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Strategies for Improving Teacher Determinants Through Work Discipline Moderated by Leadership: an Empirical Study in Islamic Private Schools in East Java

Sumi Rahayu¹, Eddy Yunus², Liosten Rianna Roosida Uly Tampubolon³, Siti Marwiyah⁴, Sukei⁵, Aminullah Assagaf⁶, Slamet Riyadi⁷, Amirul Mustofa⁸

¹ Universitas Dr. Soetomo, Surabaya, Indonesia

² Universitas Dr. Soetomo, Surabaya, Indonesia

³ Universitas Dr. Soetomo, Surabaya, Indonesia

⁴ Universitas Dr. Soetomo, Surabaya, Indonesia

⁵ Universitas Dr. Soetomo, Surabaya, Indonesia

⁶ Universitas Dr. Soetomo, Surabaya, Indonesia

⁷ Universitas Dr. Soetomo, Surabaya, Indonesia

⁸ Universitas Dr. Soetomo, Surabaya, Indonesia

Corresponding Author: sumirahayu65@gmail.com ¹

Abstract: The purpose of this study is to determine the influence of Competency (X1), Training (X2), Awareness (X3), Work Environment (X4) on Work Discipline (Z) and the influence of Competency (X1), Training (X2), Awareness (X3), Work Environment (X4), Work Discipline (Z) and Leadership (M) on Teacher Performance (Y). Additionally, this study aims to determine the role of Leadership as a moderator in the relationship between work discipline and teacher performance at Islamic Private Schools in East Java. The method used for data processing in this study was quantitative, using the Statistical Package for the Social Sciences (SPSS) version 26 software and path analysis with Partial Least Square Structural Equation Modelling (PLS-SEM) using the SmartPLS Version 4 software program. The population size was 321 people, with a sample size of 190 respondents. Data collection in this study used a questionnaire, which was processed to obtain results showing the influence of variable X on Z, the influence of variables X, Z, and M on Y, and the role of M in the relationship between Z and Y. Further research would be beneficial if it also examined other variables influencing variable Y, such as motivation, achievement, remuneration, and others. This study provides significant benefits in enhancing variable Y, namely Teacher Performance, and the role of Leadership in strengthening the relationship between work discipline and Teacher Performance.

Keyword: Competency, Training, Awareness, Work Environment, Work Discipline, Leadership, Teacher Performance.

INTRODUCTION

Education is one of the key factors in the development of a country and the direction for human resource development. In Indonesia, improving the quality of education is a top priority, so that with continuous efforts and strong commitment, it is hoped that the quality of education in Indonesia will continue to improve and provide significant benefits. Education, as an integral part of societal life in the era of globalization, must be able to provide and promote growth and development of skills through intellectual, social, and personal means (Permana & Sudrajat, 2022).

The Indonesian government has high hopes for improving the quality of national education. Through the Strategic Plan (Renstra) of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) for the years 2022-2024, efforts are being made to develop programs aimed at: (1) ensuring the quality of education through school accreditation and accreditation of other educational institutions, and (2) continuously improving the quality of teachers.

In relation to the continuous improvement of education quality in Indonesia, the Ministry of Education, Culture, Research, and Technology has strengthened this through Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 26 of 2016 concerning the Basic and Secondary Education Quality Assurance System. In Chapter 1, Article 1, it is explained that the measurement of quality in basic and secondary education is based on the National Education Standards (SNP), and in Article 7, it is explained that the SNP is the minimum service criteria for the system applicable throughout the entire territory of the Republic of Indonesia (RI). Educational institutions, or educational units, are required to conduct external quality assurance through accreditation as a minimum service requirement in accordance with the National Education Standards (SNP) and are also permitted to conduct quality assurance beyond the minimum requirements specified. A study by Awaludin (2017) shows a strong correlation between school accreditation and educational quality assurance, as all school components are directly or indirectly aligned with the standards set in the SNP. Fahmi Ai Judiyyah (2024) concluded in her research that the quality of education in Indonesia remains significantly lower compared to that in other countries. The main causes of this are the lack of optimization in the effectiveness, efficiency, and standardization of education.

