

The Effect of Principal Leadership, Teacher Competency, and School Climate on Teacher Performance through Spiritual Motivation in Junior High Schools, Makassar

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ABSTRACT: This study aimed to investigate the effect of principals' leadership on teachers' performance, to consider the effect of teachers' competency on teachers' performance, to test the effect of school climate on teachers' performance at the Adiwiyata Mandiri Schools in three Junior High Schools in Makassar. This study explored the effect of principals' leadership on teacher performance through spiritual motivation, examine the effect of teachers' competency on teachers' performance through spiritual motivation, the effect of school climate on teachers' performance through spiritual motivation, and the effect of spiritual motivation on teachers' performance at schools.

The samples of this study were 110 respondents. Data were collected through questionnaires with Partial Least Square (PLS) method. The results of this study indicated that the principals' leadership had a positive and significant impact on their teachers' performance; the teachers' competence had a positive and significant effect on their performance; and the school climate did not significantly affect teacher performance, particularly at the Adiwiyata Mandiri School Makassar. While the results of mediation tests through spiritual motivation showed that three variables had positive and significant effect. The spiritual motivation as an intermediate variable had a positive and significant effect on teacher performance in the Adiwiyata Mandiri School in Makassar.

Keywords: Principal leadership, teacher competence, school climate, spiritual motivation, and teacher performance

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I. INTRODUCTION

Following the Indonesian Government Law No. 20 of 2003, the national education system has to assure equal education opportunities as well as to establish educational quality and efficient educational management to meet due to globalisation. Therefore, education should be planned, directed and maintained with appropriate and sustainable conducts in order to meet the demand of local, national, and global changes. However, the obstacles of national educational system can be resolved by providing appropriate models, establishing compliances, improving students' creativity in the learning process democratically and equally. In other words, the students' behaviour are maintained for human rights, religious values, and cultural values.

Accordingly, some factors may influence the implementation of national education system. Teacher can be determined as one of factors that address the success of teaching and learning at schools. According to Wahyudi (2014), teachers or educators play an important role in education both in planning, organising, and implementing a school curriculum. Moreover, a teacher's performance may increase or decrease a school progress. The performance is considered as the result of teachers' working quantity and quality in accomplishing school duties, for example: developing programs, implementing programs and learning processes, doing evaluation and analysing evaluation results (Wahyudi, 2014: 24). Briefly, the role of teacher performance is to advance the quality of education. Without good performance, the implementation of teaching will not be carried out properly.

One of factors that influences teacher performance is motivation. According to Martoyo (2012: 181), motivation is basically a process to influence others to do what we perceive. A teacher's motivation may affect his or her teaching and learning process at school. In this study, the motivation is in relation to spiritual motivation that is expected to develop teachers' performance in organising progress of teaching and learning at school. In particular, spiritual motivation is a natural fulfillment that relates to human perfection and individual maturity (Muafi, 2003: 2). Moreover, spiritual motivation is recognized as the soul that involves divine qualities (divinity) and power to attract others for being good (Baharuddin, 2004: 135). Spiritual motivation (quwwahruhiyah) is also considered as one's awareness that lead for a closed relationship to the God Almighty.

In addition, spiritual motivation refers to a strong motivation that can encourage people to realize that their life and daily activities are endeavored to God; and their success are derived from God (Yusanto & Widjayakusuma, 2003: 187).

Another factor that can affect teacher performance is a principal's leadership style. A school can be successful or fail in the teaching and learning process owing to its principal's leadership. Effective leadership involves leaders who are able to combine their functions, e.g.: to provide advice, to solve various problems, and to help available resources in the classroom optimally. Karwati and Priansa (2013:164) argue that effective leadership is developed by a leader who is able to provide good inspiration and to become a role model for teachers, staff and other employees. In other words, good leadership can influence the improvement of teacher performance.

