

**THE INFLUENCE OF LEADERSHIP STYLE, MOTIVATION, WORK DISCIPLINE
AND USE OF TECHNOLOGY ON TEACHER PERFORMANCE DURING
THE COVID-19 PERIOD IN TENJOLAYA DISTRICT**

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Abstract

Performance is one important element in the organization. The purpose of this study is to create a regression model between leadership style, motivation, and work discipline together on the performance of private vocational school teachers in Tenjolaya sub-district during the Covid-19 period. This research is classified as qualitative research. The data collection tool in this study was a questionnaire. While the data analysis techniques used descriptive analysis techniques, inferential statistical data analysis, and multiple linear regression analysis techniques. The results of this study conclude that there is a positive and significant influence between Leadership Style, Motivation, Work Discipline, and Information Technology on Performance. The results of the multiple linear regression equation regarding the influence of social media and socialization on public health behavior are $Y: 2,784 - 0.508 X_1 - 0,490 X_2 - 0.005 X_3 - 0.771 X_4$. Meanwhile, the R Square value obtained is only 0.681 or 68.8%, and 33.4% is explained by other variables that are not included in the regression model. further research on leadership style, work discipline, and motivation because information technology and motivation are good enough to improve teacher performance during the covid-19 period

Keywords: Leadership Style, Motivation, Work Discipline, Use Technology, Performance

1. INTRODUCTION

Education has a very important role in ensuring the survival of the country, because education is a means to improve human creativity, taste and initiative and form a stable and independent personality in order to prepare quality and intellectual human resources. According to Larasati in (Wibowo, 2016)) Human Resources is a very important factor, it cannot even be separated from an organization, be it an institution or a company. Human resources are also the key that determines the development of a company.

Problems that exist in human resource management, are the main problems that deserve the attention of the organization, including the problem of teacher performance. Teacher performance is considered important for the organization because the success of an organization is influenced by the performance itself. (Farida Ariyani Hehanussa, 2020) argues that performance is the result and also the output produced by an employee in accordance with his role in the organization in a certain period. Good employee performance is one of the most important factors in the agency's efforts to increase productivity. Performance is an indicator in determining how the effort to achieve a high level of productivity in an organization or agency. In this study, four factors were chosen that influence teacher performance, namely: leadership style, work motivation, work discipline, and technology. These factors are expected to

improve teacher performance. Teachers are one of the resources that determine success in education in schools, because teachers are a human element that is very close to students in daily education in schools. As educators, teachers are a determining factor in improving the quality of education in schools, therefore, educators (teachers) must be able to improve performance in carrying out their duties because education in the future requires quality education professional skills so that professional teacher performance can be a breeze. fresh for success in the world of education in the future.

With the development of technology and information in the world of education, it is possible to conduct distance learning using internet media to connect students with their lecturers, view student scores online, check finances, view class schedules, send assignment files given by lecturers and so on. In this Covid-19 period, technology is very useful for the world of education because with the issuance of a Circular from the Minister of Education and Culture of the Republic of Indonesia regarding the implementation of education policies in the emergency period of the spread of Covid-19. The learning process is carried out at home through online/distance learning which aims to break the chain of the spread of Covid-19.

Based on the results of interviews with the principals of private vocational schools in Tenjolaya sub-district, they said that some of the teacher's performance so far has not been optimal, due to several factors. One of them is the issue of discipline. Many teachers are not aware of the impact of this indiscipline with their various reasons. especially during the COVID-19 pandemic which is still ongoing in various countries. Based on the circular letter of the Ministry of Education and Culture No. 15 of 2020, the implementation of the teaching and learning process during the COVID-19 emergency is the Learning from Home system (BDR) or also known as Distance Learning (PJJ). This learning is carried out online, but teachers still have to come to school while maintaining health protocols. This means that teachers must be more creative and have high motivation in the process of teaching and learning activities even though they are online.

Some things that show work discipline that is not optimal and does not meet ideal standards are as follows:

1. Obedience to the rules of time is felt to be still not firmly embedded in every teacher, it can be reflected in the teacher taking longer (5-10 minutes) to enter the classroom in each lesson. In addition, there are some teachers who cannot complete their administrative obligations such as filling out the Learning Implementation Plan (RPP) and syllabus on time.
2. Obedience to the rules of behavior at work can be seen from the teacher's attitude towards his work and behavior at work, namely some teachers have left the school environment to take care of their personal interests without permission from the principal as leader.