The phenomenon related to the implementation of the quality assurance system in basic and secondary education (Dikdasmen) in Indonesia is that, based on data from the National Accreditation Agency for Schools/Madrasah (BAN-S/M) in 2020, the results of school/madrasah accreditation in 2020 showed a rating of A at 23.45%; 49.56% received a B rating, 23.89% received a C rating, and 3.08% were not accredited (TT). These data indicate that accreditation using the same instruments for all schools/madrasahs throughout Indonesia has not been able to meet the minimum service standards set by the government. The government also recognizes that demographic conditions contribute to the quality gap in Indonesia education.

The phenomenon of low academic and non-academic achievement includes: (1) According to World Population Review, published in statistical news (Goodstats, 2022), there are five countries with the best education systems in the world in 2021, namely the United States, the United Kingdom, Germany, Canada, and France. When compared to other ASEAN countries, Indonesia's position is still below Singapore, Malaysia, and Thailand. (2) Indonesia's Human Development Index (HDI) ranks 107th out of 189 countries, and Indonesia's HDI position is still below Singapore, Malaysia, Brunei, and Thailand. (3) In the 2018 PISA test results for mathematics, Indonesia was ranked 21st out of 78 participating countries and showed a stagnant trend with no significant improvement in scores over an 18-year period. (4) Based on UNDP data, Indonesia is

still ranked 114th with a score of 0.750. (5) According to a survey by PERC (Political and Economic Risk Consultants), the quality of education in Indonesia is ranked last, at 12th out of 12 countries in Asia. (6) The results of the 2020 World Bank Survey on Service Delivery Indicators (SDI) or education service indicators in Indonesia show that the absence rate of school principals is 15%, the absence rate of teachers is 19%, the teacher absence rate in classrooms is 24%, teacher test scores in mathematics are 67%, Indonesian language 61%, general knowledge 16%, student learning outcomes in mathematics are 42%, Indonesian language 87%, and Arabic language 59%. (7) Indonesia's education report card is in the red zone for literacy and numeracy. (8) National Assessment (AN) results show that only 30% of students have literacy and numeracy skills, meaning that 70% of students still do not understand what they read. (9) The results of a survey on bullying and growth mindset among Indonesian students compared to students in OECD countries show that 41% (forty-one percent) of Indonesian students reported having experienced bullying several times in a month. This figure is higher than the OECD average of 23%, and indicates that only 29% of Indonesian students disagree with the statement that “intelligence cannot be changed much,” far below the OECD average of 63% (sixty-three percent). This means that Indonesian students have a low mindset of progress, as they do not feel the need to improve themselves academically.

Based on the phenomenon of low achievement, quality of education, and educational outcomes in Indonesia, one of the causes is the low quality of teachers. Teachers are the ones who impart knowledge to students. In the Teachers and Lecturers Law, Chapter VI on Standards for Educators and Educational Personnel, Article 28 explains that a teacher must have at least four basic competencies, namely pedagogical competence, personal competence, professional competence, and social competence, which are obtained through professional education. At the operational level, teachers are the determinants of educational success through their performance at the institutional, instructional, and experiential levels.

Based on data on educational achievement and quality in Indonesia, it can be said that one of the causes is teacher quality. Teacher performance greatly determines the success of education in schools. Therefore, teachers must work optimally in order to contribute to school productivity. Good teacher performance stems from good work discipline. Discipline is considered the primary foundation for achieving educational goals in every educational institution. Teacher discipline encompasses not only classroom order but also responsibility and commitment to teaching duties. The extent to which teachers can maintain high standards in performing their duties can be seen through an analysis of this level of discipline (Isnarizal Shoim, Eny Kustiyah, 2019). Sutrisno in (Singodimedjo, 2019) defines discipline as the willingness and readiness of an individual to comply with and adhere to the norms that apply around them, and employee discipline greatly influences the goals of an institution. Meanwhile, according to Rivai in (Simamora, 2015), the most important operational function of human resource management (HRM) is discipline, as the level of teacher discipline positively correlates with the level of work performance that can be achieved.