Moreover, teacher competency is a factor that can affect teaching and learning at school. A teacher's higher competence will give an impact on his or her performance in teaching and learning process. Gaol (2014) defines competency as a person's ability, including knowledge, skills, and attitudes, in order to accomplish a job or task based on a determined performance. Competency can be observed. In this study, the variable of teacher competency is not only emphasized on the ability to manage the learning process at school, but also on the improvement of teacher's personality, e.g.: honesty, morality, and exemplary personality for students and society.

The last factor that affects spiritual motivation and teacher performance is school climate. This is in accordance with distinctive commitments and feelings of school members, for example: principals, teachers, students, staff and parents of students. Obviously, the school climate is not only affects teacher motivation, but also on improving teacher performance. Conducive school climate can affect teacher performance.

In this study, the objects are schools of Adiwiyata Mandiri in Makassar. They are SMP 8, SMP 17 and SMP 30 that have conducted Adiwiyata program and national Adiwiyata programs intensively. They even received the highest award nationally, the Adiwiyata Mandiri school, because of public interests in Makassar. Numerous parents consider sending their children to study in the three junior high schools. This phenomenon is also viewed from teachers' certification achievements. Based on the data, almost 100% of teachers in SMP 8, SMP 17 and SMP 30 have been certified. However, this study assumed that many teachers had not been carried out learning activities to meet the target. This fact was indicated during the analysis of the assessment of student learning outcomes. Therefore, this study intended to examine the effect of principals' leadership on teachers' performance, to consider the effect of teachers' competency on teachers' performance, to test the effect of school climate on teachers' performance at the Adiwiyata Mandiri Schools in three Junior High Schools in Makassar.

II. LITERATURE REVIEW

Principal Leadership

Principal leadership is a dimension that carries out a principal's duties and functions. It can also influence the ongoing school process. Principal leadership acts as a driving force and determines the direction of school policies that will guide how to achieve school and education goals (Mulyasa, 2014: 126). Referring to the Ministry of National Education, the principals' leadership refers to behavior of which a school leader primarily manages a school resource and activities (Wursanto, 2010: 58). Principal leadership can also be defined as a process of activities of which a leader has an ability to influence, encourage, direct, and change individuals or group members so regular cooperation arises in an effort to achieve predetermined goals (Wahdjumidjo, 2010: 3). In brief, leadership is a personal issue that needs to be mastered by a school leader.

Teacher Competency

Teacher competency is defined as a teacher's ability to accomplish his or her school duties. In particular, a competency is described as a combination of abilities, knowledge, skills, attitudes, traits, understanding, appreciation, and expectations to do and maintain their duties or jobs as the quality standards at work. Following Sagala (2011: 23), teacher competency is a set of knowledge, skills and behaviors that must be owned, internalized, and mastered by a teacher to carry out his or her professional duties. Majid (2015: 67) adds that competency will be characterized as knowledge and professional mastery in order to accomplish particular functions as a teacher. Therefore, a teacher is considered skillful or competent when the teacher is able to demonstrate ability and authority to carry out his or her profession.

School Climate

School climate refers to the atmosphere of an educational organization. The description does not make off the understanding of the climate of organization itself. Hoy and Miskell (2008: 153) define school climate as the quality of environment that is experienced by teachers. In turn, the school climate may influence the teacher's behavior due to his or her collective perceptions about the school. Moreover, Jauhari (2005:4) argues

that school climate involves the perceptions of teachers and other school personnels about a school's structures, duties, leadership style, management, supervision, and other important social environmental factors. Their perceptions will be appeared through their attitudes, beliefs, values and motivation.

Spiritual Motivation

Motivation relates to personal value that gives great contribution to one's performance. In particular, motivation can be divided into two classifications, i.e. primary motivation and spiritual motivation. The latter motivation is exemplified as one's natural need or fulfillment based on human perfection and individual maturity. Referring to Islamic approach, spiritual motivation is divided into three types, i.e.: motivation of faith, motivation of worship and motivation of muamalat (Amsyori, 1993:94). These are accepted by Muslims to live in harmony with other people. Moreover, people need to prepare in serving themselves as well as others to realize the harmonization of individual and social interests. Instead, every person must have spiritual values depending on efforts to develop their potentiality. One's spiritual motivation is essential to establish his or her performance.

