

How to Cite:

Wiriawan, I. K., Yadnyawati, I. A. G., & Suwardani, N. P. (2022). The influence of principal's leadership style, teacher professionalism, teacher's academic self-concept, teacher's work motivation, teacher's work spirit on the quality of hindu religious education learning management and character. *International Journal of Health Sciences*, 6(S4), 561–572.
<https://doi.org/10.53730/ijhs.v6nS4.5570>

The influence of principal's leadership style, teacher professionalism, teacher's academic self-concept, teacher's work motivation, teacher's work spirit on the quality of hindu religious education learning management and character

I Ketut Wiriawan

Doctoral Student, Universitas Hindu Indonesia, Denpasar, Indonesia

Prof. Dr. Ida Ayu Gde Yadnyawati, M.Pd.

Lecturer, Universitas Hindu Indonesia, Denpasar, Indonesia

Dr. Ni Putu Suwardani, M.Pd.

Lecturer, Universitas Hindu Indonesia, Denpasar, Indonesia

Abstract---This study aims to determine the magnitude of the direct and indirect effect of Principal Leadership Style, Teacher Professionalism, Teacher Academic Self-Concept, Teacher Work Motivation, Teacher Work Spirit on the Quality of Learning Management of Hindu Religion and Character Education at the High School Level in Karangasem Regency. The population of this research is all teachers of Hinduism and good manners who teach at the high school level in Karangasem Regency, amounting to 46 people. This study used an ex-post facto design. The data obtained were analyzed by path analysis involving regression analysis and coefficient analysis on the regression path. The results showed that: (The principal's leadership style has a direct influence on the teacher's Academic Self-Concept by 33%, the principal's leadership style has a direct influence on the Teacher's Work Motivation by 18%, the principal's leadership style has a direct influence on the Teacher's Work Spirit by 15 ,4%, the principal's leadership style has an influence on the quality of learning management by the teacher by 3%, teacher professionalism has a direct influence on the teacher's academic self-concept by 31%, teacher professionalism has a direct influence on teacher work motivation by 64.0%, professionalism teachers have a direct influence

on the work spirit of teachers by 22.0%, teacher professionalism has a direct influence on the quality of learning management by 10.0%.

Keywords--principal leadership style, teacher professionalism, academic self-concept, teacher's work motivation, teacher's work spirit, the quality of the management of Hindu religious education and character education.

Introduction

Education is not just a process that aims to form intelligent and skilled human beings in carrying out their work. The most important principle in education is fostering individuals and applying and developing human values so that they become intelligent, disciplined, quality individuals and have good character in everyday life.

The high and low quality of education is largely determined by the education system applied in building education. Associated with inadequate educational outcomes, many efforts have been made by the government in Indonesia to make changes towards improving the national education system. These efforts are to change and revise the curriculum progressively, promote training activities for educators through training and seek optimization of subject teacher deliberations (MGMP), teacher upgrading, teacher working groups (KKG), various work shop activities, seminars and even activities that related to developing teacher professionalism through Teacher Professionalism Education and Training (PLPG) activities.

In addition to enriching education with the activities or program implementation mentioned above, the government seeks to make breakthroughs to improve the quality of education through partnership programs between schools and educational institutions, projects to improve the quality of educators and education in the form of projects to improve the qualifications of teachers and lecturers, and many other programs. other programs are carried out to increase or improve the educational outcomes. These efforts have been carried out intensively but the packaging of education is often not in line with the nature of learning and learning or in other words education reform in Indonesia has not been carried out in full with regard to the concept of learning and learning.

The most important principle of a series of educational concepts is that education is held as a process of civilizing and growing culture and is a process of empowering students which is carried out progressively, dynamically and continuously (long life education). In realizing the education system contained in the education process itself, it must be supported or fulfilled in the education system such as financing, supporting facilities, educators and education staff who can be used as role models and are able to build motivation and are able to develop potential and creativity among students / students. in the implementation or administration of education itself.

