

**ANALYSIS OF THE MADRASA PRINCIPAL LEADERSHIP FACTOR  
IN IMPROVING THE LEARNING QUALITY**

**Mualimul Huda & Safriadi**

Institut Agama Islam Negeri (IAIN) Kudus, Indonesia

UIN Ar-Raniry Banda Aceh, Indonesia

[mualimulhuda@iainkudus.ac.id](mailto:mualimulhuda@iainkudus.ac.id), [safriadi@ar-raniry.ac.id](mailto:safriadi@ar-raniry.ac.id)

**Abstrak**

*Mutu pembelajaran menjadi business core layanan lembaga pendidikan. Upaya peningkatan mutu pembelajaran memerlukan berbagai pendekatan dan quality control. Faktor kepemimpinan kepala madrasah dalam menjalankan fungsinya menjadi salah satu faktor yang memiliki kontribusi terhadap capaian mutu pembelajaran. Penelitian ini bertujuan untuk mendeskripsikan dimensi dan indikator kepemimpinan kepala madrasah, selanjutnya menganalisis kontribusi variabel kepemimpinan terhadap kinerja guru. Penelitian ini menggunakan pendekatan kuantitatif. Populasi dan sampel penelitian ini adalah kepala madrasah dan guru pada 8 madrasah aliyah swasta di Jawa Tengah. Sampel diambil dengan teknik random sampling sebanyak 160 responden. Selanjutnya peneliti melakukan analisis deskriptif statistik untuk mengukur subdimensi dan indikator pada variabel kepemimpinan dan mutu pembelajaran. Uji konfirmasi konstruk menggunakan confirmatory factor analysis pada persamaan struktural dengan software SmartPLS.30. Hasil penelitian mendeskripsikan bahwa kepemimpinan kepala madrasah direfleksikan dengan baik pada lima dimensi pembentuk, yaitu dimensi kepribadian, manajerial, supervisi, kewirausahaan dan sosial. Dimensi kepribadian, manajerial dan supervisi memiliki kontribusi yang kuat dalam memprediksi peningkatan capaian mutu pembelajaran. Keteladanan dan integritas menjadi salah satu indikator pembentuk dimensi kepemimpinan kepribadian. Secara keseluruhan dimensi dan indikator pada variabel kepemimpinan kepala madrasah memiliki kontribusi yang positif dan signifikan terhadap capaian mutu pembelajaran dengan nilai koefisien jalur adalah 0,425 atau sebesar 42,5% dipengaruhi oleh faktor kepemimpinan kepala madrasah.*

**Kata kunci :** *Kepemimpinan, Analisis Faktor, Mutu Pembelajaran*

**Abstract**

*The quality of learning becomes business core educational institution services. Efforts to improve the quality of learning require various approaches and quality control. The competency factor of the madrasah head in carrying out his functions is one factor contributing to the achievement of the quality of learning. This study aims to describe the dimensions and indicators of madrasah leadership, then analyze the contribution of leadership variables to teacher performance. This study uses a quantitative approach. The population and sample of this study were madrasah heads and teachers at eight private madrasah aliyahs in Central Java. Samples are taken by random sampling of as many as 160 respondents. Next, the researcher conducted a statistical descriptive analysis to measure the sub-dimensions and indicators of the competency and learning quality variables. Construct confirmation test using confirmatory factor analysis on structural equations with SmartPLS.30 software. The results of the study describe that the competence of madrasa principals is well reflected in the five forming dimensions, namely personality, managerial,*

*supervision, entrepreneurial, and social dimensions. Personality, managerial, and supervision dimensions strongly contribute to predicting the increased quality of learning outcomes. Exemplary and integrity become the indicators forming the dimensions of personality competence. Overall the dimensions and indicators of the madrasah leadership variable have a positive and significant contribution to the achievement of learning quality with a path coefficient value of 0.425 or 42.5% influenced by the madrasa principal leadership.*

**Key Words:** *Leadership, Head of Madrasah, Factor Analysis, Quality of Learning*

## INTRODUCTION

The quality of learning is the work of educational institutions in carrying out educational institution services towards better results.<sup>1</sup> The strategy of building the quality of madrasas as an embodiment of educational services in global education has become an important discussion in various educational management journal literature.<sup>2</sup> Michele Fortier, Vallerand, and Guay revealed the importance of teacher motivation and performance in improving school quality.<sup>3</sup> Research also conducted by Fortier, Verreland, and Hellen Mark reflects that school performance is influenced by teacher performance motivation and the situation in madrasas more broadly.<sup>4</sup> This condition is because teacher performance was identified in the research by David Aunga,<sup>5</sup> Peter, and Van Boekel<sup>6</sup> as an important variable in improving the quality of educational institutions, which is influenced by various factors, including the leadership of the school principal, the organizational culture that exists in schools, and teacher motivation.<sup>7</sup>

Many factors cause the low quality of learning in schools; one of the main factors

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<sup>1</sup> Achmad Sugeng, "Peningkatan Kinerja Lembaga Sekolah Melalui Teori Kaizen," *Ta'dibi : Jurnal Manajemen Pendidikan Islam* 7, no. 2 (March 4, 2019): 1–42.

