational culture in schools that are implemented well, will be able to improve teacher performance. Therefore, it needs to be considered, implemented, and implemented in schools, so that educational goals will be realized. There is further research that examines and examines problems regarding the leadership behavior of school principals, teacher work ethic, organizational culture, and teacher performance, so that education services at the secondary education level will be even better.[20].
3. The study entitled "Elementary School Teacher Performance During the Covid-19 Pandemic" stated that of the five aspects of performance measurement studied,

namely the quality of work, timeliness, initiative, ability and communication, only aspects of initiative and ability were considered good enough. To improve the performance of elementary school teachers at SD InpresTateli, it is hoped that teachers will be more effective and efficient in the learning process so that educational goals can be implemented properly [21].

4. The research entitled "The Influence of Principal Leadership, Teacher Motivation, and Organizational Culture on Teacher Performance at SMA NegeriWonosobo." Organizational culture in the research is in the form of organizational goals, the value of excellence, the value of unity of interest, the value that focuses on service, and the value of disciplined control. In the descriptive description, it is known that the teacher appreciates all these cultural manifestations well. This condition explains the findings of the positive influence of organizational culture on teacher performance [22]
5. The study "Organizational culture and motivation as predictors of vocational high school teacher performance" states that teacher performance can be improved through increasing organizational culture and motivation. The implication is that there is a need for principals or other leaders to take action related to improving teacher performance, improving organizational culture that will improve teacher performance in carrying out their duties. [23]

From these various studies, strategies to improve performance through organizational culture can be done in several ways, namely by:

4.1. Principal's Leadership Contribution

The contribution of principal leadership and school culture together to teacher performance. Shows that teacher performance is influenced by factors, each of which has an impact on teacher performance, these factors are internal factors and external factors. Internal factors are factors that come from within the teacher such as abilities, skills, personality, perceptions, motivation to become a teacher, field experience and family background [24]. While the external factors of teacher performance are factors that come from outside the teacher such as salaries, facilities and infrastructure, physical work environment [25]. Based on this, it shows that the principal's leadership and school culture are related to teacher performance.

This is because the principal has an important role in realizing educational goals, because the principal is an effort to educate/move students, and the community in the

school environment to achieve educational goals that have been set by the school [26]. School culture is the hallmark, character or character and image of the school [27]. School culture is believed to be able to shape teacher behavior in carrying out activities according to their respective functions and able to assist teachers in understanding the value and meaning of the work handled at school. Therefore, school culture has a positive effect on teacher performance because teachers who have a positive school culture will automatically apply the school culture well to all school members.

School culture has a function to form the identity of all school members, facilitate the emergence of commitment to something broader than personal interests, strengthen the social system, which means it is a social glue that helps unite members in the school by providing appropriate standards for what is taught. must be carried out in the school environment, and functions as a meaning-creating and controlling mechanism which is then able to shape the attitudes and behavior of school members, so that the existence of school culture is very important [5]; [28]

4.2. Implications of Improving Teacher Performance in the Future Covid-19 pandemic

The Covid-19 pandemic is an application of planning. Principals carry out improving teacher performance, in practice there are challenges that must be faced, especially in terms of the impact of the Covid-19 Pandemic in teacher management. [29] revealed that management competence has functions, namely planning, organizing, leadership, and controlling. The principal in the implementation process starts with the planning stage. revealed that the principal in carrying out a plan must be able to adapt to the needs of the teacher.

Based on this, if it is related to the regulation of the Minister of National Education of the Republic of Indonesia Number 13 of 2007 the details of the basic managerial competencies of school principals that must be mastered, one of which is being able to prepare school plans for various levels of planning. With this, communication will create an atmosphere of trust in the school and to improve the professionalism of teacher performance. Based on this, the principal has carried out the first organizing function, namely each individual must understand the main tasks and functions, the second is to create a committee in each program, by creating a committee the communication system will be able to run effectively because there is a clear grouping and division of tasks. Communications made by school principals in program implementation, especially in the Covid-19 pandemic situation, are mostly carried out online through social media

such as whatsapp groups, zoom meetings and so on. Through this communication, the principal has direct control. In line with the statement of which states that the managerial professional development of each individual is formed based on the personal competence possessed by each individual, whether it can be done electronically.

With this, even with limited situations and conditions, you can still communicate effectively by utilizing existing technology. The Covid-19 pandemic has had an impact on work systems whose implementation cannot be carried out as normal in general. In this case, the teacher in carrying out his performance has several factors that affect his performance. Supporting factors in improving teacher performance during the Covid-19 Pandemic include: 1. Teacher self-awareness is higher 2. There is motivation and reinforcement from school principals 3. Provision of credit facilities 4. There is training for teachers In addition to supporting factors, there are also inhibiting factors in improving teacher performance during the Covid-19 Pandemic, among others: 1. Strengthening teachers who are lacking in information technology 2.