The important role of the teacher in realizing the improvement of the quality of education in the field of character is very clearly determined by the teacher. If the main basis is character education, teachers who teach religious education and character morally feel they have more responsibility in realizing character education besides being a shared responsibility for all teachers.

Factors that are thought to influence the success of learning include the professional competence possessed by teachers in managing learning related to how the quality of the processes that have been carried out by teachers and students, student input and parental support in providing motivation to learn, as well as evaluations carried out related to acquisitions. student learning outcomes Teacher professionalism must be considered in carrying out the learning process in the classroom.

In addition to the professionalism of teachers in carrying out the educational process in an educational unit, the teacher's academic self-concept also contributes to the quality of learning Hinduism by teachers in carrying out education. Understanding the self-concept tends to be an internal factor of the teacher which becomes the basic power of the teacher as a teacher's strength and guides behavior including the individual's belief in himself, seeing his own image and his views on others in carrying out his duties as educators. Self-concept is also the totality of attitudes and perceptions of teachers to themselves (Lambas, et al, 2004: 22 in Widarsa, 2009: 8). No less important is the self-esteem of an educator. Self-esteem is part of the self-concept which can be defined as the level of an educator's view of himself. The benchmark for teachers' self-esteem lies in their own quality, where self-esteem is part of the self-concept.

Based on the description described in the background of the problem, several problems were proposed in this study to find solutions to problems and solutions in response to these problems. The problems that arise due to this background are:

- How much direct influence does the principal's leadership style have on the teacher's academic self-concept?
- How much direct influence does the principal's leadership style have on teachers' work motivation?
- How much direct influence does the principal's leadership style have on teacher work morale?
- How big is the direct influence of the principal's leadership style on the quality of learning management by teachers?
- How big is the direct influence of Teacher Professionalism on Academic Self-Concept?
- How big is the direct influence of teacher professionalism on teacher work motivation?
- How big is the direct influence of Teacher Professionalism on Teacher Work Spirit?
- How big is the direct influence of teacher professionalism on the quality of learning management by teachers?

- How big is the direct influence of Principal's Leadership Style, Teacher Professionalism on Academic Self-Concept?
- How big is the direct influence of Principal's Leadership Style, Teacher Professionalism on Teacher's Work Motivation?
- How much direct influence does the Principal's Leadership Style, Teacher Professionalism have on Teacher Work Spirit?
- How much direct influence does the Principal's Leadership Style, Teacher Professionalism have on the Quality of Learning Management?
- How big is the indirect influence of Principal's Leadership Style, Teacher Professionalism on the Quality of Learning Management through Teacher's Academic Self-Concept?
- How big is the indirect effect of Principal's Leadership Style, Teacher Professionalism on the Quality of Learning Management through the Concept of Teacher Work Motivation?
- How big is the indirect effect of Principal's Leadership Style, Teacher Professionalism on the Quality of Learning Management through Teacher Work Spirit?

Research Methods

Research design

This study is an ex-post facto research that is non-experimental because it does not manipulate the symptoms studied because the symptoms are naturally present in the field. Nana Sudjana and Ibrahim, 2001: 56 state that ex-post facto means after the fact. Ex-post facto as a research method refers to the treatment or manipulation of the independent variable (variable X) that has occurred before so that researchers do not need to give further treatment. As stated by Kerlinger, 2002: 507 which states that Ex-post facto research is a systematic empirical investigation in which scientists do not control the independent variables directly because the manifestation of these variables has occurred, or because these variables basically cannot be manipulated. The location of the research that will be carried out by researchers is in the high school environment in Karangasem Regency. Sugiyono, 2010;61 says that the population is a generalization area consisting of objects/subjects that have certain quantities and characteristics determined by researchers to be studied and then draw conclusions. Population is not only people but also other natural objects. The population is not just the number that exists in the object or subject being studied, but includes all the characteristics possessed by the subject or object being studied/researched.