<sup>2</sup> Eric A. Hanushek, "The impact of differential expenditures on school performance," *Educational researcher* 18, no. 4 (1989): 45–62.

<sup>3</sup> Michelle S. Fortier, Robert J. Vallerand, dan Frédéric Guay, "Academic motivation and school performance: Toward a structural model," *Contemporary educational psychology* 20, no. 3 (1995): 257–74.

<sup>4</sup> Andrew Skourdombis, "Assessing the Productivity of Schools through Two 'What Works' Inputs, Teacher Quality and Teacher Effectiveness," *Educational Research for Policy and Practice* 16, no. 3 (1 Oktober 2017): 205–17, <https://doi.org/10.1007/s10671-016-9210-y>.

<sup>5</sup> David AO Aunga dan Obadia Masare, "Effect of leadership styles on teacher's performance in primary schools of Arusha District Tanzania," *International Journal of Educational Policy Research and Review* 4, no. 4 (2017): 42–52.

<sup>6</sup> Peter C. Scales dkk., "Effects of developmental relationships with teachers on middle-school students' motivation and performance," *Psychology in the Schools* 57, no. 4 (2020): 646–77.

<sup>7</sup> James Griffith, "Relation of principal transformational leadership to school staff job satisfaction, staff turnover, and school performance," *Journal of educational administration*, 2004.

identified by the Ministry of Education and Culture together with UNESCO and the World Bank, namely the policy and implementation of national education using the education *production function* input-output *analysis*, which is not implemented consistently.<sup>8</sup> So far, the implementation of education has placed too much emphasis on input and has paid little attention to the process.<sup>9</sup> Stephen Caldas revealed that the availability of input certainly does not automatically produce the output as desired if the process takes place without serious control.<sup>10</sup> Paying attention to school performance means paying attention to the input-output relationship, as stated by Tangent, that quality is the *relation between output and input*.<sup>11</sup> Input-output that needs to be considered and implemented consistently causes the quality of education to be disrupted. Jason Pierre revealed that the process involved included the climate and culture in the school.<sup>12</sup>

One of the objectives of changing the paradigm of school management is to improve the quality of schools.<sup>13</sup> The principal, as the institution's manager, is required to mobilize every personnel (especially teachers) so that they can work optimally in providing services to students and show high-quality achievements.<sup>14</sup> Performance includes the mental attitude and behavior of teachers who always believe the work must be of higher quality and more effective.

Robbins and Coulter stated that quality is an indicator used to measure the level of achievement of the implementation of an activity program which is illustrated through the cumulative achievement of goals,<sup>15</sup> vision, mission, and organizational goals. Thus, an educational institution's quality can be seen from its performance. As explained in the Ministry of National Education, the quality of education in the school/madrasah technical

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<sup>8</sup> Mike Zapp, "The authority of science and the legitimacy of international organisations: OECD, UNESCO and World Bank in global education governance," *Compare: A Journal of Comparative and International Education* 0, no. 0 (7 Januari 2020): 1–20, <https://doi.org/10.1080/03057925.2019.1702503>.

<sup>9</sup> Depdiknas, R. I. *Manajemen peningkatan mutu berbasis sekolah*. Jakarta: Program Rintisan oleh Pemerintah, UNESCO dan UNICEF, 2001, h. 1-3.

<sup>10</sup> Stephen J. Caldas, "Reexamination of input and process factor effects on public school achievement," *The Journal of Educational Research* 86, no. 4 (1993): 206–14.

<sup>11</sup> Rob Harris, "Defining and measuring the productive office," *Journal of Corporate Real Estate* 21, no. 1 (1 Januari 2019): 55–71, <https://doi.org/10.1108/JCRE-05-2018-0016>.

<sup>12</sup> Jason Pierre Bolden, *An Analysis of the Relationship between Teachers' Perceptions of School Disciplinary Climate and Five Organizational Productivity Measures* (ProQuest LLC, 2018).