Teacher Performance

Teacher performance relates to the teacher's knowledge and ability to accomplish his or her professional duties. This includes the achievements of a teacher in carrying out tasks that have been assigned based on his or her skills, experience, sincerity, and time usage (Wahyudi, 2014:23). Teacher performance is also the result of working quality and quantity that have been demonstrated by a teacher to complete his or her duties. The teachers should be able to compile learning programs, to implement educational programs, to implement evaluation, and to do evaluation analysis. In brief, teacher performance demonstrates duties and responsibilities.

Research Hypothesis

- H1: Principal leadership influences teacher performance.
- H2: Teacher competence affects teacher performance.
- H3: School climate influences teacher performance.
- H4: Principal leadership influences teacher performance through spiritual motivation.
- H5: Teacher competency influences teacher performance through spiritual motivation.
- H6: School climate influences teacher performance through spiritual motivation.
- H7: Spiritual motivation affects teacher performance.

Based on the description above, the conceptual framework of the research presented earlier can be presented in the following figure:

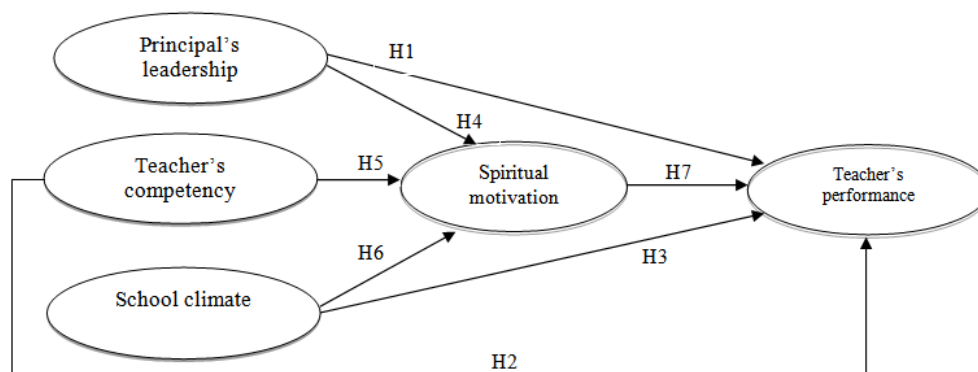


Figure 1

Research Conceptual Framework

Research Methodology

In this study, three junior high schools in Makassar were considered as samples. They were SMP 8 (28 respondents), SMP 17 (36 respondents), and SMP 30 (36 respondents). The first school includes 52 population, the second school has 50 population, and the third school includes 50 population.

Data of this study was collected through questionnaires and documentation. Questionnaires are data collection techniques by distributing questionnaires to obtain primary data for a research. While, documentation is done by collecting secondary data, i.e. the number of teachers, the number of certification teachers, and other data that can support the discussion of research results.

The types and sources of data in this study were primary data and secondary data. The primary data is obtained directly through the distribution of questionnaires to a number of respondents who were sampled in this study. Meanwhile, the secondary data is obtained in the form of written information and school documents such as: number of teachers and teacher performance assessment reports and data on the number of teachers who are certified.

In this study, PLS was used to measure the relationships between indicators with their different constructs. This can be done with bootstrapping test on structural models including outer model and inner model.

Test of Research Instruments

Validity test

Validity test is used to determine the feasibility of the items in a list of questions in defining variables, where in the validity test used the bivariate person correlation method that is by correlating scor items with total scores. The item score is said to be valid if the correlation results are greater than 0.30. In this section, there are five results of validity test that are presented to answer the objectives of this study.