The population and targets in this study were all Hindu Religion teachers at the high school level in Karangasem Regency, both public and private. The research sample is taken if the population of Hindu religious teachers to be studied exceeds the quota in the study, in other words, sampling is taken if necessary. Suharsimi Arikunto, 2006:118 states that the variable is the object of research, or what is the point of attention of a study. The data to be collected in this study consists of six variables. These variables relate to teacher professionalism, teacher's academic self-concept, teacher's work motivation, teacher's work spirit, principal's leadership style and quality of learning management where the quality of learning is the dependent variable.

Analysis Presentation

Before the instrument was used to collect data, the instrument was consulted with the two judges. From the validation of the two experts, especially those related to construct validity. From the results of consultations with the two experts, then improvements were made according to the suggestions given. After being re-examined and allowed to do a trial, then the instrument was tested on 30 Hindu Religion and character teachers, then the content validity and instrument reliability tests were carried out. After the instrument was declared valid and reliable, then data was collected by conveying the instrument to teachers of Hindu religion and character at the high school level in Karangsem Regency whose entire population was taken and used as the sample of this study.

Evaluation of SEM assumptions

Analysis of the normality of the data was carried out to determine whether the data obtained were normally distributed or not. Analysis of data normality is very necessary if the amount of data (n) is more than 100, but for the size of the amount of data (n) which is less than 100 it is still considered necessary to test the normality of data distribution, then the analysis is continued with data linearity test, multicollinearity test and heteroscedasticity test and then tested the hypothesis.

Based on the results of testing the normality of the data through the Kolmogorov-Smirnova test and the Shapiro-Whilk test, it shows a significance > 0.05.

Variable	Kolmogorov-Smirnov ^a		
	Sig.	The calculation results	Data status
Principal's Leadership Style	0,07	> 0,05	Normal distribution
Teacher Professionalism	0,12	> 0,05	Normal distribution
Teacher's Academic Self-Concept	0,38	> 0.05	Normal distribution
Teacher's Work Motivation	0,26	> 0,05	Normal distribution
Teacher's Work Spirit	0,22	> 0,05	Normal distribution
Quality of Learning Management	0,07	> 0,05	Normal distribution

Research variable	Shapiro-Wilk		
	Sig.	The calculation results	Normal distribution
Principal's Leadership Style	0,21	> 0,05	Normal distribution

Teacher Professionalism	0,11	> 0,05	Normal distribution
Teacher's Academic Self-Concept	0,61	> 0.05	Normal distribution
Teacher's Work Motivation	0,33	> 0,05	Normal distribution
Teacher's Work Spirit	0,36	> 0,05	Normal distribution
Quality of Learning Management	0.19	> 0,05	Normal distribution

The results of the analysis of the linearity of the regression line are presented in the following table.

Variable	Coefficient F count	F table	Justification	Description
Principal's leadership style * Teacher's Academic Self-Concept	4,028	2,09	F count > F table	There is no linearity
Principal's leadership style * Teacher's work motivation	5,061	2,09	F count > F table	There is no linearity
Principal's Leadership Style * Teacher's Work Spirit	2,068	2,09	F count > F table	there is linearity
Principal's leadership style * Quality of Teacher Learning Management	0,967	2,09	F count > F table	there is linearity
Teacher Professionalism * Teacher Academic Self Concept	1,609	2,09	F count > F table	there is linearity
Teacher Professionalism * Teacher Work Motivation	0,942	2,09	F count > F table	there is linearity
Teacher Professionalism * Teacher Work Spirit	1,886	2,09	F count > F table	there is linearity
Teacher Professionalism * Quality of Teacher Learning Management	0.907	2,09	F count > F table	there is linearity

