

INCREASED LEARNING EFFECTIVENESS THROUGH INSTRUCTIONAL LEADERSHIP AND SCHOOL CULTURE

Henny Suharyati ¹,
Eri Sarimanah²,
Aprian Rinaldi ²

¹ Education Management, Graduate School, Pakuan University

² PGSD, Graduate School, Pakuan University

³ Education Administration, Graduate School, Pakuan University

ABSTRACT

Learning Effectiveness is a measure of the success of the learning process. This study aims to find efforts to improve the effectiveness of learning through the study of the relationship between instructional leadership and school culture. This research uses a survey method with correlational research techniques and SITOREM analysis, this research was carried out on foundation permanent teachers at private vocational schools located in the Caringin District, Cigombong, Cijeruk, Bogor Regency, totaling 26 schools. Sampling was conducted at a proportional random basis of 135 out of 203 populations. Data collection in this study used questionnaires as instruments. The results showed that: 1) there was a very significant positive relationship between instructional leadership and learning effectiveness, with a correlation coefficient score of $r_{y1} = 0.414$; 2) there is a very significant positive relationship between school culture and learning effectiveness, because the magnitude of the correlation coefficient score $r_{y2} = 0.286$ is obtained; and (3) there was a very significant positive relationship between instructional leadership and school culture together with learning effectiveness, the R_{y12} correlation coefficient score = 0.451. Based on the results of the study, the effectiveness of learning will increase, if there are efforts to improve the instructional leadership of the principal and the school culture.

Keywords: instructional leadership, school culture, and learning effectiveness

INTRODUCTION

School development through effective learning is an effort to improve the quality of education. Talking about the effectiveness of learning cannot be separated from the quality of the school. The quality of schools is the quality of all elements of the education system. The effectiveness of learning is not only judged by the results, but by the interaction of various components. Based on a preliminary survey conducted on June 21-28, 2021 to 30 permanent teachers of SMK foundations in Caringin sub-district, Cijeruk, Cigombong, Bogor regency, problems were found that showed the effectiveness of teacher learning was not optimal, including: (1) 52% of teachers still do not apply the learning model properly, (2) 42% of teachers still do not do good classroom management, (3) 58% of teachers have not used learning resource media properly, (4) 47% of teachers still do not interact well with students, (5) 60% of teachers have not conducted a learning evaluation .

The effectiveness of learning can be influenced by several factors, in addition to the principal's instructional leadership as a coach in improving the learning process as well, influenced by many other factors such as school culture, job satisfaction, school environment, organizational climate School, supervision, leadership style are also other factors . Looking at this description, it is necessary to research on the source of the problem, namely how the correlation between the principal's instructional leadership and school culture in improving learning effectiveness, especially teachers of Vocational Middle Schools in Caringin District, Cijeruk, Cigombong, Bogor Regency.

Learning Effectiveness

Learning effectiveness is an approach to evaluating the quality of schools. Evaluate the quality of education as an indication of public perception of the school itself, although there is no consensus on the definition of learning effectiveness. This shows that the effectiveness of learning is a long and continuous study. The development of research on the effectiveness of learning has produced many views on the effectiveness of learning itself. All of these opinions are in accordance with their respective understandings and experiences. As an effort to limit the problems studied in the field of learning effectiveness.

According to the study of Barus & Harsono, (2018: p.326) that Learning effectiveness is how teachers and students involve a set of implementations based on interactions that occur in the educational environment to achieve certain goals. Learning effectiveness is divided into four categories: (1) classical perfection of student learning, (2) positive student activity, (3) positive student reaction, and (4) teacher ability to lead the class.

Andini & Supardi explained , (2018: p.5) Learning Effectiveness is useful and purposeful learning for students that allows them to learn certain skills, knowledge, and attitudes easily and in a fun way as well as to achieve the expected learning goals. Learning effectiveness can be measured using five metrics: (1) Actively involve students, (2) Arouse student interest, (3) Motivate students, (4) Principle of individuality, (5) Demonstration in teaching.

Sufiani, (2017: p. 132) stated that learning effectiveness means learning activities carried out appropriately by teachers and students through the interaction process by involving all learning components in order to achieve goals. With indicators: (1) Learning materials, (2) Learning atmosphere, (3) Media and learning resources, (4) Teachers are learner subjects.

Based on the theoretical study above, what is meant by learning effectiveness can be synthesized as a measure of the success of the learning process in an effort to achieve learning objectives. (1) Learning model (2) learning management; (3) use of learning resource media, (4) teacher-student interaction, and (5) learning assessment.

