

TRUST TECHNICAL SKILL OF MADRASAH PRINCIPAL'S LEADERSHIP IN IMPROVING EMPLOYEE PERFORMANCE

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Abstract

The head of the Madrasah as a top manager and leader, has a role, authority and responsibility in managing educational resources continuously, procedurally and consistently to improve productivity and performance. The purpose of this study was to determine the technical trust of the madrasa principal's leadership skills in improving employee performance at MAN 3 West Aceh. This type of research uses field research (field research) with a descriptive qualitative analysis approach in revealing the factual conditions of the technical trust of the Madrasah principal's leadership skills in improving employee performance. The method of data collection was done through observation, interviews, and document studies on the activities of the head of the Madrasah. Data processing techniques by means of data verification, data presentation, data reduction, and drawing conclusions from research results. The technique of analyzing research results is by triangulating data to produce accurate data validity and appropriate suggestions in making conclusions about research results. The results showed that the technical trust for the leadership skills of the Madrasah principal of MAN 3 West Aceh was categorized as weak in improving employee performance. This can be seen from the weakness of the Madrasah principal's skills in meeting the needs of employee work facilities. The principal of the Madrasah still lacks of the skills to guide employee work procedures in improving employee performance. Then the head of the Madrasah still ignores skills in preventing disruption of solid teamwork so that work comfort is still disrupted in improving the performance of employees at the Madrasah he leads.

Keywords: *Trust Technical Skill; Head of Madrasah Leadership; Employee performance*

A. INTRODUCTION

Madrasah residents really miss the leadership of the Madrasah principal who serves employees wholeheartedly. Such leadership of the Madrasah principal is very responsive in responding to complaints that hinder employee activities and productivity. The policies taken are always grounded and in favor of employees while releasing the ego of personal interests above the common interests of the Madrasah they lead (Asep Solikin, 2017). Letting go of the ego of personal interest means

controlling oneself from all forms of personal interest and always being patient and steadfast, calm and not emotional when facing challenges and obstacles that damage the common interests of the Madrasah he leads.

The leadership of the Madrasah's principal who stands and sided with the employees, they usually have technical skills in their leadership. "Because by having technical skills, you really understand and acknowledge the needs of employees' work qualities, employee work procedures and dare to prevent disruption of solid teamwork" (Sopan Andrianto, 2011). Such conditions can build trust technical skill in the leadership of the Madrasah principal in the hearts of employees. Trust technical skill in the leadership of the Madrasah principal can encourage employees to be submissive and obedient and loyal to the leadership of the Madrasah principal.

The trust technical skill of the Madrasah principal's leadership is the most powerful weapon in encouraging and moving employees to work with discipline, trust and responsibility for whatever is instructed to them. The trust technical skill of the Madrasah principal's leadership is a means of guarding in controlling employees to work in accordance with applicable procedures. The trust technical skill for the leadership of the Madrasah principal becomes a mentor and coach for employees who work in accordance with the field of duty they carry out. The trust technical skill of the Madrasah principal's leadership becomes the moral foundation in the formation of the work character traits of the employees he leads.

Trust technical skills of Madrasah leadership is a belief that is imprinted in the hearts of employees that the leadership of Madrasah principal is able to meet the needs of work facilities, is able to guide work procedures and dares to prevent disturbances that damage solid teamwork. Trust technical skill of the Madrasah principal's leadership as a form of trust and confidence in employees in accepting and carrying out leadership instructions with pleasure, wherever and whenever they are carried out wholeheartedly in order to achieve educational goals.

If the trust technical skill of the Madrasah principal's leadership are engraved in the hearts of employees, then the principal as a leader can very easily build aspects of employee potential so that they can be devoted to achieving educational goals. The head of the Madrasah as a supervisor is happy to guide and foster the functional aspects of employees so that they function as servants of the education program. The head of the Madrasah as the top manager quickly moves the operational aspects of employees so that educational activities run effectively and efficiently. Then the head of the Madrasah as an educator orderly and smoothly directs the personal aspects of employees so that they have a strong identity as Madrasah residents.