The evaluation of heteroscedasticity aims to assess whether there is a variance inequality of the residuals for all observations in the linear regression model. The heteroscedasticity test aims to test whether in a regression model, there is an inequality of variance or residuals from one observation to another. According to Gujarati (2012:406) to test the presence or absence of heteroscedasticity, Spearman's rank-test was used, namely by correlating the independent variable to the absolute value of the residual (error). To detect the symptoms of the heteroscedasticity test, a regression equation is made with the assumption that there is no heteroscedasticity and then determines the absolute value of the residual, then regresses the absolute value of the residual obtained as the dependent variable and regression of the independent variable is performed. If the value of the correlation coefficient between the independent variables and the

absolute value of the residual is significant, then the conclusion is that there is heteroscedasticity (the variance of the residuals is not homogeneous).

From the calculation of the analysis, the results obtained that there is no heteroscedasticity so that further testing can be carried out. The autocorrelation test is a classical assumption test (normality test, linearity test, heteroscedasticity test). The autocorrelation test aims to determine whether there is a confounding error at t with a confounding error at the previous t ($t-1$) To detect the occurrence of autocorrelation, the Durbin-Watson statistical test is generally carried out (Candiasa, 2007: 53).

After analyzing with the help of the SPSS 16.0 program, the Durbin-Watson value (d) = 1.6508 was obtained. if we look at the distribution of d in the Durbin Watson table with $n = 42$ and $k = 2$, the number of independent variables = 2 at a significance level of 5%, we get $dL = 1.4073$, $dU = 1.6061$. With the guidelines for acceptance and rejection, $dU < d < 4-dL$, namely $1.6061 < d < 4-1.4073$ (or 2.5927). With a value of $d = 1.6580$, the value of d is greater than dU and smaller than the value of $4-dU$ ($1.6061 < 1.6580 < 2.5927$), so it can be concluded that there is no autocorrelation so that the next test can be carried out. (see attachment test autocorrelation). Calculation of autocorrelation analysis as shown in the following table:

Variable	Watson durbin coefficient (d)	Justification	Information
$X_1.X_2.Y_1$	1,6580	$1,6061 < d < 2,5927$	There is no autocorrelation
$X_1.X_2.Y_2$	2.0810	$1,6061 < d < 2,5927$	There is no autocorrelation
$X_1.X_2.Y_3$	1.6360	$1,6061 < d < 2,5927$	There is no autocorrelation
$X_1.X_2.Z$	1.6890	$1,6061 < d < 2,5927$	There is no autocorrelation

Hypothesis Test

Based on the calculation results of the analysis of the structural equation shown by the regression Weight obtained, it shows that the principal's leadership style has an influence on the teacher's academic self-concept by 33%, the principal's leadership style has an influence on the teacher's work motivation by 18%, the principal's leadership style Schools have an influence on Teacher Work Spirit by 15.4%, Principal's leadership style has an influence on the quality of learning management by teachers by 3%, Teacher professionalism has an influence on Teacher's Academic Self-Concept by 31%, Teacher professionalism has an influence on teacher's work motivation by 64.0%, the teacher gives an influence on the morale of the teacher by 22.0%, the professionalism of the teacher gives an influence on the morale of the teacher by 10.0%, the leadership style, the professionalism of the teacher simultaneously has a significant direct effect on the

self concept i Academic teacher. of 48.0%, Principal Leadership Style, teacher professionalism has a simultaneous influence on teacher work motivation of 19.5%, Principal's Leadership Style, teacher professionalism has a simultaneous influence on teacher work morale by 15.5%, Leadership Style Principals, teacher professionalism has a simultaneous influence on the quality of learning management by teachers by 31.0%, principal's leadership style, teacher professionalism has an indirect influence on the quality of learning management by teachers through teacher's academic self-concept by 54.0%, leadership style Principals, teacher professionalism has an indirect influence on the quality of learning management by teachers, teacher work motivation is 34.6%, Principal's leadership style, teacher professionalism has an indirect influence on the quality of learning management by teachers through teacher work spirit as esar 30.6%.