<sup>13</sup> Naval Garg, "High performance work practices and organizational performance-mediation analysis of explanatory theories," *International Journal of Productivity and Performance Management*, 2019.

<sup>14</sup> Victor Lavy, "Performance pay and teachers' effort, productivity, and grading ethics," *American Economic Review* 99, no. 5 (2009): 1979–2011.

<sup>15</sup> Robbins Stephen dan Coulter Mary, *Manajemen*, 2 ed. (Jakarta: Erlangga, 2010), 188.

implementation units.<sup>16</sup> The quality of learning is reflected in the dimensions of planning, implementation, and evaluation.<sup>17</sup> The three dimensions are described in indicators, including skills in preparing learning tools, skills in opening learning, apperception, and motivation activities, checking student discipline and attendance, skills in using learning strategies, methods, and media, mastery of the material, skills in concluding learning, reflecting on learning, concluding materials, closing learning and compiling learning assessments.<sup>18</sup>

## Results and Discussion

### Data description

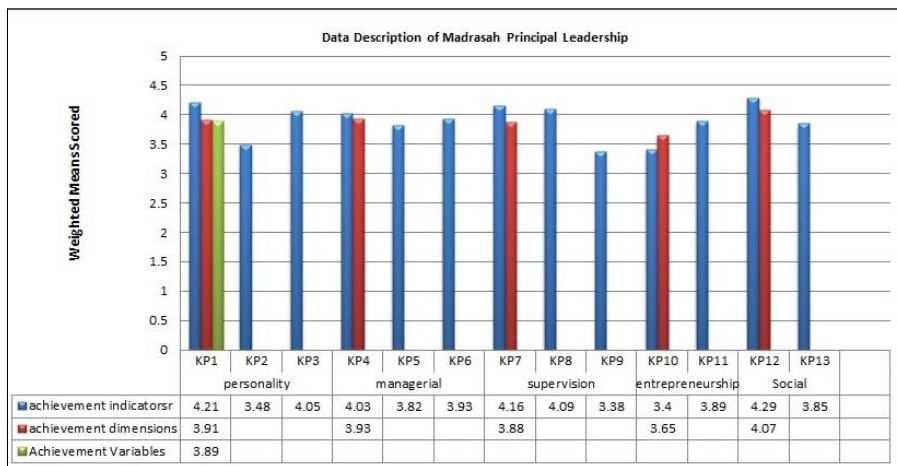
An overview of the madrasah principal's leadership variable can be seen from the responses when filling out the questionnaire statement items. Respondents' responses to the madrasa principal's leadership variable were obtained from respondents' answers to the indicators of personality, managerial, supervision, entrepreneurial, and social dimensions. Respondents' answers to indicator statements from the leadership variable are presented in the following graph:

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<sup>16</sup> Departemen Pendidikan Nasional, *Kinerja Sekolah* (Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah Direktorat Lanjutan pertama, 2005), 1.

<sup>17</sup> Muallimul Huda, "Kompetensi Kepribadian Guru dan Motivasi Belajar Siswa (Studi Korelasi Pada Mata Pelajaran PAI)," *Jurnal Penelitian* 11, no. 2 (10 Juli 2018), <https://doi.org/10.21043/jupe.v11i2.3170>; Muallimul Huda, "Pembelajaran Berbasis Multimedia dan Pembelajaran Konvensional (Studi Komparasi di MTs Al-Muttaqin Plemahan Kediri)," *Jurnal Penelitian* 10, no. 1 (1 Februari 2016): 125–46, <https://doi.org/10.21043/jupe.v10i1.1333>; Bella Ghia Dimmera, "Pengaruh Supervisi Akademik Kepala Sekolah dan Kompetensi Profesional Guru terhadap Produktivitas Sekolah," *Jurnal Pendidikan dan Pembelajaran Khatulistiwa* 5, no. 2 (2016).

<sup>18</sup> Muallimul Huda, "Pembelajaran Berbasis Multimedia dan Pembelajaran Konvensional (Studi Komparasi di MTs Al-Muttaqin Plemahan Kediri)," *Jurnal Penelitian* 10, no. 1 (2016): 125–46; Huda, "Kompetensi Kepribadian Guru dan Motivasi Belajar Siswa (Studi Korelasi Pada Mata Pelajaran PAI)."