The following are the results of data obtained from 3 schools regarding the discipline of teachers at the Private Vocational School in Tenjolaya District.

Table 1.
Teacher Attendance Presentation

No	Total number of teachers	Number of teachers who come late	Average Presentation Delay	Number of Teachers who come on time	Average number of teachers who show up on time
1	35	10	29%	25	71%

2	23	12	52%	11	48%
3	32	17	53%	15	47%

Source: Processed by Researchers (2021)

Based on the data from table 1.1, it is known that there are still many teachers who are still not disciplined to come to school due to their various reasons. This proves how their performance will be optimal if their discipline is not instilled in them. This work discipline problem is in line with interviews conducted with several teachers in private vocational schools stating that there are still teachers who are not present without clear information and the absence is only due to a minor illness who is actually still able to attend work. If this condition is allowed to drag on, it is feared that the school's expected targets will not be achieved.

Table 2
Presentation of Teacher Administrative Equipment

No	Total number of teachers	Number of teachers who collect administration	Average Presentation that collects administration	The number of teachers who have not / done incomplete administration	Average number of teachers who have not / done incomplete administration
1	35	20	57%	15	53%
2	23	10	43%	13	57%
3	32	17	53%	15	47%

Source: Processed by Researchers (2021)

While in table 1.2 shows not only in attendance but in administrative work they are still not disciplined. There are some teachers who do not submit learning administration at all and there are also some teachers who only collect lesson plans without making semester and annual programs.

In addition to discipline, the problem found is teacher motivation. Some teachers still do not have high motivation to further improve their competence. Moreover, during this COVID-19 pandemic, teachers should attend more seminars that can provide them with knowledge related to online learning. They have no initiative to take part in the training without instructions from the Principal. This proves that they have not fully motivated themselves as teachers. The motivation is still not embedded in them to improve the results of good performance. This work motivation can actually be given and directed by the leader, including the principal. A good leader will definitely be able to motivate his subordinates.

Online learning makes students have the flexibility of learning time, can study anytime and anywhere. Thus forcing and accelerating teachers and students to master digital learning technology as a necessity for them. The demands of these needs make them able to find out online media that can support as a substitute for direct classroom learning, without reducing the quality of learning materials and achievement targets in learning. Various distance learning media were tried and used. Facilities that can be used as online learning media include e-learning, zoom application, google classroom, youtube, and whatsapp social media. These facilities can be used optimally, as a medium in carrying out learning such as in class. By using these online media, indirectly the ability to use and access technology is increasingly controlled by students and teachers. In this era of increasingly sophisticated technological disruption, teachers and students are required to have the ability in the field of learning technology. Mastery of students and teachers on learning technology which varies greatly, is a challenge in itself

(Matdio Siahaan, 2021). The same thing was also shown by Muhammad (2015) showing that there was a significant influence between leadership style, work motivation and work discipline on employee performance. According to (Hanifah Salsabila et al., 2020) Technology also has an important role in the implementation of online education during a pandemic like this. In addition, technology also plays a role in facilitating educators to deliver learning materials so that learning continues even though it is not done face-to-face.

Based on the results of interviews with some teachers at the Private Vocational Schools in Tenjolaya sub-district they need a leader or principal who is able to provide role models for them, give them enthusiasm to work, and have competence in the field of education. One of them is aware of the principal's main duties including good management. They want the principal to supervise their work either administratively or during the teaching and learning process. Principal supervision activities and teacher work motivation will have a psychological effect on teacher job satisfaction, teachers who are satisfied with the provision of principal supervision and work motivation will work voluntarily which can ultimately increase teacher work productivity. But if the teacher is not satisfied with the implementation of the supervision and motivation of the principal, the teacher will work because he is forced and less enthusiastic which is shown by negative attitudes because they are not satisfied, this results in a decrease in teacher work productivity. They assume that the leadership style applied by the principal and the work motivations he gives to his subordinates have not been able to improve good performance in the organization.