Theoretical Findings

Referring to the research results that leadership style has a direct and indirect influence on the quality of learning management. The realization of good quality learning in educational units is also determined by the leadership style of the principal, the principal who is a role model and is the frontline in setting a good example for teachers in carrying out the learning process to students. Kusmintarjo, 1988:5 states that there are conditions that must be met by a school principal so that his leadership can achieve its goals and get support from various parties. (1) personality, the personality of the headmaster must have a commendable personality, a commendable personality includes a friendly, cheerful, passionate, courageous person, has spontaneity in acting, has high social sensitivity and is confident, (2) has a good understanding strongly against the goals of education, the principal must be able to formulate the goals of the educational unit to be achieved in the education unit and convey the principal's plan to achieve its goals to the citizens of the education unit (school residents), (3) the principal must have broad insight and knowledge in the field. And capable in other relevant fields related to leadership as a leader in the education unit. So that good leadership is very necessary for a school principal in a high school education unit.

Conclusion

Based on the description above, several conclusions can be drawn as follows: There is a direct and indirect effect of the independent variable on the dependent variable. This is evidenced by the results of the analysis through a quantitative test with SPSS-assisted path analysis. From the results of the analysis obtained the following results. In accordance with the purpose of the study to determine the direct effect and indirect effect. The direct influence in this study is the direct influence of the principal's leadership style on academic self-concept, the direct influence of the principal's leadership style on work motivation, the direct influence of the principal's leadership style on the teacher's work spirit, the direct influence of the principal's leadership style on the quality of learning management by the teacher, direct influence of teacher professionalism on teacher's academic self-concept, direct influence of teacher's professionalism on teacher's work motivation, direct influence of teacher professionalism on teacher's work spirit, direct influence of teacher professionalism on the quality of learning management

by teachers, direct influence of teacher's academic self-concept on the quality of learning management by teachers, the direct influence of teacher work motivation on the quality of learning management by teachers. direct influence of the work spirit of teachers on the quality of learning management by teachers. For the indirect effect according to the purpose of this study is the indirect effect of the principal's leadership style, teacher professionalism on the quality of learning management by teachers through academic self-concept, indirect influence of principal's leadership style, teacher professionalism on the quality of learning management by teachers through work motivation Teachers, the indirect influence of the principal's leadership style, teacher professionalism on the quality of learning management by teachers through the work spirit of teachers.

Suggestion

Referring to the research results obtained, the researchers provide suggestions to the following components:

- To high school principals throughout Karangasem Regency, they should stick to the principles of management and leadership, apply management concepts that are oriented towards improving the quality of education based on humanism, making education units the second home for educators or teachers so that a shared sense of belonging and shared responsibility grows among each individual, both among teachers and employees. With the diversity of characters possessed by a teacher, leadership from a school principal is the main key in improving teacher professionalism, fostering teacher academic self-concept, increasing teacher work motivation, maintaining teacher work enthusiasm which leads to improving the quality of learning management carried out by teachers.
- To all parties, both education observers, policy holders in the education sector and or related parties, they can use the results of this study to determine policies and oversee the implementation of policies and or create new policies referring to the results of studies that have been obtained from the results of this research.
- To the researchers, referring to the results of this study, research with similar variables is highly expected to be carried out by further research and/or research to strengthen the results of the study so that theoretically and practically it can obtain more evidence and in research it can produce studies that can later be used as a reference in producing as well as enriching scientific products that are scientific in nature which are beneficial for improving the welfare of the wider community in general.