Instructional Leadership

Instructional leadership according to Sukmawati & Herawan, (2016: p.73), is the behavior of the principal prioritizing his learning activities, including influencing, directing, and guiding teachers in teaching and learning activities so that teachers can provide the best learning services to students. Principal instructional leadership can be measured through seven dimensions (1) continuous improvement, (2) learning culture, (3) assessment of learning outcomes, (4) teacher professional development, (5) school management, (6) ethics, (7) differences.

According to Saat & Zain, (2016: p.60), instructional Leadership style is one style that can lead to academic excellence. Three aspects, namely (1) Determination of school mission that functions to build and achieve school goals; (2) Curriculum management includes three functions such as monitoring and evaluating teaching, curriculum coordination, and monitoring student progress; and (3) Creating a learning environment that emphasizes the functions of protecting instructional time, encouraging professional development, maintaining high visibility, enforcing academic standards, and motivating students and teacher.

Exposure Shaked et al., (2018, p. 418) states that "... Instructional leadership reflects the actions taken by a principal to promote students' learning and academic success ...". Instructional leadership reflects the actions taken by principals to promote and academic success. The instructional leadership dimension consists of three dimensions (1) Establishing the school's mission (2) Managing academic programs (3) Developing a positive learning environment at school.

Based on the theoretical studies above, instructional leadership can be synthesized as leader actions that focus on student learning processes and outcomes through professional teacher empowerment. With indicators (1) defining the mission of the school, (2) managing learning programs, (3) developing professionalism, (4) creating a positive learning environment, and (5) maintaining attendance.

School Culture

Kurniawati, (2015: p.31) explained that school culture is a set of values that underlie behavior, traditions, daily habits, and symbols practiced by the principal, teachers, administrative officers, students and the community around the school. With indicators: (1) Norms and Rules, (2) Habits.

As for according to Oktaviani, (2015: p.615) stated, school culture is a characteristic of a school, and a school value system that includes a number of norms, values, attitudes, and habits can be the right way to improve student performance. elements that exist in school culture such as normal behavior, norms, dominant values, philosophy, rules, and school environment.

While Yusof et al., (2016: p.274) states "... School culture is defined as a social system that has its own characteristics and culture...". School culture is defined as a social system that has its own characteristics and culture, while the dimensions of school culture include: (1) Teacher Professionalism & Goal Setting, (2) Administrator Professional Services, (3) Teacher Collaboration.

Based on the study of the theory above, it can be synthesized that school culture is a distinctive character of school residents through standards, values, beliefs, feelings, expectations, and attitudes that underlie all actions in the school. With indicators (1) Regulations such as problem-solving guidelines, (2) Standards agreed by members, (3) Encouraging innovation, (4) Adapting to the school environment, (5) Relationships in

school organizations.

METHOD

This study aims to describe the influence of instructional leadership variables and school culture on learning effectiveness in permanent foundation teachers in Caringin District, Cijeruk, Cigombong, Bogor Regency. The research method used is a survey method with a correlational approach. Using this method is expected to solve problems in educational institutions related to learning effectiveness. In this study, it is also expected to know how much the relationship between these variables both individually and together. This research was conducted in Private Vocational High Schools located in Caringin District, Cijeruk, Cigombong, Bogor Regency which totaled 26 schools. Sampling was carried out using a random system, which amounted to 135 out of 203 populations. Data collection in this study used questionnaires or questionnaires as instruments. Instrument trials were conducted through Pearson's Product Moment correlation technique. Test the reliability of research instruments using Cronbach's Alpha calculations. While data analysis uses inferential statistics using variance and regression analysis tests.

DISCUSSION

The relationship between instructional leadership and learning effectiveness. Instructional leadership is the leader's actions that focus on student learning processes and outcomes through professional teacher empowerment. Learning effectiveness is a measure of how successful the learning process is through educators' efforts to achieve learning objectives. Based on the results of the calculation of the correlation coefficient between instructional leadership (X_1) and learning effectiveness (Y), it can be concluded that there is a very significant positive relationship between instructional leadership and learning effectiveness, because a large correlation coefficient score $r_{y1} = 0.414$.

The contribution of instructional leadership (X_1) in explaining the effectiveness of learning (Y) through the score of the coefficient of determination $r_{y12} = 0.1711$ because a calculated t score was obtained $= 5.75 > t_{table} = 1.98$ at a significant level of 0.05. Thus, showing 17.11% of teacher learning effectiveness (Y) can be explained by instructional leadership (X_1).