Based on the actual conditions of educational issues in Indonesia, it can be emphasized that educational institutions that wish to survive and thrive require a quality assurance strategy that goes beyond mere government accreditation, which is based solely on the minimum service criteria of the National Education Standards (SNP) applicable to various types of schools and school conditions across Indonesia. As a strategy to improve teacher performance, educational institutions should enhance their measurement indicators with minimum service standards plus. The “plus” component can be tailored to the specific development needs and quality objectives of each school. ISO 9001 is one strategy that educational institutions can use as an additional measurement indicator after meeting the minimum service standards set by the government through

accreditation. Marwiyah.Siti et al. (2023-16) also suggest that organizational governance can be implemented by expanding governance beyond the government: if the government itself can no longer provide adequate governance, then new sources of authority must emerge to regulate. A new collaborative government-private sector governance model is needed to expand governance beyond existing government sector institutions. This study will examine strategies for improving teacher performance by selecting variables that are requirements in the implementation of ISO 9001 as the basis for additional quality strategies for educational institutions and integrating data from the Ministry of Education and Culture's 2020-2024 Strategic Plan, which includes Ministry of Education and Culture Regulation No. 28 of 2016 on the Quality Assurance System for Basic and Secondary Education as a reference for school/educational institution development. Based on this government reference, this study selected schools as its population, specifically private Islamic schools with ISO 9001 certification/schools that ensure their quality through government-mandated accreditation and strengthen their quality assurance through ISO 9001.

Based on the above description, along with several literature sources and empirical data/existing conditions in Indonesian education, the researcher identified several gaps, including: 1) low student achievement or learning outcomes, both regionally and internationally, 2) limited opportunities or quotas for teacher professional certification from the government, 3) UKG results that are not relevant to the professional requirements for certified teachers, 4) non-compliance and inconsistency with the requirements or regulations of teacher professionalism, 5) a quality assurance system that is not relevant demographically and to the diversity of school quality, 6) government regulations related to teacher performance measurement, 7) Leadership, namely the role of top management/school principals with their commitment to the school quality assurance system.

From the gap that occurred, researchers were encouraged to conduct further research as an effort to complement and minimize the gap and build sustainability in the quality of performance of both human resources and educational institutions/agencies. This research brought up a series of variables that have an influence on Work Discipline and Teacher Performance as well as the role of Leadership, which uses management commitment as an indicator to strengthen the relationship between Work Discipline and Teacher Performance. Previous research has not provided a systematic solution to the issues of Teacher Performance and Work Discipline, which has impacted the quality of learning outcomes that do not align with the targets set by the institution and the Indonesian government. Among the factors contributing to low student academic performance as a result of Teacher Performance, equally important is the low awareness of teachers regarding their responsibilities toward the essence of education itself.

METHOD

This research design uses quantitative methods. According to Sugiyono (2018:7), quantitative research methods are based on positivism philosophy, which is used to study specific populations or samples, collect data using research instruments, and analyze data quantitatively or statistically, with the aim of testing predetermined hypotheses.

Population and Sample: The population defined in this study is 321 permanent teachers from private Islamic schools in East Java that implement ISO 9001. The sample size was calculated using the Slovin formula with a tolerance of 5%, resulting in a sample size of 178 people, rounded up to 190 people. Data collection in this study used a questionnaire containing questions about data from respondents and respondents' perceptions of variables related to this study.

The data analysis techniques used in this study include questionnaire testing, classical assumption testing, descriptive statistics, correlation analysis, and hypothesis testing. Based on the

research conceptual framework, there are two model structure equations in this study, namely regression equation model 1 and regression equation model 2, as follows:

Model 1: Testing Hypotheses H1 to H4

$$Z = \lambda_1 X_1 + \lambda_2 X_2 + \lambda_3 X_3 + \lambda_4 X_4 + e$$

Model 2: Testing Hypotheses H5 to H11

$$Y = \lambda_1 X_1 + \lambda_2 X_2 + \lambda_3 X_3 + \lambda_4 X_4 + \lambda_5 Z + \lambda_6 M + \lambda_7 MZ + e$$