References

- Aminnudin Teuku dan Supardi, 2001 *Manajemen Majid Dalam Pembangunan Masyarakat (optimalisasi Peran dan Fungsi)*;Yogyakarta: UII Press
- Anggan Suhandana Gde, 2010, *Analisis Kebijakan Pendidikan* : Undikha press (Materi Kuliah Analisis Kebijakan dan Pengambilan Keputusan Pendidikan)
- Ardana I Gusti Ngurah,2009 *Evaluasi Pembelajaran Matematika di SMK Se-Kabupaten Gianyar*. Thesis tidak dipublikasikan Singaraja:Udiksha
- Aswar. S, 2000: *Sikap Manusia : Teori dan Pengukuran*, Yogyakarta: Liberty

- Baharuddin dan Esa Nur Wahyuni, 2007. *Teori Belajar dan Pembelajaran* : Ar-Ruzz Media
- Bryson John M, 1995. *Strategic Planning For Public and Non Profit Organizations* : HB Printing.
- Chriss Weeckert, 2008. *Developing Media and Resources for TEFL For Elementary and Secondary School* (makalah pendidikan dan Pelatihan)
- Crain William, 2007. *Teori Perkembangan Konsep Dasar Dan Aplikasi* : Pustaka Pelajar.
- Crosby Philip B, 1979 *Quality is free: The Art Of Making Quality Certain*, New York : New American Library.
- Danim Sudarwan, 2003. *Menjadi Komunitas Pebelajar*. Jakarta : Bumi Aksara.
- Dantes Nyoman, 2007. *Hakikat Assesmen Authentic sebagai penilaian proses dan Produk Dalam Pembelajaran yang Berbasis Kompetensi* : Undiksha Singaraja.
- Dantes Nyoman, 2008. *Metodologi Penelitian* : Universitas pendidikan Ganesha Singaraja.
- Dantes Nyoman, 2008. Tinjauan Tentang Profesionalisme Guru: Undiksha Singaraja (Makalah disampaikan dalam seminar tentang Profesi guru Kabupaten Gianyar tanggal 21 Desember 2008).
- Dantes Nyoman, 2010. Kerangka Dasar Penelitian kuantitatif : Undiksha Singaraja (Makalah disampaikan pada seminar Metode Penelitian di Universitas Pendidikan Ganesha Singaraja tanggal 28 Juni 2010)
- Davis, Ralph Currier, 1962: *Principles of Management* ; New York, Alexander Hamilton (Digital Library of state University of Malang)
- Departemen Pendidikan Nasional, Direktorat Jendral manajemen Pendidikan Dasar dan Menengah , direktorat pembinaan Sekolah Menengah Atas, 2009 : *Materi Diklat / Bimtek KTSP SMA*: Depdiknas.
- Depdiknas, 2006. *Peraturan Menteri Pendidikan Nasional No.22 Tahun 2006 tentang standar isi untuk Satuan Pendidikan Dasar dan Menengah*, Jakarta: Depdiknas
- Depdiknas, 2006. *Peraturan Menteri Pendidikan Nasional No.23 Tahun 2006 tentang standar Kompetensi Lulusan untuk Satuan Pendidikan Dasar dan Menengah*, Jakarta: Depdiknas
- Dimiyati dan Mudjiono, 1999. *Belajar dan Pembelajaran*, Jakarta: Rineka Cipta
- Eka Mahendra I Gede, 2010. Hubungan Kompetensi Pofesional, Motivasi Kerja, Kepuasan Kerja Terhadap Kinerja Guru SD- SMP Satu Atap Di Kabupaten Buleleng . Undiksha Singaraja. (Thesis tidak dipublikasikan).
- Endang Sadbudhy Rahayu & Nuryata I Made, 2010. *Pembelajaran Masa Kini* : Sukarmita Training and publishing).
- Ferdinand, 2006 *Structural Equation Modelling*, Edisi 4 Semarang : BP UNDIP
- George R Terry, Leslie W, 2006 : *Prinsip Prinsip Manajemen*: Jakarta, Bumi Aksara
- Ghozali Imam, 2006: *Aplikasi Analisis Multivariat dengan Program SPSS*. Cetakan Keempat, Semarang : Badan Penerbit Universitas Diponegoro.
- Gordon, Richard A., 1976: *School Administration Challenge and Opportunity for Leadership* : Iowa ;Wm C. Brown Company Publisher.
- Gujarati, D. 2012, *Dasar Dasar Ekonometrika* (diterjemahkan Oleh Mangunsong, R.C.) Edisi V: Jakarta. Salemba Empat.
- Gunadha Ida Bagus, 2010. Kepemimpinan Kepemimpinan Hindu : *Artikel* : Warta Hindu Dharma NO. 526 Oktober 2010.