Table 1. Avariant analysis (Anava) test of significance of regression of learning effectiveness (Y) with instructional leadership (X_1)

Sources of Variation	dk	JK	KT	<u>Fcount</u>	<u>Ftabel</u> α = 0,05	Conclusion
Total	135	2404637				
Coefficient (a)	1	2363606	2363606			Very Significant
Regression (b/a)	1	7018,76	7018,76	27,45**	3,91	
Remnant	133	34012,54	255,73			
Tua Match	55	16971,01	308,56	1,45ns	1,49	Linear
Galat	80	17041,53	213,02			

Information:

dk : Degrees of freedom

JK : sum of squares

RJK : mean sum of squares

** : very significant

ns : non significant means linear

The results showed that there is a very significant positive relationship between instructional leadership and learning effectiveness and this relationship is a functional relationship which means that the role of instructional leadership can increase learning effectiveness. This is supported by an opinion (Sukmawati & Herawan, 2016: p.73), is The principal's behavior prioritizes student learning by influencing, directing, and guiding teachers in teaching and learning activities so that teachers provide the best learning services to students. Referring to the theory of principal instructional leadership that focuses on academic problems, namely things that are directly in the process environment of student learning activities. This means that instructional leadership is a series of principal coaching in helping teachers to improve teaching quality which has implications for improving student learning outcomes, p It tends that good instructional leadership will increase the effectiveness of learning.

Thus this study supports previous research by (Anggraeni, 2017: p.131) In the journal of Educational Administration the results of research entitled The Influence

of Instructional Leadership of School Principals, Professional Learning Community on Teacher Teaching Performance and Its Impact on Learning Effectiveness in Madrasah Aliyah Se Bandung Raya in the results of his research concluded that Instructional Leadership weak and untrained PLCs have significant influence to teacher performance.

The Relationship between School Culture and Learning Effectiveness

School culture is the distinctive character of school residents through the norms, values, beliefs, feelings, expectations and attitudes that underlie every action in the school. Learning Effectiveness is a measure of the success of the learning process through the efforts of educators in achieving learning objectives. Based on the calculation of the correlation coefficient between school culture (X₂) and learning effectiveness (Y), it can be concluded that there is a very significant positive relationship between school culture and learning effectiveness, because a large correlation coefficient score $r_{y2} = 0.286$ was obtained. This can be seen from the calculated F score of $11.82 > F_{table}$ of 3.91 at a significant level of 0.05. The regression equation can be used to predict teacher learning effectiveness scores (Y) through school culture scores (X₂).

The contribution of school culture (X₂) in explaining the effectiveness of learning (Y) through the score of the determinant coefficient $r_{y22} = 0.0816$ because obtained a calculated t score = $3.59 > t_{table} = 1.98$ at a significant level of 0.05. Thus, it shows that 8.16% of learning effectiveness can be explained by school culture.

Table 2. Avariant analysis (Anava) test of significance of regression of learning effectiveness (Y) with School Culture (X₂)

Sources of Variation	df	JK	KT	F _{count}	F _{table} $\alpha = 0,05$	Conclusion
Total	135	2404637				
Coefficient (a)	1	2363605,70	2363605,70			Very Significant
Regression (b/a)	1	3347,70	3347,70	11,82 ^{**}	3,91	
Remnant	133	37683,60	283,34			
Tuna Match	53	13877,03	261,83	0,90 ^{ns}	1,50	Linear

Information:

dk : Degrees of freedom

JK : sum of squares

RJK : mean sum of squares

** : very significant

ns : non significant means linear

The results showed that there was a significant positive relationship between school culture and learning effectiveness, in line with this view (Kurniawatim, 2015: p.31) explaining that school culture is a set of values that underlie behavior, traditions, daily habits, and symbols embraced by principals, teachers, administrators, and students, students and the surrounding community are made of the school. By implementing positive values in schools, it has implications for an effective learning process.

Another opinion according to (Nurpuspitarsi et al., 2019: p.762). In the Journal of Education Management with the title Learning Effectiveness Reviewed from the Academic Supervision of the Principal and School Culture, teachers in State Elementary Schools located in the Serang Baru District of Bekasi Regency with a total of 21 schools. The results showed that: 1) there was a very significant positive relationship between school culture and teacher learning effectiveness, obtained a large correlation coefficient score $r_{y2} = 0.438$; and 2) there was a very significant positive relationship between the academic supervision of the head School and school culture together with the effectiveness of teacher learning. correlation coefficient score $R_{Y12} = 0.6331$. concluded that the effectiveness of teacher learning will be maximized if efforts are made to increase the supervision of the principal and school culture.