Based on initial observations to MAN 3 West Aceh, it can be seen that the trust technical skill of the Madrasah principal's leadership are very low among employees, even tend to disappoint employees when operating the main tasks and functions (*tupoksi*) as employees at Madrasah. This can be seen from the skills of the Madrasah principal in meeting the needs of inadequate employee work facilities. Skills in guiding employee work procedures that are not in accordance with applicable regulations. Then they are not brave enough to prevent disruption of solid teamwork in an effort to improve employee performance.

Research related to the trust technical skill of Madrasah leadership in improving employee performance, Sopan Adrianto once studied that 1) trust

technical skills of Madrasah leadership, both directly and indirectly greatly affect employee performance in Madrasah, 2) employee performance is largely determined by trust technical skill of the Madrasah principal's leadership in meeting the needs of employee work facilities, the ability to guide employee work procedures and build solid teamwork in Madrasah (Sopan Andrianto, 2011). The Madrasah principal's skills in fulfilling work facilities, guiding work procedures and building solid teamwork can build employee trust and confidence in the leadership of the Madrasah principal.

Theoretically, according to Hendri Fayol "technical skills are the ability of a leader to use procedures, technical and special knowledge directed at the educational goals that have been set" (Helmawati, 2014). Technical skills are specific skills of a job, such as knowledge and job specifications, duties and responsibilities. Danim said that "Technical skills are expertise in theoretical knowledge into practical action, the ability to solve problems through good tactics and strategies, or complete tasks systematically (Jawad, 2004: 24). Technical skills are usually owned by a middle-level or lower-level leader as the spearhead of controlling employee activities at the Madrasah.

Trust technical leadership skills of Madrasah principals are always built continuously on employees so that they have responsibility and trust in the tasks entrusted to them. The head of the Madrasah as a leader must be able to meet the needs of employee work facilities so that they work well, orderly and smoothly. The Madrasah head as the top manager must be able to guide employees' work procedures so that they can work in accordance with applicable regulations (Yukl, Gary, 1994: 2014). The head of the Madrasah as a leader must be brave and be responsible for preventing things that can damage solid teamwork to ensure the performance and work productivity of the employees he leads.

B. METHOD

1. Types of research

This research is a field research (field research) with a descriptive qualitative analysis approach, namely finding facts by doing the right interpretation with the aim of research to get a systematic, factual and accurate picture or painting in accordance with the facts, characteristics and relationships between phenomena investigated.

2. Time and place of the research

This research was carried out for 1 (one) month, from 1 to 31 July 2021 at MAN 3 West Aceh. The subjects of this study were the head of the Madrasah, the head of administrative affairs and the staff of *TU/*Employees at MAN 3 West Aceh.

3. Data and Data Sources

Searched data in this study include: a. Skills in meeting the needs of employee work facilities. b. Skills in guiding employee work procedures and c. Skills in preventing disruption of solid teamwork. The source of the data sought can be in the form of information, description and other document materials that can be used as the basis for the study. Then it is analyzed to draw conclusions from the data and information from the head of the Madrasah, the head of administrative affairs and

the *TU* staff/employees.

4. Data Collection Tool

In descriptive qualitative analysis, there are three data collection techniques, namely observation, interview and document study. The primary data collection technique used the unstructured interview method, which was carried out by making interview guidelines that only contained an outline of questions to be asked of competent people related to the trust technical skill of the Madrasah head leadership in improving employee performance at MAN 3 West Aceh.

5. Data Processing and Analysis Techniques

In accordance with the research focus and the approach used, namely descriptive qualitative analysis, to produce research conclusions, the validity of the data is carried out using data triangulation theory. By utilizing various data sources such as: documents, archives, observations and interviews.

All data and information collected from the head of Madrasah, Head of Administrative Affairs and *TU* staff/employees through interviews, observations, document studies and other data related to the trust technical skills of the head of Madrasah leadership in improving employee performance are re-examined through data triangulation. This is done to produce accurate data validity and appropriate advice in making decisions on the conclusions of the research results.

C. FINDINGS

1. Technical Skill of the Head of Madrasah in Fulfilling Work Facilities

Based on the results of interviews from several informants stated that the trust technical skill in the leadership of the head of MAN 3 West Aceh in the field of skills to meet the needs of employee work facilities has not been able to convince employees to improve their performance. This can be seen from the inadequate work facilities available for employees to improve their performance. Both substantive facilities that directly support daily basic tasks and facilitative facilities that support the main tasks of employees in the form of office inventory and a conducive work environment.