Validity Test on Principal Leadership Variables

The validity test of the principal's leadership statement items can be presented as follows:

Table 1

Validity Test of Principal Leadership Variables

Research Indicators	Question Items	Personal Correlation	Correlation Standard	Notes
1. Leadership Education	X1.1.1	0.842	0.30	Valid
	X1.1.2	0.745	0.30	Valid
2. Personal Leadership	X1.2.1	0.684	0.30	Valid
	X1.2.2	0.593	0.30	Valid
3. Relational Leadership	X1.3.1	0.632	0.30	Valid
	X1.3.2	0.669	0.30	Valid
4. Intellectual Leadership	X1.4.1	0.717	0.30	Valid
	X1.4.2	0.837	0.30	Valid
5. Organisational Leadership	X1.5.1	0.787	0.842	Valid
	X1.5.2	0.820	0.30	Valid

Referring to the table 1, the results of questionnaire items showed a correlation range of 0.593-0.842 with 10 items of questions. None of items had a correlation value of less than 0.30. This can be concluded that each question item has validity in measuring each variable used in the PLS SEM test.

Validity Test on Teacher Competency

Based on the results of the validity test, the items of principal's leadership has a relation with teacher competence. This can be presented in the following table:

Table 2

Validity Test of Question Items on Teacher Competency Variables

Research Indicators	Question Items	Personal Correlation	Correlation Standard	Notes
1. Pedagogic Competency	X2.1.1	0.761	0.30	Valid
	X2.1.2	0.773	0.30	Valid
2. Personal Competency	X2.2.1	0.758	0.30	Valid
	X2.2.2	0.756	0.30	Valid
3. Social Competency	X2.3.1	0.803	0.30	Valid
	X2.3.2	0.781	0.30	Valid
4. Professional Competency	X2.4.1	0.746	0.30	Valid
	X2.4.2	0.731	0.30	Valid

The results of validity test of teacher competency variable had a correlation range of 0.731 to 0.803 of which is greater than 0.30. It can be concluded that the eight items of questions had validity in measuring the research variables.

Validity Test on Organizational Climate

The validity test of school climate with eight question items were processed using the SPSS program. The results can be presented in the following table:

Table 3

Test Validity of Items Statement of Organizational Climate Variables

Research Indicators	Question Items	Personal Correlation	Correlation Standard	Notes
1. Relationship Dimension	X3.1.1	0.829	0.30	Valid
	X3.1.2	0.785	0.30	Valid
2. Growth Dimension	X3.2.1	0.695	0.30	Valid
	X3.2.2	0.765	0.30	Valid
3. Change and Restoration Dimensions	X3.3.1	0.669	0.30	Valid
	X3.3.2	0.682	0.30	Valid
4. School's Physical Environment Dimension	X3.4.1	0.639	0.30	Valid
	X3.4.2	0.532	0.30	Valid

The table 3 showed the results of the organizational climate validity test obtained a correlation range of 0.532-0.829. The range of correlation on the eight items is greater than 0.30; meaning that each item had validity in measuring organizational climate variables.

Validity Test on Spiritual Motivation

The validity test on spiritual motivation variables used SPSS release 20 program. The results are presented on the following table:

Table 4

Validity Test of on Spiritual Motivation Variable

Research Indicators	Question Items	Personal Correlation	Correlation Standard	Note
1. Faith Motivation	Y1.1	0.757	0.30	Valid
	Y1.2	0.684	0.30	Valid
2. Worship Motivation	Y2.1	0.815	0.30	Valid
	Y2.2	0.713	0.30	Valid
	Y2.3	0.744	0.30	Valid
3. Muamalat Motivation	Y3.1	0.810	0.30	Valid
	Y3.2	0.724	0.30	Valid
	Y3.3	0.556	0.30	Valid

Table 4 is the result of the validity test of question items for spiritual motivation with a correlation range of 0.556-0.815. The range of correlations of each question item was greater than 0.30. It means that each question item can have validity in measuring the spiritual motivation variable that will be used in testing the hypothesis.