The Relationship between Instructional Leadership and School Culture in tandem with Learning Effectiveness

Instructional leadership is the leader's actions that focus on student learning processes and outcomes through professional teacher empowerment. School culture is the distinctive character of school residents through the norms, values, beliefs, feelings, expectations and attitudes that underlie every action in the school. Learning Effectiveness is a measure of the success of the learning process through the efforts of educators in achieving learning objectives.

Based on the results of the study, it can be concluded that there is a very significant positive relationship between instructional leadership (X1) and school culture (X2) together with learning effectiveness (Y). The results of the significant double correlation to the strength of the relationship between instructional leadership (X1) and school culture (X2) together with learning effectiveness (Y) obtained $r_{y1.2} = 0.451$.

The results of the double correlation significance test obtained $F_{count} = 16.34$ greater than $F_{table} = 3.06$ at a significant level of 0.05, then the accepted hypothesis is H1. It can be concluded that there is a very significant positive relationship between instructional leadership and school culture together with learning effectiveness.

Table 4. Avariant analysis (Anava) test the significance of multiple regression of instructional leadership (X1) and school culture (X2) together with learning effectiveness (Y)

Sources of Variation	dk	JK	KT	Fcount	Ftable $\alpha = 0,05$	Conclusion
Regression	2	8330,75	4165,37	16,81	3,06	Very Significant
Residu	132	32700,56	247,73			
Total	134	41031,30				

Information:

- dk : Degrees of freedom
- JK : sum of squares
- RJK : mean sum of squares
- ** : very significant
- ns : non significant means linear

Based on the correlation coefficient score $r_{y12} = 0.4506$, a determinant coefficient score $r^2_{y12} = 0.2030$ or 20.30% of the contribution of instructional leadership and school culture together in explaining learning effectiveness. Theoretically this is supported by statements (Anggraeni, 2017: p.133). Learning effectiveness is the result of a combination of factors, including aspects of the teacher's journey and the way he or she interacts with others, such as specific teaching practices, especially how to manage learning and creating a favorable environment for learning.

Activities between educating and teaching activities are different things, the teaching process only emphasizes the aspect of knowledge, so that when students understand and understand the teaching material, it can be said to be successful. Educational activities include developing the attitudes and behaviors of students to become good and useful human beings for parents, society, homeland, nation, and religion. It leans more towards emotional, spiritual- spiritual and behavioral aspects. In order for the teaching process to be more effective, teachers must have the ability to educate and teach. Teachers can achieve these aspects if the principal is able to adopt an instructional leadership style and enhance the school culture through positive values managed by the school community. The success of the learning process through the efforts of educators in achieving learning objectives. Based on the results of the study, it can be concluded that there is a very significant positive relationship between instructional leadership (X1) and school culture (X2) together with learning effectiveness (Y). The results of the significant double correlation to the strength of the relationship between instructional leadership (X1) and school culture (X2) together with learning effectiveness (Y) obtained $r_{y1.2} = 0.451$.

The results of the double correlation significance test obtained $F_{count} = 16.34$ greater than $F_{table} = 3.06$ at a significant level of 0.05, then the accepted hypothesis is H1. It can be concluded that there is a very significant positive relationship between instructional leadership and school culture together with learning effectiveness.

Table 4. Partial Correlation Coefficient

Control Variables	$r_{parsial}$	t_{hitung}	t_{tabel} ($\alpha=0,05$)	Conclusion
X1	0,6469	12,83	1,98	Very Significant
X2	0,4044	5,57	1,98	Very Significant
Significant terms $t_{count} > t_{table}$				

Based on the correlation coefficient score $r_{y12} = 0.4506$, a determinant coefficient score $r^2_{y12} = 0.2030$ or 20.30% of the contribution of instructional leadership and school culture together in explaining learning effectiveness. Theoretically this is supported by statements (Anggraeni, 2017: p.133). Learning effectiveness is the result of a combination of factors, including aspects of the teacher's journey and the way he or she interacts with others, such as specific teaching practices, especially how to manage learning and creating a favorable environment for learning.