Judging from the results of the study of documents on the inventory list, the Inventory Book of movable and immovable goods and work facilities in their respective rooms are still inadequate according to the work needs of employees. This happens because the proposed budget for the procurement of work facilities has not been approved by the leadership, so there is no budget available to meet the needs of employee work facilities.

Based on the facts of the research results above, it can be interpreted that the trust technical skill in the leadership of the head of MAN 3 Aceh Barat in the field of skill in meeting the needs of employee work facilities has not been able to convince employees to improve employee performance in Madrasah. All of this happened because the head of the Madrasah was not able to coordinate with the leadership and other relevant stakeholders to overcome the shortage of work facilities in the Madrasah he leads.

2. Technical Skills of the Head of Madrasah in Guiding Work Procedures

Referring to the results of interviews with several informants stated that the trust technical skill in the leadership of the head of MAN 3 West Aceh in the field of skill in guiding employee work procedures has not been able to convince employees to improve their performance. This can be seen from the weak ability of the Madrasah principal to guide employees' work procedures so that they pay less attention to work procedures, work systems, goals, costs and available time.

The results of the study of documents in the minutes of meeting, circular letters, standard operating procedures (SOP) and the results of corrections to outgoing letters before being signed by the Madrasah head helped strengthen the data or information that the Madrasah head lacked skills in guiding employee work procedures.

Referring to the results of the research facts above, it can be interpreted that the trust technical skill in the leadership of the head of MAN 3 Aceh Barat in the field of skills in guiding employee procedures have not been able to convince employees to improve their performance. This situation and condition occurs because the head of the Madrasah does not understand the procedures for correspondence and the working mechanism, objectives, costs and time available according to the provisions of the applicable regulations.

3. Technical Skills of Madrasah Principal in Preventing Disturbance of Solid Work Teams

Based on the results of interviews from several informants stated that the technical trust skill in the leadership of the head of MAN 3 West Aceh in the field of skills to prevent disruption of teamwork has not convinced employees to improve employee performance in Madrasah. This can be seen from the lack of attention from the head of the Madrasah in overcoming internal problems that can weaken solid teamwork so that employees decrease work motivation from day to day.

The results of the study of documents on the prevention of teamwork disturbances in the letters of summons to employees containing guidance and warnings and inspection reports also strengthen the data and information that the head of Madrasah has not made any formal efforts to prevent disturbances that can damage solid team work.

Responding to the facts from the results of the research above, it can be interpreted that the trust technical skill in leadership of the head of MAN 3 West Aceh in the field of skill to prevent disruption of work teamwork has not been able to convince employees to improve their performance. This problem occurs because the head of the Madrasah is often apathetic to the subordinates he leads.

D. DISCUSSION

1. Trust Technical Skill of Madrasah Principal in Fulfilling Work Facilities

Management of educational facilities and infrastructure is a series of activities for structuring educational facilities and infrastructure, starting from planning stage to the stage of procurement, inventory, storage, maintenance, use and elimination as well as structuring of land, buildings, equipment, and educational furniture in

Madrasah (Rohiat, 2007). 2010: 21-30). Educational facilities and infrastructure can be grouped into four groups, namely land, buildings, office equipment and inventory (Rohiat, 2010: 21-30). Associated with employee work facilities are work equipment and office inventory.

Skills in planning and procuring employee work facilities are part of developing employee trust and confidence in the leadership of the Madrasah head, because with complete work facilities it can simplify and speed up the process of completing employee work according to the leader targets. The head of the Madrasah who has technical skills in his leadership knows and understands planning and providing employee work facilities, both for the smooth running of substantive activities and to support facilitative activities in order to increase the work productivity of employees in the Madrasah.

The technical skills of the Madrasah principal in meeting the needs of employee work facilities are absolutely necessary in improving employee performance. "Work facilities are supporting facilities of carrying out the duties of employees in Madrasah" (Apri Dahlius, 2016). Work facilities take various forms, types and benefits, depending on the needs and capabilities of the Madrasah in its procurement (Apri Dahlius, 2016). The greater the activity of a Madrasah, the more complete the facilities that must be fulfilled. Work facilities as a means of support in the process of activities to achieve educational goals in Madrasah.