Validity Test on Teacher Performance

The validity test on teacher performance is presented in table 5 below:

Table 5

Validity Test Ujian Teacher Performance Variable

Research Indicators	Question Items	Personal Correlation	Correlation Standard	Notes
1. Quality of work	Z1	0.829	0.30	Valid
2. Work quantity	Z2	0.844	0.30	Valid
3. Cooperation	Z3	0.860	0.30	Valid
4. Reliability	Z4	0.859	0.30	Valid
5. Presence and timeliness	Z5	0.863	0.30	Valid
6. Knowledge	Z6	0.821	0.30	Valid
7. Initiatives and considerations	Z7	0.809	0.30	Valid

Table 5, namely the results of the validity test of teacher performance statement items which are as many as 7 items with a correlation range of 0.809-0.863, because the correlation range is greater than 0.30 means that each statement item has high validity in measuring the variables used in testing research hypothesis.

Reliability Test

The construct reliability test in this study will use the cronbach's alpha value generated through processing SPSS data. If the value of cronbach's alpha > 0.60 then it is said to be reliable. The reliability test results can be seen in the following table:

Table 6

Results of Reliability Test

Research Variables	Numbers of Questions	Cronbach's Alpha	Cronbach's standar	Notes
Principal leadership	10	0,902	0,60	Reliable
Teacher competency	8	0,895	0,60	Reliable
School climate	8	0,851	0,60	Reliable
Spiritual motivation	8	0,860	0,60	Reliable
Teacher performance	7	0,927	0,60	Reliable

From the results of the reliability test on the principal's leadership variables, teacher competency, school climate, spiritual innovation and teacher performance, all the questions were all reliable because they had a cronbach's alpha (α) value above 0.60. If the results of this reliability test are associated with the reliability coefficient index criteria indicate that the social needs / alpha research instruments are high. In addition, the hypothesis test results can be presented through Path Path test images in figure 3 below.

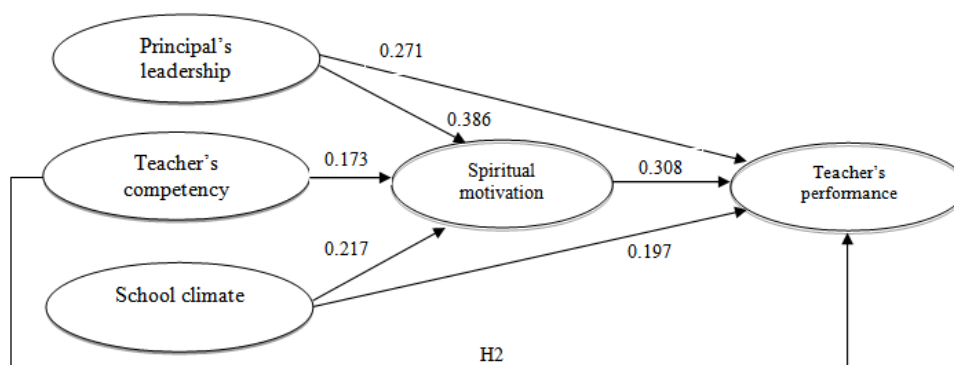


Figure 2
Results of Path Analysis: Effect of Principal Leadership, Teacher Competency, School Climate on Teacher Performance through Spiritual Motivation

III. DISCUSSIONS

Effect of principals' leadership on teacher performance

In this study, the testing results of principals' leadership on teacher performance had a positive impact on teacher performance. This can be interpreted that the leadership of a school principal was carried out in managing AdiwiyataMandiri Schools in Makassar. This had an impact on improving teacher performance based on AdiwiyataMandiri teachers' perception. They argued that a school principal who had responsibilities in teaching and learning implementation would have a commitment to improve the school. They also assumed that each principal at AdiwiyataMandiri School understood how to achieve the potential and optimal learning achievements. The teachers gave positive judgements to their school principal since the principal always gave them good motivation. The principals often respectively gave attention and direct teachers to work as the predetermined duties. Moreover, the principals often gave instructions and brought appropriate techniques on how to implement duties and responsibilities at AdiwiyataMandiri Schools in Makassar.

Effect of teacher competence on teacher performance

The results of hypothesis test indicated that the teachers' higher competencies in teaching and learning process could develop teachers' performance at AdiwiyataMandiri Schools, Makassar. The findings could be seen from the teacher's pedagogical competency assessment that were identified good. The teachers generally master the learning competencies that student had to require. They were also successful in compiling education principles to encourage students' learning achievement.