Activities between educating and teaching activities are different things, the

teaching process only emphasizes the aspect of knowledge, so that when students understand and understand the teaching material, it can be said to be successful. Educational activities include developing the attitudes and behaviors of students to become good and useful human beings for parents, society, homeland, nation, and religion. It leans more towards emotional, spiritual- spiritual and behavioral aspects. In order for the teaching process to be more effective, teachers must have the ability to educate and teach. Teachers can achieve these aspects if the principal is able to adopt an instructional leadership style and enhance the school culture through positive values managed by the school community.

CONCLUSION

Based on research and statistical calculations that have been carried out regarding the relationship between instructional leadership variables and school culture to learning effectiveness variables, it can be concluded that there is a very significant positive relationship between instructional leadership and learning effectiveness. This means that stronger headmaster instructional leadership behavior results in increased learning effectiveness. Therefore, to improve learning effectiveness, principals must optimize instructional leadership behavior in schools.

There is a very significant positive relationship between school culture and learning effectiveness. This means that the stronger the teacher's school culture has an impact on increasing learning effectiveness. Therefore, to improve the effectiveness of learning, school principals must make improvements in improving teacher school culture.

There is a very significant positive relationship between instructional leadership and school culture together with learning effectiveness. Therefore, to improve learning effectiveness, principals need to optimize the application of instructional leadership behaviors in schools and improve school culture.

REFERENCE

1. Abdullah, J. B., & Md. Kassim, J. (2011). Instructional leadership and attitude towards organizational change among secondary schools principal in Pahang, Malaysia. *Procedia - Social and Behavioral Sciences*, 15, 3304–3309. <https://doi.org/10.1016/j.sbspro.2011.04.290>
2. Andini, D. M., & Supardi, E. (2018). Kompetensi Pedagogik Guru Terhadap Efektivitas Pembelajaran Dengan Variabel Kontrol Latar Belakang Pendidikan Guru. *Jurnal Pendidikan Manajemen Perkantoran*, 3(1), 1–7. <https://doi.org/10.17509/jpm.v3i1.9450>
3. Anggraeni, P. (2017). Pengaruh Kepemimpinan Instruksional Kepala Sekolah, Professional Learning Community Terhadap Kinerja Mengajar Guru Dan Dampaknya Terhadap Efektivitas Pembelajaran Di Madrasah Aliyah Se Bandung Raya. *Jurnal Administrasi Pendidikan*, 24(2), 131–143. <https://doi.org/10.17509/jap.v24i2.8302>
4. Banani, M. T. (2017). Pengaruh Kepemimpinan Kepala Sekolah terhadap Kompetensi Guru dalam Mewujudkan Efektivitas Pembelajaran. *Jurnal Pendidikan Universitas Garut*, 11(01), 67–76. journal.uniga.ac.id
5. Barus, E. M., & Harsono, T. (2018). Efektivitas Pembelajaran Dengan Metode Role Playing Pada Pembelajaran Sistem Ekskresi Manusia Terhadap Hasil

Belajar Siswa Di Kelas XI IPA SMA Negeri 1 Galang T.P 2013/2014. *Jurnal Ilmiah Kebidanan IMELDA*, 4(1).

6. Djafri, N. (2015). Pengaruh Gaya Kepemimpinan, Empati Dan Motivasi Terhadap Budaya Organisasi. *Jurnal Manajemen*, XIX(01), 59–73.
7. Engels, N., Hotton, G., Devos, G., Bouckenoghe, D., & Aeltermann, A. (2008). Principals in schools with a positive school culture. *Educational Studies*, 34(3), 159–174. <https://doi.org/10.1080/03055690701811263>
8. Eva, M. (2016). Pengembangan Budaya Sekolah. *Tarbawi*, 2(02), 86–96.
9. Fathurrahman, A., Sumardi, S., Yusuf, A. E., & Harijanto, S. (2019). Peningkatan