The research model refers to the conceptual framework and methods used to answer research questions in order to achieve the following predetermined research objectives:

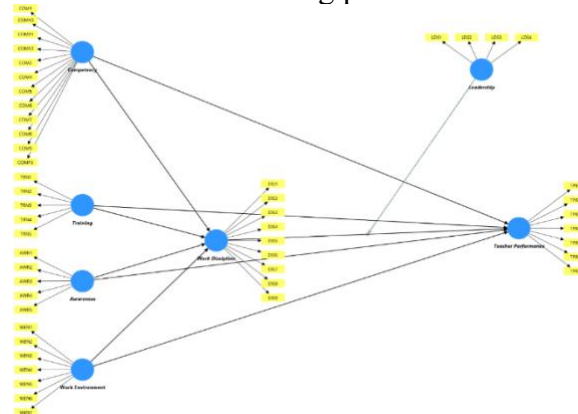


Figure 1. Research Model

RESULTS AND DISCUSSION

The results of the research based on convergent validity testing aim to test whether the indicator variables used are truly significant in terms of reflecting the construct or latent variables. A reflective indicator is said to be valid if the outer loading/factor loading value is greater than 0.7 (Hair, 2022). This means that if a reflective indicator has an outer loading value less than 0.7, it will be removed and retested. The following are the results of the convergent validity analysis in this study.

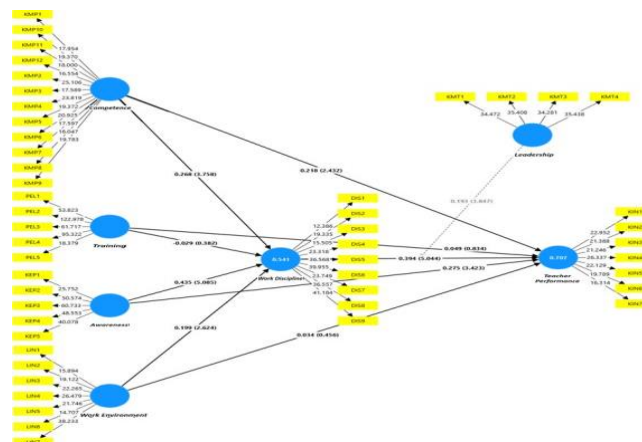


Figure 2. Validity testing based on outer loading

Discriminant validity testing was also conducted to ensure that each concept of each latent variable was different from the other variables. Discriminant validity can be seen through the Fornell-Lacker Criterion test, namely, the model has good discriminant validity if the AVE square value of each exogenous construct (value on the diagonal) exceeds the correlation between that

construct and other constructs (value below the diagonal) (Henseler et al., 2015). The results of the Fornell-Lacker Criterion test are as follows:

Table 1. Discriminant Validity Testing: Fornell Larcker Criterion

	<i>Work Discipline</i>	<i>Awareness</i>	<i>Teacher Performance</i>	<i>Leadership</i>	<i>Competency</i>	<i>Work Environment</i>	<i>Training</i>
<i>Work Discipline</i>	0,821						
<i>Awareness</i>	0,674	0,896					
<i>Teacher Performance</i>	0,693	0,742	0,752				
<i>Leadership</i>	0,548	0,596	0,620	0,862			
<i>Competency</i>	0,583	0,568	0,648	0,490	0,747		
<i>Work Environment</i>	0,527	0,524	0,536	0,636	0,420	0,787	
<i>Training</i>	0,451	0,588	0,576	0,556	0,531	0,413	0,911

Source: Researcher's Findings (2024)

The results of the research hypothesis testing data analysis are presented in Table 4 below:

Table 2. Hypothesis Testing

	Hubungan	Coeff Path/ Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values	Keterangan
H1	<i>Competency -> Work Discipline</i>	0,268	0,271	0,071	3,758	0,000*	Pengaruh positif & signifikan
H2	<i>Training -> Work Discipline</i>	-0,029	-0,027	0,075	0,382	0,351	Pengaruh negatif & tidak signifikan
H3	<i>Awareness -> Work Discipline</i>	0,435	0,431	0,085	5,085	0,000*	Pengaruh positif & signifikan
H4	<i>Work Environment -> Work Discipline</i>	0,199	0,201	0,076	2,624	0,004*	Pengaruh positif & signifikan
H5	<i>Competency -> Teacher Performance</i>	0,218	0,236	0,09	2,432	0,008*	Pengaruh positif & signifikan
H6	<i>Training -> Teacher Performance</i>	0,049	0,057	0,059	0,834	0,202	Pengaruh positif & tidak signifikan
H7	<i>Awareness -> Teacher Performance</i>	0,275	0,262	0,08	3,423	0,000*	Pengaruh positif & signifikan

H8	Work Environment -> Teacher Performance	0,034	0,031	0,074	0,456	0,324	Pengaruh positif & tidak signifikan
H9	Work Discipline -> Teacher Performance	0,394	0,387	0,078	5,044	0,000*	Pengaruh positif & signifikan
H10	Leadership -> Teacher Performance	0,156	0,153	0,076	2,062	0,020*	Pengaruh positif & signifikan
H11	Leadership x Work Discipline -> Teacher Performance	0,193	0,197	0,05	3,847	0,000*	Pengaruh positif & signifikan

*Significant at $\alpha=5\%$ (p-value <0.05)

Source: Researcher's processed results (2024),

Based on the hypothesis test table, it can be seen that:

1. H1: Competency has a positive and significant effect on work discipline.
2. H2: Training has no positive or significant effect on work discipline.
3. H3: Awareness has a positive and significant effect on work discipline.
4. H4: Work environment has a positive and significant effect on work discipline.
5. H5: Competency has a positive and significant effect on Teacher Performance.
6. H6: Training has a positive but statistically insignificant effect on Teacher Performance.
7. H7: Awareness has a positive and significant effect on Teacher Performance.
8. H8: Work Environment has a positive but statistically insignificant effect on Teacher Performance.
9. H9: Work Discipline has a positive and statistically significant effect on Teacher Performance.
10. H10: Leadership has a positive and significant effect on Teacher Performance.
11. H11: Leadership positively moderates (strengthens) and significantly influences the effect of Work Discipline on Teacher Performance.

The intervening test was conducted to determine whether the relationship through a mediating variable was significantly capable of mediating the relationship. Below are the results of the intervening test calculations.

Table 3. Intervening Variable Test

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Awareness -> Work Discipline -->Teacher Performance	0,171	0,168	0,049	3,473	0,000
Competency -> Work Discipline -->Teacher Performance	0,105	0,103	0,030	3,523	0,000
Work Environment -> Work Discipline -->Teacher Performance	0,078	0,079	0,035	2,219	0,013
Training -> Work Discipline -->Teacher Performance	-0,011	-0,009	0,029	0,392	0,348

Source: Researcher's findings (2024)

A comprehensive discussion of intervening variables based on the results of structural model analysis using the Partial Least Squares (PLS) method provided information on the influence of several variables on Teacher Performance. The results showed that there were three variables that had a significant positive influence on Teacher Performance through work discipline, namely Awareness, Competency, and Work Environment.

First, the awareness variable shows the strongest influence on Teacher Performance through work Discipline with a coefficient value of 0.171. This result is reinforced by a t-statistic value of 3.473 and a significance value (p-value) of 0.000, which means that the influence is very significant. This means that the higher the awareness of teachers, the better their performance.

Second, the Competency variable was also proven to have a significant effect on Teacher Performance through work Discipline, with a coefficient value of 0.105, a t-statistic of 3.523, and a p-value of 0.000. This shows that Competency in carrying out tasks and responsibilities also encourages an increase in the quality of Teacher Performance.

Third, Work Environment also has a positive and significant influence through Work Discipline with a coefficient value of 0.078, a t-statistic of 2.219, and a p-value of 0.013. This shows that a conducive, comfortable, and supportive Work Environment contributes to improving Teacher Performance.