Referring to personality competency, the teachers at AdiwiyataMandiri School were also considered good since they behaved in accordance with religious, legal and social norms. They also perform themselves for being honest and gentle person so theirs have been good examples for students. In the communication competence, the teachers were identified being able to communicate effectively with other teachers. The teachers were also good to communicate when they taught school subjects to their students. In brief, the teachers at AdiwiyataMandiri Schools, Makassar have standardized competencies to teach school subjects to the students.

Effects of School Climate on Teacher Performance

As the analysis results, the school climate had a positive effect on teachers, but was not significant on teacher at Adiwiyata Mandiri Schools, Makassar. The empirical finding showed that the school climate at Adiwiyata Mandiri schools in Makassar did not have a significant effect on improving teacher performance. The teachers' performance was not improved since they were accustomed to have directions or instructions that had been developed every four years. The directions had been arranged by the schools as annual work plan and mid-term work plan every four years. Moreover, the teachers consistently followed the standard operating procedures (SOP) directed from the Adiwiyata city. The city regulation requires SOP revision every five years. This study argued that the teachers had lack of creativity and innovation; and the learning method was stagnant at Adiwiyata Mandiri Schools. Thus, the factors lead school climate did not have an impact on teacher performance improvement.

Otherwise, the principals' leadership influences teacher performance through spiritual motivation. This mediation was derived as the hypothesis test result that spiritual motivation was recognized as a mediating variable. While the empirical finding showed that the leadership of a school principal could increase spiritual motivation to encourage teachers for improving their performance. In particular, every teacher at Adiwiyata Mandiri School intends to endeavour all of activities to the God. They believe that God always watches and knows everything they do.

Effect of teacher competence on teacher performance through Spiritual Motivation

As the results of the mediation test, this study found that motivation was able to mediate the effect of teacher competence on teacher performance. This was interpreted that teachers with higher competency would have higher spiritual motivation that, in turn, gave an impact on teacher performance at Adiwiyata Mandiri School in Makassar.

Effect of School Climate on Teacher Performance through Spiritual Motivation

The test result between school climate and teacher performance was found positive with the mediation of spiritual motivation. In other words, a school climate was able to advance its teacher performance if it was supported by the procurement of teachers' spiritual motivation during the teaching and learning progress at Adiwiyata Mandiri Schools, Makassar.

Effect of spiritual motivation on teacher performance

The test results showed the relationship between spiritual motivation and teacher performance. Thus, this study found that spiritual motivation could affect teacher performance. This means that teacher performance can be improved if spiritual values were required more and more by the teachers. Furthermore, the teacher performance was embraced through the appreciation and actualization of religious values.

IV. CONCLUSION

This study investigated the effect of principals' leadership on teachers' performance, the effect of teachers' competency on teachers' performance, effect of school climate on teachers' performance at the Adiwiyata Mandiri Schools in three Junior High Schools in Makassar. This study explored the effect of principals' leadership on teacher performance through spiritual motivation, the effect of teachers' competency on teachers' performance through spiritual motivation, the effect of school climate on teachers' performance through spiritual motivation, and the effect of spiritual motivation on teachers' performance at schools.

This study found that the leadership of a school principal had a positive and significant impact on teacher performance. Therefore, this study accepted the hypothesis. Then, the teachers' competency had a positive and significant effect on teacher performance; In turn, this study accepted the hypothesis. Another finding showed that school climates had no significant effect on teacher performance; so this study rejected the hypothesis. Meanwhile, the mediation test result indicated that spiritual motivation could mediate the effect of principal leadership on teacher performance, so that the research hypothesis was accepted. Another mediation test result showed that spiritual motivation could mediate the effect of teacher competency on teacher performance. Moreover, the mediation test result school climate on teacher performance was accepted through spiritual motivation. The spiritual motivation could mediate the influence of the school climate towards teacher performance at Adiwiyata Mandiri School in Makassar. In brief, spiritual motivation had a positive and significant effect on teacher performance.

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