- Halsey. F. Robert, John J Whild G Subramannyam, 2005: *Financial statement Analysis*; Salemba Empat.
- Hamalik Oemar, 2003. *Pendidikan Guru Berdasarkan Pendekatan Kompetensi*, Jakarta : Bumi Aksara.
- Handoko Martin, 1996 : *Motivasi Daya Penggerak Tingkah laku* : Kanisius
- Hasibuan, Melayu S.P, 2009 : *Manajemen Dasar, Pengertian dan Masalah*; Jakarta: PT Bumi Aksara.
- Istri Agung A.A, 2010. *Studi Evaluasi pelaksanaan Pembelajaran Tematik Di Kelas awal Sekolah Dasar Di Kecamatan Ubud* : Undiksha press.
- Koyan I Wayan & Dantes Nyoman, 2009. *Pengembangan Profesionalisme guru* : Universitas pendidikan ganesha Singaraja. (makalah disampaikan)
- Kusmintardjo, 1998. *Dasar dasar Manajemen II (Kepemimpinan)*: Jakarta: Direktorat Pendidikan Menengah Umum
- Mohammad Asrori , 2007. *Psikologi Pembelajaran* : Wacana Prima.
- Mohammad Joko Susilo, 2007. *KTSP, Manajemen Pelaksanaan dan Kesipan Sekolah Menyongsongnya*. Yogyakarta: Rosdakarya
- Mulyasa E, 2002. *Kurikulum Berbasis Kompetensi*, Bandung: Remaja Rosda Karya.
- Mulyasa E, 2003, *Kurikulum Berbasis Kompetensi; Konsep, karakteristik dan Implementasi* Bandung: Remaja Rosda Karya.
- Muslimin Ibrahim, 2000 *Pembelajaran Kooperatif*. Jakarta: University Press
- Nawawi, Hadari, 1982: *Manajemen Organisasi Sekolah*; Jakarta Gunung Agung.
- Nitisemito Alex .S, 2002: *Manajemen Personalia*, Jakarta: Ghalia Indonesia.
- Paramartha, 2011. *Hubungan Karakteristik Sekolah, Partisipasi Masyarakat, Iklim Sekolah dan Kemampuan Manajemen Sekolah dengan Keefektifan Sekolah pada Sekolah Menengah Atas Negeri di Provinsi Bali*. Disertasi Universitas Negeri Malang Program Pasca Sarjana, Program Studi Manajemen Pendidikan.
- Ratna Wilis Dahar, 1996. *Teori Teori Belajar*, Jakarta: Erlangga.
- Riduwan Abdullah Sani dkk, 2015. *Penjaminan Mutu Sekolah* : Jakarta: PT Bumi Aksara
- Riduwan dan Akdon, 2013. *Rumus dan Data Dalam Analisis Statistika*. Bandung : Alfabeta
- Rivai Veithzal , 2004 : *Manajemen Sumber Daya Manusia Untuk perusahaan dari Teori Ke Praktik*, Jakarta: PT Raja Grafindo Persada.
- Sahertian Piet dan Ida Alieda, 1990. *Supervisi Pendidikan dalam Rangka Program Inservice Education*: Jakarta, Rineka Cipta.
- Sanjaya W, 2006. *Strategi Pembelajaran*. Jakarta: Kencana.
- Santyasa I Wayan 2009. *Implementasi Lesson Study dalam Peningkatan Profesionalisme Guru* : Universitas Pendidikan ganesha Singaraja. (Makalah tidak dipublikasikan).
- Santyasa I Wayan dan Sukardi, 2009. *Model model Pembelajaran Inovatif* : Universitas Pendidikan ganesha Singaraja. (Makalah tidak dipublikasikan).
- Sasatrohadiwiryo, 2006 : *Manajemen Tenaga Kerja Indonesia Pendekatan Administraif dan Operasional*. Jakarta: Bumi Aksara.
- Shaffer, 2002. *Developmental Phsychology* . Childhood and adolesency. 6th ed. California : Cole Pub.
- Shimp. A Terence, 2003 : *Periklanan Promosi Aspek tambahan Komunikasi terpadu Jilid 1*: Jakarta Erlangga.