Leadership is a determining factor in a company. The success or failure of the company in achieving a goal is influenced by the way a leader is. The figure of a leader in a company can be effective if the leader is able to manage his company and influence the behavior of subordinates to want to work together in achieving company goals. The following is a definition of leadership put forward by several experts:

Drath and Palus in (Yukl Gary, 2015) state that: "Leadership is a process to understand what people do together, so that they understand and want to do it". Meanwhile, according to (Sutikno, 2014) "Leadership in organizations is directed to influence the people they lead, to want to act as expected or directed by others who lead them.

Makawimbang and Yanti in (Sukarman Purba, 2021) mention 3 leadership styles 1) autocratic leadership style, 2) Bureaucratic leadership style, 3) Diplomatic leadership style, 4) Participative leadership style, and 5) Leadership style free lein leader. (Arifin A.L, 2021)) provides an overview of the character of an ideal leader from the acronym "IKHTIAR" which are the values that characterize an intelligent leader. Effort is Integrity (integrity), namely the compatibility between thoughts, words, and actions. Keep on Collaborating (continue to collaborate) is a leadership value to continue to collaborate with all existing potentials to create competitive advantage and benefit the community. Humble (low heart) is the nature humble but not a sense of low self in which a leader is willing to serve wholeheartedly. Tactful (wise) is a person who is always full of wisdom (wisdom) in acting and using his mind (experience and knowledge). Inspiring others is a leader who is able to move his subordinates to want to move and try to achieve organizational goals.

Motivation comes from the Latin word *move* which means encouragement, driving force or force that causes an action or deed. The word *move*, in English, is often equated with motivation, which means giving motives, or things that cause encouragement. According to (Kompri, 2015) giving a definition of motivation is a driving force that changes a person's energy in the form of real activities in achieving certain goals. Motivation is an impulse from within the individual to carry out an action in a certain way in accordance with the goals to be

planned. Meanwhile, according to Robbins in (Wibowo, 2016)) defines motivation as a process that causes intensity, direction, and continuous effort for individuals to achieve goals.

Motivation usually arises because of unmet needs, goals to be achieved, or because of desired expectations. While the elements contained in motivation include elements of generating, directing, maintaining, showing intensity, being continuous and having a purpose.

According to Kondalkar in (A.Y, 2016) also defines motivation as a desire caused by a need, desire and will that encourages an individual to use his physical energy and mental energy to achieve the desired goals. According to (Ali Imron, Budiman Sujana, 2011) in the 1950s was a period of development of motivational concepts. The theories that developed at this time were the hierarchy of needs theory, the theory of X and Y, and the theory of two factors. Ancient theories are known for being the basis for the development of theories that exist today that are used by executive managers in organizations around the world to explain employee motivation.

The most famous theory of motivation is Abraham Maslow's hierarchy of needs theory. He hypothesized that in every human being there is a hierarchy of five needs, namely physiological (hunger, thirst, sexual, and other physical needs), security (want to be protected from physical and emotional harm), social (love, belonging, etc.) , acceptance, and friendship), appreciation (internal and external reward factors), and self-actualization (growth, achieving one's potential, and self-fulfillment). Maslow separated the five needs into sequences. Physiological and safety needs are described as lower-level needs while social, esteem, and self-actualization needs are described as upper-level needs. The difference between the two levels is the premise that upper-level needs are met internally while lower-level needs are predominantly met externally.

Meanwhile, according to (Edy Sutrisno, 2016)) defines "Discipline is a person's behavior in accordance with regulations, existing work procedures or attitudes and behavior and actions that are in accordance with the regulations of the organization both written and unwritten". In this study the indicators used include: obeying the time rules, obeying the rules of the organization, obeying the rules of behavior at work, obeying other regulations. Another definition of work discipline put forward by (Mangkunegara, 2011):129) that work discipline can be interpreted as the implementation of management to reinforce organizational guidelines.

From the results of studies reading textbooks and journals, it turns out that experts express different opinions about the dimensions used to measure work discipline, one of which is Sutrisno (2016), work discipline can be measured by four dimensions, namely: (1) obeying the rules of time , (2) comply with company rules, (3) obey the rules of behavior at work, and (4) obey other regulations. Based on several opinions regarding the dimensions of work discipline above, it can be concluded that the work environment can be measured from three dimensions, namely (1) work regulations, (2) norms, and (3) values. In this study, the dimensions of work discipline will refer to the two dimensions of (Edy Sutrisno, 2016) opinion. Meanwhile, the dimensions and indicators for measuring work discipline according to Son (2016) include: (1) Work rules with indicators, (a) employee attendance rates with attendance standards set by the company, (b) working hours provisions, (c) instructions from superiors , (d) work by following the work method that has been determined by the company, (2) work ethics with indicators (a) employee behavior towards superiors and co-workers, (b) employee honesty at work and, (c) employee responsibilities towards work.