The personality dimension is reflected in the personality of the madrasa principal, who is reflected in a polite attitude and becomes a role model for teachers and madrasa residents, develops a culture and tradition of noble character, and has an open and aspirational attitude toward opinions, suggestions and input from madrasa residents. The highest average score on this personality dimension is found in the second indicator, namely the role of the madrasa head in developing a culture and tradition of noble character in the madrasah environment, with an average value of 4.21. The average respondent's answer to this indicator of the personality dimension is 3.88. This figure is included in the good category.

The managerial dimension is reflected in the ability of the madrasa head to formulate goals, assess risks and make decisions to achieve madrasa goals, manage and utilize madrasah resources optimally, as well as monitor, evaluate and report on the implementation of madrasah program activities, and plan follow-up. The average respondent's answer to the indicators of the managerial dimension is 3.63. This figure is included in the good category.

The dimension of supervision is reflected in the ability of the madrasa head to plan and carry out academic supervision of teachers using appropriate approaches and techniques with a score of 3.86, providing guidance, assistance, and motivation to teachers in carrying out their main tasks and functions with an average score of 3, 85, as well as managerial madrasah heads in providing evaluation and follow-up on the results of academic supervision to improve teacher performance with an average achievement of 4.22 in the very good category. The average respondent's answer to the indicator from the supervision dimension is 3.63. This figure is included in the good category. Furthermore, the entrepreneurial dimension with an

average achievement of 4.03 is in the good category, and the social dimension with an average achievement of respondents' answers is 3.94 in the good category.

Overall, look at the average respondent's answer to all the first indicators to the thirteenth indicator of the madrasah principal's leadership variable. In that case, it is 3.43, which indicates that this number is included in the good category. This result means that the respondents in this study have a good assessment of the leadership of the madrasa head.

### **Factor analysis**

There are thirteen question items that are indicators of the madrasa principal's leadership, which represents the personality, managerial, supervisory, entrepreneurial, and social dimensions. The thirteen questions were tested on 202 respondents, and a construct validity and reliability analysis was conducted. From the first-order *confirmatory analysis results*, it can be seen that ten indicators meet the rule of thumb with a value loading factor above 0.7. While the other three indicators have a value loading factor below 0.7, it does not meet the validity requirements for further analysis. It must be dropped from the model, namely the KP 10, KP 2, and KP9 indicators. From the results of the analysis, it can be seen that the dimensions of personality, managerial, supervision, entrepreneurship, and social represented by the indicators KP1, KP3, KP4, KP5, KP6, KP7, KP8, KP11, KP12, and KP13 can confirm the construct of the madrasah principal's leadership variable.

The indicators that meet the requirements in this model explain the dimensions/aspects of the madrasa principal's personality, which include the personality of the madrasa head who is polite and becomes a role model for the madrasa community, being open and aspirational towards opinions, suggestions, and input from the madrasa community. Managerial aspects include the competency of the madrasah head in formulating goals, assessing risks and making decisions to achieve madrasah goals, managing and utilizing madrasah resources optimally, as well as monitoring, evaluating, and reporting the implementation of madrasah program activities, and planning follow-up actions.

Supervision includes competency items for madrasa heads in planning and carrying out academic supervision of teachers using appropriate approaches and techniques. It also provides teachers guidance, assistance, and motivation in carrying out their main tasks and functions.



The entrepreneurial aspect is represented by the madrasa principal's competency items with creativity and innovation that are useful for the development of madrasas. And finally, the social aspect represented by the item builds good cooperation with the Madrasah community and related parties to benefit the progress of the madrasa and participate in religious and social activities.

From the analysis results through bootstrapping, the T-statistic value of 2,691 is greater than the critical value of 1.96 and is significant to  $\alpha = 0.05$ . While the value of the path coefficient of the resulting yield is 0.221, these results indicate a positive and significant influence of the leadership of the madrasa head on the quality of learning. The results of structural path modeling obtained the following results:

Variable	Path Coefficient	T-statistics	Information
Leadership => Quality of Learning	0,425	2,691	Significant Influence

From the analysis results, it can be concluded that the alternative hypothesis states that there is a direct influence on madrasah leadership third-order *construct* quality of madrasah education is accepted, and  $H_0$  is rejected.

The findings through a series of factors and construct analyses show a significant influence of the leadership of the madrasah head on the quality of learning. This result means that the better the leadership, the employee's performance will increase. The results of this study confirm some of the findings of previous studies, including the theory put forward by Davis,<sup>19</sup> and Timple Dale,<sup>20</sup> which states that leadership is related to the ability to influence others to achieve organizational goals. Dubrin<sup>21</sup> added that leadership success is closely related to organizational success. Robbins,<sup>22</sup> Kouzes, and Posner<sup>23</sup> state that leadership abilities can be in the form of providing instructions, motivational guidance, communication, and orders

<sup>19</sup> Keith Davis dan John W. Newstrom, *Perilaku dalam organisasi*, ed. oleh Alih Bahasa Agus Dharma (Jakarta: Erlangga, 1995), h. 20-25.