- Slameto, 2003. *Belajar Dan Faktor Faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta.
- Sudjana Nana dan Ibrahim, 2001 *Penelitian dan Penilaian Pendidikan*. Bandung: sinar Baru Algensindo.
- Sueca, 2009. Kontribusi Sikap Profesional Guru, Gaya Kepemimpinan dan Kemampuan Manajerial Kepala Sekolah Terhadap Kinerja Guru SMA Negeri Di Kabupaten Tabanan Bali. *Thesis* tidak dipublikasikan.
- Sugiyono, 2010. *Statistika Untuk Penelitian*. Alfabeta Bandung.
- Suharsimi Arikunto, 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta.
- Suharsimi Arikunto, Cepi Abdul Jabar, 2004. *Evaluasi Program Pendidikan*, Jakarta: Bumi Aksara.
- Surya Muhammad, 2005. *Mengembangkan Profesionalisme Guru* : (makalah seminar pendidikan).
- Surya Muhhamad, 2004. *Psikologi Pembelajaran dan Pengajaran*. Bandung: Pustaka Bani Quraisy.
- The Liang Gie, 2020: *Pengantar Filsafat Ilmu*: Liberty.
- Tohardi Ahmad, 2002: *Pemahaman Praktis Manajemen sumber Daya Manusia*: Universitas Tanjung Pura, Mandar Maju, Bandung.
- Trianto, 2007. *Model-Model Pembelajaran Inovatif Berorientasi Konstruktivistik*, Jakarta: Prestasi Pustaka.
- Undang Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.
- Usman User Moh. Dr, 2017. *Menjadi Guru Profesional* : Rosda
- Widarsa I Wayan, 2009 Kontribusi Kompetensi Peofesional, Kompetensi Pedagogik dan Konsep Diri Akademik Terhadap Kemampuan Guru dalam Mengelola Proses Pembelajaran dalam mata pelajaran Matematika pada SMP Negeri Di Kabupaten Tabanan, Undiksha press *Thesis* tidak dipublikasikan.
- Widhiarso Wahyu, 2009. *Praktek Model Persamaan Struktural (SEM) Melalui Program Amos*: Fakultas Psikologi UGM Press
- William D Brooks, 1974. *Speech Communion*. Dubuque: Wm.C. Brown Comp.
- Wina Sanjaya, 2010, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, Jakarta: Prenada Media Group.
- Yudana Made, 2010 PGRI dan Perannya dalam membangun Profesionalisme guru (Makalah disampaikan dalam seminar Meningkatkan Profesionalime guru di Kabupaten Karangasem Tamggal 16 November 2010).
- Yudana Made, 2010. Pergeseran Paradigma Manajemen Organisasi dan Kebutuhan Terhadap Sophie leadership. (Orasi pengenalan Jabatan guru Besar tetap dalam bidang Ilmu Manajemen pendidikan dan Kepemimpinan pada Fakultas Ilmu Sosial Undiksha Singaraja).
- Zainun B, 1981. *Manajemen dan Organisasi*. Jakarta: Balai Pustaka.