The rapid development of information technology in the current era of globalization cannot be avoided anymore its influence on the world of education. Global demands require the world of education to always and constantly adapt technological developments to efforts in improving the quality of education, especially adjusting its use for the world of education, especially in the learning process. (Arifin A.L, 2021)) argues that information technology is the result of human thought which is ultimately used by humans to realize various life goals and information

technology becomes a means and infrastructure to achieve goals. Information technology is developing rapidly in various fields of human life; which then have an impact and influence in various aspects of human life.

Globalization has triggered a tendency to shift in the world of education from conventional face-to-face meetings to more open education. Future education will be flexible, open and accessible to anyone who needs it regardless of age, type or previous educational experience. Today this has happened without any preparation on the part of its human resources in Indonesia, because it looks like it was forced to comply with regulations regarding policies to reduce the transmission of Covid-19. Because the preparation of educational institutions is uneven, educational institutions located in cities with easy internet access may be very helpful, but what if educational institutions are located far from urban dances which are forced to take distance learning.

In addition, Janner Simartama also explained that IT (Computer) can be easily used to complete work such as accessing information and shopping, as well as in the field of education or offices. Someone who has IT skills can complete the work they are responsible for more quickly, precisely and accurately, so that the work becomes more efficient and effective. Teachers with high IT skills mean that these teachers can use computer equipment to make it easier to carry out the learning process and complete administrative tasks, namely process and assessment activities, for example the use of Ms. Office, related applications, internet network for both the learning process and assessment using e-mail, e-learning and social media.

Thus, it is concluded that the higher the teacher's ability to use and master IT, the easier it will be for teachers to complete their administrative tasks related to assessment activities. Therefore, the researcher suspects that the higher the IT capability, the better the teacher's performance, especially during a pandemic that requires so much information technology mobility.

According to (Wibowo, 2016)) performance comes from the notion of performance. There is also a definition of performance as a result of work or work performance. However, actually performance has a broader meaning, not only the results of work, but including how the work process takes place. Meanwhile, according to (Priansa, 2014) defines that performance is the embodiment of ability in the form of real work. Performance is the result of work achieved by teachers in schools in order to achieve school goals. Meanwhile, according to Madjid in (Hayati et al., 2020), teacher performance is the result of teacher work which is manifested in the form of knowledge, skills, values and attitudes of teachers in carrying out their duties which are shown in their appearance, actions and work performance. The teacher's performance can be seen from his responsibility in carrying out his mandate, the profession he carries, and his morals. This will be reflected in their compliance, commitment, and loyalty in developing the potential of students and advancing the school.

(Ashari & Widiyaningsih, 2016) added that teacher performance assessment is carried out by referring to the dimensions of the main task of the teacher which includes planning and implementing learning activities, evaluating and assessing including analyzing the results of the assessment and carrying out follow-up on the results of the assessment.

Based on some of the theories above, teacher performance is the result or achievement of something that has been done or done by a teacher within a certain period of time in the form of real work. Teacher performance can be shown from how much the required competencies are met. "These competencies include pedagogic, personality, social and professional competencies" (Law No. 14 of 2005 concerning teachers and lecturers). According to Usman in (Pratami et al., 2019)) several dimensions and indicators are used in assessing teacher performance which

include 1) Personality Aspects which include: Initiative, Cooperation, Responsibility, Obedience, and honesty; 2) Methodological aspects which consist of: Teaching Preparation, Methods and Stages of teaching; 3) Technical Aspects Include; Administration and Planning of teaching and learning activities, process of teaching and learning activities, assessment of learning outcomes; 4) Development Aspects include: Training, Seminars, and Scientific Work and program development and instructional media development.