4.3. Building Organizational Culture in Schools For Institutional Development

The importance of building organizational culture in schools with efforts to achieve school education goals and improve teacher performance. As stated by Stephen Stolp about School Culture published in ERIC Digest, several studies have shown that organizational culture in schools is correlated with an increase in student motivation and learning achievement as well as job satisfaction and teacher productivity. Likewise, a study by Leslie J. Fyans, Jr. and Martin L. Maehr on the influence of five dimensions of organizational culture in schools, namely: academic challenges, comparative achievement, rewards for achievement, school community, and perceptions of school goals.

Organizational culture in schools also has a correlation with teacher attitudes at work. Proves that: stronger school cultures had better motivated teachers. In an environment with strong organizational ideology, shared participation, charismatic leadership, and intimacy, teachers experienced higher job satisfaction and increased productivity". The cultural socialization process is specifically intended for prospective students, employees and teachers (all those involved in the educational environment). [30]explainsthat the process of socializing organizational culture in a company can be done through the following stages:

1. Selection of prospective employees of the company; since the beginning of the selection of prospective employees, the organization can consider various possibilities whether certain prospective employees will be able to accept the existing culture or will damage the culture that has been built,
2. Placement of employees in a particular job, with the aim of creating cohesiveness among employees.
3. deepening of the field of work; This stage is intended so that a member becomes more acquainted with and integrated with his field of duty and understands what are the duties and responsibilities of each.
4. Performance appraisal and awarding are intended so that employees can carry out their work in accordance with the provisions of the organization as one of the cultural norms and can apply it more intensively in the future.
5. Instilling loyalty to the noble values of the organization.
6. Expanding stories and news about various matters related to organizational culture, for example a story about being terminated by an employee for abusing power/authority for personal gain, even though the employee is very potential. This emphasizes how important morals are for every employee, and these moral values cannot be redeemed only by their potential.
7. Recognition for performance and promotion is given to employees who are able to carry out their duties, obligations and responsibilities well and can be role models for other employees, especially employees who have just joined.

According to the author's analysis, Luthan's opinion above can be drawn into the world of educational organizations, namely by applying the seven points consistently in an institution. Starting from deepening the field of work by holding training, training and workshops, evaluating performance by giving promotions, building an image in the community around the school and also the wider community, giving awards in the form of rewards for the performance of educators and education staff. Rewards for educators and educational staff can be managed by each institution based on their potential and abilities autonomously.

In addition, things that need to be considered are, to be able to provide recognition, an organization/institution must have standard criteria/measurements that can be applied consistently and can be followed transparently by all personnel in educational

institutions. Several things can be used as benchmarks, for example potential (technical ability), human relation skills/team work, personality (personality), potentiality, and managerial skills (for managers/supervisors).

5. CONCLUSION

The Covid-19 has brought many consequences to the world. Weakening various sectors such as social, economic, tourism and education sectors. Based on the results of the research and discussion as stated in the previous section, the following conclusions can be drawn:

Principal's Leadership Contribution The contribution of principal leadership and school culture together to teacher performance. Shows that teacher performance is influenced by factors, each of which has an impact on teacher performance, these factors are internal factors and external factors. Therefore, school culture has a positive effect on teacher performance because teachers who have a positive school culture will automatically apply the school culture well to all school members. This means that high principal leadership and positive school culture will direct teachers to be able to achieve more optimal performance and be able to improve teacher performance well.

Implications of Improving Teacher Performance during the Covid-19 Pandemic The Covid-19 pandemic is an application of planning. Principals carry out improving teacher performance, in practice there are challenges that must be faced, especially in terms of the impact of the Covid-19 Pandemic in teacher management. In implementing the program planning, school principals refer to 8 national education standards and involve various parties to be able to participate in implementing the program planning process by involving, among others, school principals, deputy principals, internal quality assurance teams, school administration staff, teacher coordinators every year. subjects, supervisors, coaches, and school committees.

Building Organizational Culture in Schools For Institutional Development The importance of building organizational culture in schools with efforts to achieve school education goals and improve teacher performance. Organizational culture in schools also has a correlation with teacher attitudes at work. Starting from deepening the field of work by holding training, training and workshops, evaluating performance by giving promotions, building an image in the community around the school and also the wider community, giving awards in the form of rewards for the performance of educators and education staff. Rewards for educators and educational staff can be managed by each institution based on their potential and capabilities autonomously.

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