Fourth, unlike the previous three variables, the Training variable does not show a significant influence on Teacher Performance through work Discipline. The coefficient value is negative (-0.011), with a t-statistic of only 0.392 and a p-value of 0.348. This indicates that the training provided has not been able to have a tangible impact on improving Teacher Performance. This may be due to the training material not being aligned with teachers' needs, ineffective training methods, or the implementation of training outcomes in the field not being optimal.

CONCLUSION

Based on the results of this study, it can be concluded that:

1. Competency has a strong positive influence on work discipline with a coefficient value of 0.268, a t-statistic value of 3.758 (>1.645), and a p-value of 0.000 (<0.05).
2. Training has a non-positive and non-significant influence on work discipline, with a coefficient value of -0.029, a t-statistic value of 0.382 (≤ 1.645), and a p-value of 0.351 (≥ 0.05).
3. Awareness has a positive and significant effect on Work Discipline with a coefficient value of 0.435, a t-statistic value of 5.085 (>1.645), and a p-value of 0.000 (<0.05).
4. Work Environment has a positive and significant effect on Work Discipline with a coefficient value of 0.199, a t-statistic value of 2.624 (>1.645), and a p-value of 0.004 (<0.05).
5. Competency has a positive and significant effect on Teacher Performance with a coefficient value of 0.218, a t-statistic value of 2.432 (>1.645), and p-values of 0.008 (<0.05).
6. Training has a positive but not statistically significant effect on Teacher Performance with a coefficient value of 0.049, a t-statistic value of 0.834 (≤ 1.645), and p-values of 0.202 (≥ 0.05).
7. Awareness has a positive and significant effect on Teacher Performance with a coefficient value of 0.275, a t-statistic value of 3.423 (>1.645), and a p-value of 0.000 (<0.05).
8. Work Environment has a positive but statistically insignificant effect on Teacher Performance with a coefficient value of 0.034, a t-statistic value of 0.456 (≤ 1.645), and a p-value of 0.324 (≥ 0.05).
9. Work Discipline has a positive but statistically insignificant effect on Teacher Performance with a coefficient value of 0.394, a t-statistic value of 5.044 (>1.645), and p-values of 0.000 (<0.05).

10. Leadership has a positive and significant effect on Teacher Performance with a coefficient value of 0.156, a t-statistic value of 2.062 (>1.645), and a p-value of 0.020 (<0.05).
11. Leadership positively moderates (strengthens) and significantly influences Work Discipline on Teacher Performance with a coefficient value of 0.193, a t-statistic value of 3.847 (>1.645), and p-values of 0.000 (<0.05).

Implications

Based on the results of this study, the following theoretical and practical implications can be drawn:

Theoretical Implications:

This finding opens new horizons in management literature, enhancing understanding of factors related to Work Discipline and Teacher Performance (Competency, Training, Awareness, and Work Environment), as well as the important and strategic role of Leadership in optimizing Teacher Performance and school outcomes, particularly in private Islamic schools certified under ISO 9001 and private schools in general.

The theoretical implication is that implementing a quality assurance system that exceeds the minimum standards set by the government can function as a framework for controlling the quality management system process and impact the expected work outcomes. By understanding the development needs of a school, especially private educational institutions, it is important to adopt a holistic approach in maintaining the sustainability of schools to continue contributing benefits to society.

Practical Implications:

The results of this study reveal various findings that cover several important aspects in the context of organizational management and human resource development in the educational environment, namely continuing to strengthen the role of leadership and maintaining consistency in the implementation of work discipline by maintaining the work environment as part of efforts to increase productivity and maintain the sustainability of education quality.

Limitations

In conducting this research, there are limitations that may affect the results, including:

1. The researcher's limited ability to analyze the essence and accuracy of the research.
2. The possibility that respondents may have difficulty understanding the statements in the questionnaire and may not be completely honest in filling it out, which could lead to inaccurate results.
3. This study only examines the influence of several factors affecting the improvement of work discipline and teacher performance, so further research is needed to investigate the influence of other factors that have not been examined on teacher performance.
4. The conclusions drawn in this study are based solely on data analysis, so further research is needed on various factors that influence teacher performance using different research methods, a broader sample, and the use of different and more comprehensive research instruments.

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