Very urgent work facilities that must be met by the Madrasah head in improving employee performance can be seen in chart 1.1 below:

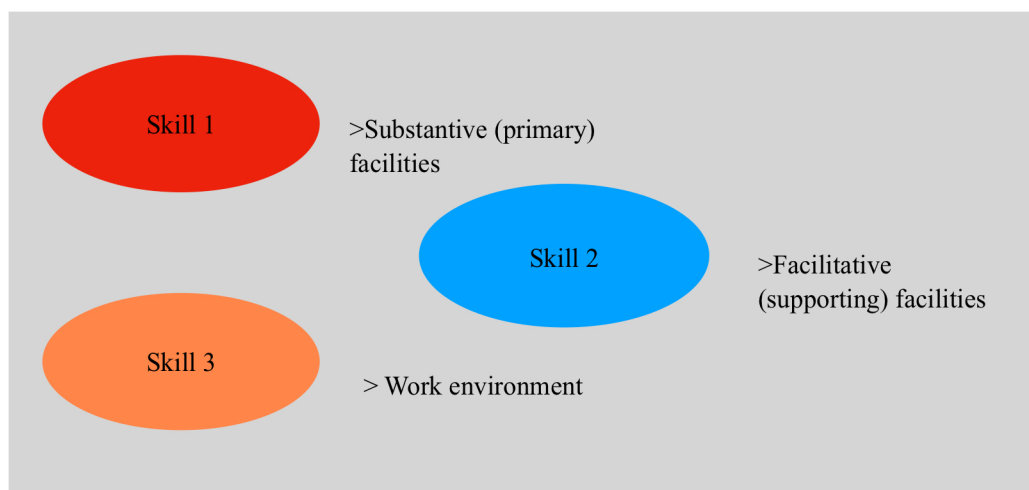


Chart 1.1

Technical Skills of Madrasah Principal in Fulfilling Work Facility Needs

Observing the needs for employee work facilities mentioned above, it can be explained that employee trust in the leadership of the Madrasah principal is highly dependent on the technical skill level of the Madrasah head in planning and procuring the needs of employee work facilities. The employee work qualities that must be met by the Madrasah principal include: substantive facilities, facilitative facilities and a comfortable work environment.

The three aspects of employee work facilities are the key to success in improving employee performance in Madrasah. To be more clear, it can be described as follows:

- a. Substantive (primary) facilities
Substantive facilities are facilities that must be fulfilled by the Madrasah principal for the smooth running of the daily tasks of employees at the Madrasah. Substantive facilities are facilities that are used directly by employees, like work equipment, such as computers, internet, work desks and chairs, cabinets or filing cabinets for archive storage, sprinters, projector, cameras, calculators, and office stationery equipment such as paper, notebooks, ballpoint/pens, highlighters, rulers, envelopes, markers, paper clips, paper glue and so on.
- b. Facilitative (supporting) facilities
Facilitative facilities are supporting facilities for the smooth running of the main tasks and functions of each employee in the Madrasah. Facilitative facilities are supporting facilities that contribute to the smooth running of educational program activities in Madrasah, like office inventory equipment such as: inventory of two and four-wheeled vehicles, health inventories, Madrasah household inventory, warehouses and so on.
- c. Work environment
The work environment is part of the components of educational facilities and infrastructure that indirectly support the smooth running of the employee's duties, but greatly determines the smooth running of the employee's duties in the Madrasah. A conducive work environment is also influenced by other facilities, such as parking lots, Madrasah cooperatives, Madrasah stalls, office libraries, official houses and so on.

2. Trust Technical Skills of Madrasah Principal in Guiding Work Procedures

According to Siti (2014) the process in carrying out work must be designed and developed so as not to cause misperceptions that can lead to system failures and work mechanisms that have a negative impact on many things, for example failure to carry out the main tasks and functions of each employee and failure to utilize facilities. (Yun Tri Asih, 2017). Work procedures must produce mechanisms that are interconnected with each other and have a sequence of stages that must be carried out in completing a job. Work procedures must be a technical guide for anyone, anytime and anywhere, to be able to carry out work steps in an orderly and correct manner according to the provisions contained in procedures.