10. Efektivitas Pembelajaran Melalui Peningkatan Kompetensi Pedagogik Dan Teamwork. *Jurnal Manajemen Pendidikan*, 7(2), 843–850. <https://doi.org/10.33751/jmp.v7i2.1334>
11. Fikri, M. H., & Nasution, L. (2018). Pengaruh Kepemimpinan Kepala Sekolah Terhadap Efektivitas Sekolah Di Sma Negeri 2 Medan. *Jurnal Penelitian Sosial Humaniora*, 3(2), 389–395.
12. Hamid, A. (2019). Efektivitas Sekolah Dalam Perspektif Manajemen Mutu Pendidikan. *Jurnal At-Ta'lim*, 1(1), 48–60.
13. Irwana, A. (2015). Kepemimpinan Visioner Kepala Sekolah Dan Kinerja Guru Terhadap Efektivitas Sekolah Di Sekolah Dasar. *Jurnal Administrasi Pendidikan UPI*, 22(2), 104–119.
14. Kurniawatim, A. (2015). Pengaruh Iklim Dan Budaya Sekolah Terhadap Sikap Disiplin Siswa SMP Negeri 3. *Jurnal Adminisistrasi Pendidikan*, 7(9), 27–44.
15. Nurpuspitasari, D., Sumardi, S., Hidayat, R., & Harijanto, S. (2019). Efektivitas Pembelajaran Ditinjau Dari Supervisi Akademik Kepala Sekolah Dan Budaya Sekolah. *Jurnal Manajemen Pendidikan*, 7(1), 762–769. <https://doi.org/10.33751/jmp.v7i1.962>
16. Oktaviani, C. (2015). Dalam Peningkatan Kinerja Guru. *Manajer Pendidikan*, 9(4), 613–617.
17. Rathana, L., & Sutasih, C. (2015). Kepemimpinan Instruksional Kepala Sekolah Dan Iklim Sekolah Terhadap Kinerja Mengajar Guru. *Jurnal Adminisistrasi Pendidikan*, 22(2), 93–103. <https://doi.org/10.46244/visipena.v1i2.28>
18. Rohmawati, A. (2015). Efektivitas Pembelajaran. *Jurnal Pendidikan Usia Dini*, 9(1), 15–32.
19. Saat, L. Bin, & Zain, S. (2016). Pengaruh Kepimpinan Instruksional , Efikasi dan Tugas Rutin Pengetua Terhadap Pencapaian Akademik. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 1(3), 42–65.
20. Scheerens, J. (2000). Redefining School Effectiveness. In *Westminster Studies in Education* (Vol. 25, Issue 1). <https://doi.org/10.1080/0140672020250105>
21. Schoen, L. T., & Teddlie, C. (2008). A new model of school culture: A response to a call for conceptual clarity. *School Effectiveness and School Improvement*, 19(2), 129–153. <https://doi.org/10.1080/09243450802095278>
22. Setiawan, A. (2016). Kontribusi Kepemimpinan Transformasional Kepala Sekolah Dan Iklim Sekolah Terhadap Efektivitas Sekolah. *Jurnal Administrasi Pendidikan UPI*, 23(1), 130–140.
23. Shaked, H., Glanz, J., & Gross, Z. (2018). Gender differences in instructional leadership: how male and female principals perform their instructional leadership role. *School Leadership and Management*, 38(4), 417–434. <https://doi.org/10.1080/13632434.2018.1427569>
24. Sinambela, P. N. J. M. (2008). Faktor-Faktor Penentu Keefektifan Pembelajaran Dalam Model Pembelajaran Berdasarkan Masalah (Problem Based Instruction). *Jurnal Generasi Kampus*, 1(2), 74–85.
25. Sufiani. (2017). Efektivitas Pembelajaran Aqidah Akhlak Berbasis Manajemen Kelas. *Jurnal Al-Ta'dib*, 10(2), 127–144.
26. Sukmawati, C., & Herawan, E. (2016). Kepemimpinan Instruksional Kepala Sekolah, Komitmen Guru Dan Mutu Kinerja Mengajar Guru. *Jurnal Administrasi Pendidikan*, 23(2), 68–88.
27. Supardi. (2013). *Kinerja guru* (1st ed.). PT.RajaGrafindo Persada.
28. Suryanti, E. W. (2016). Pengembangan Budaya Organisasi di Sekolah. *Jurnal*

- Ilmiah Fakultas Keguruan Dan Ilmu Pendidikan, 19(1), 1–12.
29. Usman, H. (2015). Model Kepemimpinan Instruksional Kepala Sekolah. *Cakrawala Pendidikan*, 11(3), 322–333.
30. Wuryantina, I. (2015). Budaya Organisasi Sekolah dan Motivasi Berprestasi Dengan Kinerja Guru Pada Sekolah Dasar Negeri Gugus Adiarsa Karawang Barat. *Jurnal Pendidikan Dasar*, 6(2), 242–253.
31. Yusof, H., Osman, M. N. A.-H., & Noor, M. A. M. (2016). School Culture and Its Relationship with Teacher Leadership. *International Journal of Academic Research in Business and Social Sciences*, 6(11), 272–286. <https://doi.org/10.6007/ijarbss/v6-i11/2396>