2. RESEARCH METHOD

This research was conducted in 3 (three) of several private vocational schools, Tenjolaya District, Bogor Regency, namely SMK YAPURA 1, SMK YAPURA 2, and SMK PUTRA PELITA. This research was carried out for three months, starting from February to April 2021. The type of research used in this study was quantitative research. Quantitative research method is one type of research whose specifications are systematic, well-planned and clearly structured from the beginning to the making of the research design. Quantitative research methods, as stated by (Sugiyono, 2011) are: "Research methods based on the philosophy of positivism, used to examine certain populations or samples, data collection using research instruments, data analysis is quantitative/statistical, with the aim of testing the established hypothesis. Supardi (2013:25) says that the population is an object or subject that is in an area and fulfills certain conditions related to the problem or object of research. In accordance with the problem to be studied, the population in this study is Private Vocational School Teachers, Tenjolaya District, Bogor Regency for the 2020-2021 academic year with a total population of 90 teachers. The sampling technique in this study is the Saturated Sampling Technique or also known as the Census Technique. (Sugiyono, 2011) says that "saturated sampling is a sampling technique when all members of the population are used as samples". (Arikunto Suharsimi, 2008) also states "If the subject is less than 100 people, it is better to take all of them but if the population is greater than 100 people, then 10-15% of the total population can be taken, so it is called a population study". Therefore, the author takes the total population as a sample in this study. Classical Assumption Test was conducted to determine whether the regression model made could be used as a good predictor. The classical assumption test that will be carried out is the multicollinearity test, heteroscedasticity test, and normality test. This study uses multiple regression analysis because it wants to know how the independent variable (X) can affect the dependent variable (Y) directly. Multiple regression model aims to predict the size of the dependent variable by using independent variable data whose magnitude is already known (Santoso Singih, 2004).

3. RESULT AND DISCUSSION

The location of this research is at SMK YAPURA I, SMK YAPURA 2, and SMK Putra Pelita Tenjolaya. These three schools are located in the Tenjolaya sub-district, Bogor Regency. Based on the map of the sub-district, Tenjolaya is located at the western end of Bogor Regency. The sample data were taken from 90 teachers spread across SMK Yapura 1, SMK Yapura 2, and SMK Putra Pelita Tenjolaya. The sample data in question is sample data based on age group, gender, years of service, and education level. This data is expected to be an explanatory variable regarding several factors that are thought to have a positive effect on the performance of teachers in the schools mentioned above. Based on gender, the results showed that the number of teachers in three schools, namely SMK YAPURA 1, SMK YAPURA 2 and SMK Putra Pelita, who were female, was more than that of male SMK teachers in Tenjolaya District, Bogor Regency. The results are as shown in the table below.

Table 3. Number of Teachers by Gender

Gender	Frequency	Percentage
Man	40	44.4
Woman	59	55.6
Amount	90	100.00

Source: Data processed, 2021

Furthermore, the research sample data based on age can be seen in the following table.

Table 4. Number of Teachers by Age Group

Age Group (years)	Frequency	Percentage
15 – 25	21	23.3
26 – 35	40	44.4
36 – 45	19	21.1
46 – 55	8	8.9
Above 55	2	2.2
Amount	90	100.00

Source: Data processed, 2021

Based on the age data in the table above, it is known that there are 21 or 23.3 percent of the teachers of SMK YAPURA 1, SMK YAPURA 2 and SMK Putra Pelita are in the age range of 15-25 years, there are 40 or 44.4 percent are in the age group 26 – 35 years, there are 19 or 21.1 percent aged 36 – 45 years, there are 8 or 8.9 percent aged 46 – 55 years, and there are 2 or 2.2 percent of teachers aged over 55 years. Observing the table above, it is also known that from all age groups, teachers of SMK YAPURA 1, SMK YAPURA 2 and SMK Putra Pelita in Tenjolaya District are still dominated by the age group which can be said to be relatively young, namely the age of 26 to 35 years with a percentage of 44.4 percent. and only 2.2 percent of SMK teachers over the age of 55.

The description of the research sample data that is also important in explaining teacher performance is the period of service or length of service as a teacher at SMK YAPURA 1, SMK YAPURA 2 and SMK Putra Pelita in Tenjolaya District, Bogor Regency. The tenure of SMK teachers also varies, as shown in the table below.