The trust technical skill of the Madrasah principal's leadership can be seen from the Madrasah principal's ability to guide employees to work according to established procedures. Work procedures as a means of completing work for employees. According to Pamoedji (1996) work procedures are a series of sequential stages, step by step and clear routes of activities or flows that must be taken, from where work begins, where to continue and when or where it is completed, in the context of completing duty (Yun Tri Asih, 2017).

The ability of the head of the Madrasah in guiding employee work procedures can foster employees trust and confidence in the leadership of the Madrasah

principal, because with the guidance of employee work procedures, employees have the competence to carry out daily tasks in accordance with established procedures and will be guaranteed the main duties and the function of each employee runs in an orderly and smooth manner and in accordance with applicable regulations.

Technical skills in guiding work procedures in improving employee performance can be seen in chart 1.2 below:

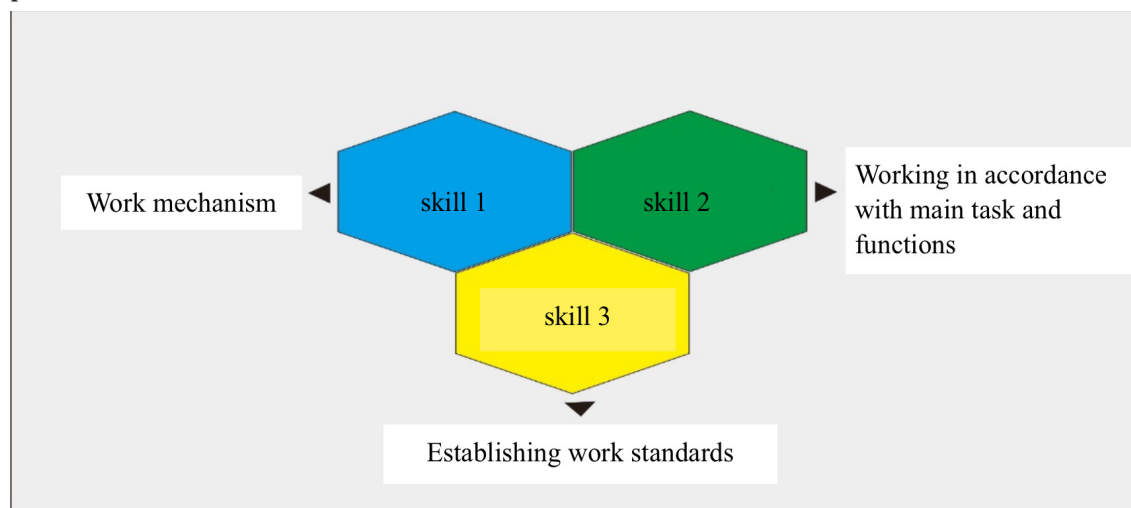


Chart 1.2.

Technical Skill of the Head of Madrasah in Guiding Work Procedures

Observing the skill of the Madrasah principal in guiding employee work procedures, it can be explained that the employee's trust in the Madrasah principal's leadership is highly dependent on the level of the Madrasah principal's technical skill in guiding employee work procedures. Employee work procedures can be carried out by guiding the work mechanism, carrying out tasks in accordance with the main tasks and functions (*tupoksi*) and the existence of permanent work standards.

The three aspects of employee work procedures in improving employee performance can be explained as follows:

- a. Guiding the work mechanism of employees
The head of the Madrasah as the top manager must be able to guide work mechanisms, work procedures and work systems by taking into account the nature of the work being done. Work procedures are ways of carrying out efficient work regarding a job by considering the objectives, labor, facilities, time and others for the implementation of a job. While the work procedure is a series of mechanisms that are interconnected so that it shows the existence of a sequence or step by step that must be done in completing a job. Furthermore, the work system is a series of work mechanisms and work procedures that form an unanimous pattern in order to carry out the tasks of a job.
- b. Guiding employees' work in accordance with the main tasks and functions
The head of the Madrasah as a top leader must be able to guide the work of employees in accordance with the main tasks and functions (*Tupoksi*) of the organization or madrasa. *Tupoksi* is a combination of two or more

word elements so that it becomes an activity that complements each other” (Avisca Calista, 2020). According to John & Mery Miner “the main task is the unit of work or activity that is the most important and routinely carried out by employees in an organization” (Moekijat, 2007:10). While “functions are details of similar or related tasks carried out by an employee” (Manullang, 2008: 22). The main tasks and functions are an interrelated unit between the main tasks and functions of the organization in carrying out the tasks of the organization or Madrasah (Avisca Calista, 2020).