<sup>20</sup> Timple Dale, *Managing human resources*, *College & Research Libraries News*, vol. 47 (New Jersey: Pearson. Education, Inc, 2000), <https://doi.org/10.5860/crln.47.8.523>.

<sup>21</sup> Andrew J Dubrin, *Fundamentals Of Organizational Behavior An Applied Perspective* (Elsevier, 2013).

<sup>22</sup> Stephen P Robbins dan Timothy A Judge, *Organizational Behavior, Seventeenth Edition* (Harlow: Pearson, 2017).

<sup>23</sup> James M. Kouzes dan Barry Z. Posner, *The leadership challenge* (San Francisco: Jossey-Bass, 2003).

that cause other people to act and respond to positive changes, dynamic strength, and create self-confidence and support to achieve organizational goals.

These empirical findings also confirm the results of previous research, including the research of David AO Aunga and Obadia Masare,<sup>24</sup> Gabrielle Wills, and so does Bahzar,<sup>25</sup> who proves that leadership strongly influences employee performance. The results of this study reinforce Paula Kwan's<sup>26</sup> opinion, which states that a leader will be recognized by his subordinates if he can influence them always to improve their performance. This opinion aligns with Grimes,<sup>27</sup> who stated that leaders increase ability, commitment, skills, understanding of the organization's values, and teamwork to improve performance.

Yukl<sup>28</sup> also emphasized that the compatibility between leadership, norms, and organizational culture is a key prerequisite for improving employee performance to support organizational goals. Carmeli revealed that the influence of leadership can occur because a leader who can support employees will impact the positive and productive performance of employees. Hence, leadership has a significant effect on performance.<sup>29</sup> Likewise, the managerial dimension contributes to improving the quality of learning. Guidance and supervision are important factors in implementing quality learning.

## CONCLUSION

There is a significant direct effect of the madrasa head's leadership on the learning quality. From the results of structural model analysis through bootstrapping, the T-statistic value of 2,691 is greater than the critical value of 1.96 and is significant to  $\alpha = 0.05$ . While the value of the path coefficient of the resulting yield is 0.425, these results indicate a positive and significant influence of the leadership of the madrasa head on the quality of learning.

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<sup>24</sup> Aunga dan Masare, "Effect of leadership styles on teacher's performance in primary schools of Arusha District Tanzania."

<sup>25</sup> Moh Bahzar, "Authentic leadership in madrasahs: Asserting islamic values in teacher performance," *Journal of Social Studies Education Research* 10, no. 1 (2019): 259–84.

<sup>26</sup> Paula Kwan, "The Effect of Trust on the Relationship Between Instructional Leadership and Student Outcomes in Hong Kong Secondary Schools," *The Asia-Pacific Education Researcher* 25, no. 1 (1 Februari 2016): 111–21, <https://doi.org/10.1007/s40299-015-0242-5>.

<sup>27</sup> Grimes AJ, "Authority Power and Social Control," *Authority Power and Social Control*, 1998, h. 724-737.

<sup>28</sup> Gary Yukl, *Kepemimpinan dalam Organisasi*, Edisi Keli (Jakarta: Gramedia, 2007).

<sup>29</sup> Abraham Carmeli, "The relationship between emotional intelligence and work attitudes, behavior and outcomes: An examination among senior managers," *Journal of managerial Psychology*, 2003.



Personality, managerial and supervisory competencies have high factor loading in shaping the leadership construct of the madrasa principal. This research contributes to improving the quality of madrasah education, especially in managerial domains such as learning process standards. Fred E. Fielder Martin Chambers states that leadership issues are inseparable from three things, namely, how a person becomes a leader (*how one becomes a leader*), how the leader behaves (*how the leader behaves*), and what makes the leader successful (*what makes the leader effective*). Stogdill and Stoner emphasize leadership as an effort to influence the activities of individuals or groups in the organization intentionally to achieve organizational goals. The results of the analysis in this research confirm that the leadership of the head of the madrasah is the core of management, i.e., the driving force for the resources and potential possessed by the madrasah. The success or failure of an organization in achieving the goals that have been set depends on the leadership practiced by the madrasah leadership. The role of the head of the madrasah as a leader should be able to increase the strategic and technical role in improving the quality of the institution he leads.

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