c. Establishing work standards

The head of the madrasa as educator must be able to set employee performance standards in accordance with the main duties and functions of each employee. Work standards are targets, goals and objectives of employees’ work efforts within a certain period of time (Wirawan, 2009: 67). In carrying out this work, employees must be able to mobilize all the potential that exists within themselves, in the form of energy, thoughts, skills, knowledge and working time to mobilize the achievement of predetermined work standards. The implementation of these tasks becomes a performance for employees. Employee performance is all real behavior displayed by employees so that it becomes work performance produced by employees in accordance with roles in an organization or Madrasah (Rivai, 2008: 309).

3. Trust Technical Skill of Madrasah Principal Leadership in Preventing Disturbance Solid Teamwork

Employee management is the main task for a Madrasah head. Employee management is very important to achieve optimal employee performance. Employee performance is the basis for achieving the goals and work performance of the education unit (Audina Rahma, 2016). In managing employees, it requires technical skill of the madrasa principal’s leadership so that employees can complete work better, effectively and efficiently and as expected. The higher the technical skills of the Madrasah principal’s leadership, the higher the employee’s work performance.

The trust technical skill of the Madrasah principal’s leadership can be seen from the Madrasah principal’s ability to build solid teamwork. “Agencies that have solid teamwork must have a strong organizational culture and high employee performance” (Audina Rahma, 2016). The head of the Madrasah has the obligation to prevent disturbances that damage the solid teamwork in the Madrasah. Disturbances in solid teamwork can come from internal and external groups which must be watched out for in the leadership of the Madrasah head at any time.

The Madrasah principal’s ability to prevent disruption of solid teamwork can foster employee trust and confidence in the leadership of the Madrasah principal, because by preventing disruption of solid teamwork, it can create better and proper service quality in accordance with applicable regulations.

Technical skills in preventing disruption of solid teamwork in improving employee performance can be seen in chart 1.3 below.

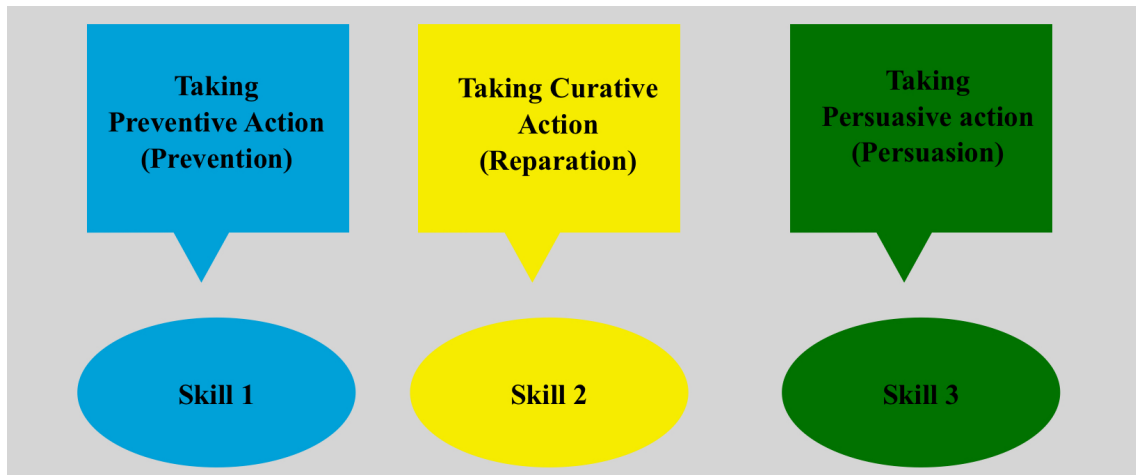


Chart 1.3.

Technical Skills of Madrasah Principal in Preventing Disruption of Solid Teamwork

Observing the skills of the Madrasah principal in preventing disruption of solid teamwork as mentioned above, it can be explained that the employee's trust in the leadership of the Madrasah principal is very dependent on the level of technical skill of the Madrasah principal in preventing disruption of solid teamwork. Preventing solid teamwork can take preventive, curative and persuasive actions against things that damage solid teamwork.

The three aspects that are the keys to success in maintaining a solid teamwork breakdown can be explained as follows:

a. Taking preventive action

Preventive actions are precaution actions against employees so they can maintain, avoid and stay away from things that damage solid teamwork when adapting to employees and work. Adapting to employees is the ability to place oneself not easily influenced and influence other employees to take actions that damage solid teamwork. While adapting to work is the ability to do work properly and correctly and not to accept incitement that destroys solid teamwork.

Preventive action programs and activities that need to be implemented include: 1) regular meetings with the teacher council, at least once a month, 2) recognizing and mastering the employee's work environment in depth, 3) recognizing and understanding the nature and character of employees in adapting with colleagues and 4) fostering the value of employee care and togetherness in carrying out the main tasks and functions of each employee.

b. Taking curative action

Curative action is the act of taking treatment and reparation from things that have damaged a solid teamwork. The trick is collecting information, coordinating, making policies and decisions to take curative actions quickly, precisely and on target until solid teamwork is rebuilt. This curative action must be taken seriously so as not to damage the joints

that interfere with solid teamwork in the Madrasah.

Curative action programs and activities that need to be implemented include: 1) guiding and fostering individual employees against things that damage solid teamwork, 2) reprimanding orally and in writing for actions that damage solid teamwork and 3) imposing light, moderate and severe penalty for employees who continuously take actions that damage solid teamwork.

c. Taking persuasive actions

Persuasive action is an act of taking the hearts of employees by making them aware of their thoughts and feelings so that they do not recur from actions that destroy solid teamwork. Awaken the mind is to take actions that can straighten negative thoughts into positive thoughts so that smart and healthy minds are moved to do actions that strengthen solid teamwork. Being aware of feelings is taking actions that can make employees mindful and aware that these actions can harm themselves and the Madrasah community.

Persuasive action programs and activities that need to be implemented include: 1) approaching employees individually to mutually maintain a solid teamwork, 2) advising employees not to get caught up in actions that damage solid teamwork and 3) motivating employees to become guardians of a strong solid teamwork in Madrasah.

E. CONCLUSION

Based on the results of the study, it can be concluded that the trust technical skill for the leadership of the Madrasah head of MAN 3 Aceh Barat is categorized as weak in improving employee performance. The technical skill of the Madrasah principal are very weak in trust and confidence in meeting the needs of employee work facilities. The head of the Madrasah still lacks technical skills in guiding employee work procedures in improving employee performance. Then the head of the Madrasah still ignores technical skills in preventing disruption of solid teamwork so that the work comfort of employees is still disturbed in improving their performance.

The findings of this study can be recommended to the Head of the Office of the Ministry of Religion of West Aceh Regency as the direct supervisor of the Madrasah head so that he can fulfill the proposed planning for employee work facilities needs, both substantive (primary) facilities and facilitative (supporting) facilities and a conducive work environment. Then carry out continuous coaching to the head of the Madrasah related to technical skills in fostering and guiding employee work procedures as well as having initiative and creativity to prevent disruption of solid teamwork. This condition must be addressed immediately, so as not to impact on the low performance of employees in Madrasah, by developing trust technical skills in meeting the needs of employee work facilities, employee work procedures and daring to prevent disruption of solid teamwork”.

Given the limited time and ability of the researchers to carry out this research study, it is deemed necessary to conduct further research, especially regarding the

conceptual skills and human skills of the Madrasah head leadership in improving employee performance. Because to test the skills of Madrasah principal as top manager and leader, it is not enough to rely on the trust technical skills variable alone, but must also be tested with the conceptual skills and human skills of the Madrasah principal's leadership. Then the results of this study are much different from the results of previous studies, so it is very relevant that the results of this study are tested further with the results of further research.

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