Table 5. Number of Teachers Based on Working Period

Working Period (years)	Frequency	Percentage
Less than 1 year	6	6.7
1 – 5	50	55.6
6 – 10	24	26.7
More than 10 years	10	11.1
Amount	90	100.00

Source: Data processed, 2021

Based on table 5.3 above, it can be seen that the distribution of teachers at SMK YAPURA 1, SMK YAPURA 2 and SMK Putra Pelita in Tenjolaya District, Bogor Regency, in terms of the length of work as teachers also varies. From the data above, it can also be seen that the tenure of SMK teachers from 1 (one) to 5 (five) years is more dominant (55.6 percent) compared to SMK teachers who have worked more than 10 years (11.1 percent) and SMK teachers who have not

worked for a year (6.7 percent).

The next description of teacher data that can add to the expansion of the analysis of the performance of teachers at SMK YAPURA 1, SMK YAPURA 2 and SMK Putra Pelita in Tenjolaya District, Bogor Regency is the issue of the level of teacher education. Similar to other teacher data, the education level of SMK teachers also varies. The education level of teachers at SMK YAPURA 1, SMK YAPURA 2 and SMK Putra Pelita in Tenjolaya District, can be seen in the following table.

Table 6. Number of Teachers by Education Level

Level of education	Frequency	Percentage
High school or equivalent	4	4.4
3-year diploma	8	8.9
Diploma 4/S1	75	83.3
Level 2	3	3.3
Amount	90	100.00

Source: Data processed, 2021

The data in the table above shows that the teachers of SMK YAPURA 1, SMK YAPURA 2 and SMK Putra Pelita in Tenjolaya District, Bogor Regency in terms of the level of education, it can be said that the majority are undergraduates. It is known that there are 75 (83.3 percent) who have studied at the undergraduate level. This means that SMK teachers with the latest Bachelor's degree (S1) in Tenjolaya District, Bogor Regency are more or more dominant than SMK teachers who have not yet graduated (S1) or are still educated to SMA/equivalent (4.4 percent).

Classical Assumption Test is conducted to determine the resulting regression model has met the requirements, is valid, has accuracy in estimation, is consistent and is not biased to use. Therefore, the questionnaires for Performance, Leadership Style, Motivation, Work Discipline and Information Technology that have been distributed must also meet the classical assumptions that have been determined. The following will explain further about the results of each classical test that has been carried out.

Normality test results can be determined through Kolmogorov-Smirnov analysis:

Table 7 Kolmogorov Smirnov . Statistical Normality Test Results

	Kolmogorov Smirnov
	Sig
Unstandardized Residual	0.87

Source: Processed by Researchers, 2021

The results in table 5.13 above show a significance value of 0.87, and this meets the requirements of $p > 0.05$. Thus, it can be concluded that the model analyzed using the *Kolmogorov-Smirnov* statistic is normally distributed.

This test aims to test whether the regression model found a correlation between the independent variables (independent). A good regression model should not have a correlation between the independent variables. The multicollinearity test can be seen from (1) the tolerance value and (2) the Variance Inflation Factor (VIF). Cut off values that are commonly used to indicate the presence of multicollinearity are Tolerance values > 0.10 and VIF values < 10 (Ghozali, 2016). The VIF value for the X1 variable is 1.350, X2 is 3.513, X3 is 4.620 and X4 is 2.231, while the Tolerance for X1 is 0.741, X2 is 0.285, X3 is 0.216 and X4 is 0.448. Because the VIF value of the four variables is not greater than 10, it can be said that there is no multicollinearity in the two independent variables. Thus, the above model is free from

multicollinearity.

The next classical assumption test that is fulfilled is the heteroscedasticity test. This test aims to see whether the regression model formed contains differences in variance from the existing data residuals. In this study, the results of the heteroscedasticity test were described in the form of a scatter plot. One of the characteristics of a good regression model is that it is not heteroscedastic, with no clear pattern forming in the output results. The results of the heteroscedasticity test are shown in the following figure:

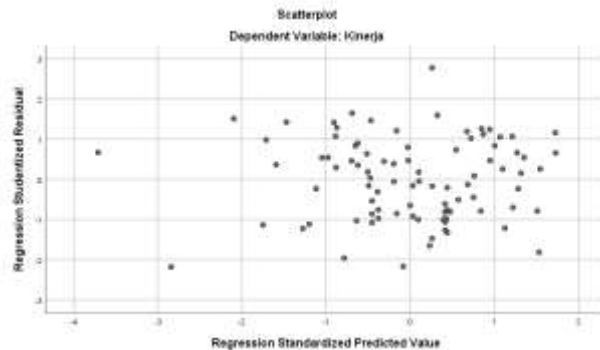


Figure 5.1 Heteroscedasticity Test Results

From the picture above, it can be seen that the point distribution does not form a certain pattern/flow, so it can be concluded that there is no heteroscedasticity or in other words, homoscedasticity occurs. The classical assumption of heteroscedasticity in this model is fulfilled, which is free from heteroscedasticity.

Hypothesis testing is carried out to determine whether the hypothesis expressed in this study can be accepted or rejected. Based on the results of the statement test, it turns out that hypothesis testing can be carried out because a number of statements that have been determined for hypothesis testing, such as the normality test, homogeneity test, *Multicollinearity* Test, and *Heteroscedasticity* Test from the data obtained have been fulfilled.

To test whether the hypothesis proposed in this study has a significant effect or not, hypothesis testing will be carried out. In this study, test variables.

The t-test aims to test each independent variable Leadership Style, Motivation, Work Discipline, Information Technology individually has a significant effect on the dependent variable Performance or not, or the t-test is used to determine the high degree of one variable X to variable Y if the other X variable considered constant. The results of the coefficient regression analysis using SPSS version 26 are shown in table 5.14.

Table 8. Summary of T . Test Score Results

	Significant
(constant)	0.788
X1	0.016
X2	0.004
X3	0.989
X4	0.000

Source: Processed by Researchers, 2021

Based on the t-test table above, it is known that the significant value of the leadership style variable (X1) is 0.016, the motivation variable (X2) is 0.004, the discipline variable (X3) is

0.989, and the information technology variable with a significance value of 0.000. This shows that there is 1 (one) variable, namely work discipline which has a significance value of 0.989, which is greater than a significant level of 0.05, so it can be said that H1 on the work discipline variable (X3) is rejected and H0 is accepted. While the other three variables are leadership style (X1); motivation (X2); and information technology (X4) each has a positive influence on teacher performance (Y) and it can be said that H1 on this variable is accepted and H0 is rejected.

The first hypothesis testing in this study is that there is a positive and significant effect of the principal's leadership style on teacher performance. Testing the first hypothesis using multiple linear regression analysis with the help of SPSS 26 for windows. The results of the first hypothesis test can be seen in the following table.

Table 9 Recapitulation of Simple Linear Regression Analysis Results X1 against Y

Variable	constant	Coefficient	T hit	Sig
X1 Y	2,784	0.508	2.451	0.016

Source: Data processed, 2021

Descriptively, the results of the analysis of teachers' perceptions of the principal's leadership style at SMK YAPURA 1, SMK YAPURA 2 and SMK Putra Pelita, Tenjolaya District, Bogor Regency showed a varied distribution. The results showed that teachers' perceptions of the leadership style of the principal of SMK YAPURA 1, SMK YAPURA 2 and SMK Putra Pelita in Tenjolaya District, Bogor Regency were as follows: weak leadership style with a percentage of 27.8 percent, moderate leadership style with a percentage of 44.4 percent, a strong leadership style with a percentage of 16.7 percent, and a very strong leadership style with a percentage of 11.1 percent.

Based on the statistical regression analysis between the principal's leadership style and teacher performance, the coefficient value was 0.508. This means that there is a positive relationship between the principal's leadership style (X1) and teacher performance (Y), meaning that if the leadership style (X1) increases by 1 (one) unit, it will cause an increase or decrease in performance (Y) of 0.058. It also shows that leadership style contributes 50.8 percent to the performance of teachers at SMK YAPURA 1, SMK YAPURA 2, and SMK Putra Pelita in Tenjolaya District, Bogor Regency and significantly affects teacher performance.

The second hypothesis in this study is that there is a positive and significant effect of teacher work motivation on teacher performance. Testing the second hypothesis using multiple linear regression analysis with the help of SPSS 26 for windows program. The results of the second hypothesis test can be seen in the following table.

Table 10 Recapitulation of X2 Linear Regression Analysis Results Against Y

Var	const	coefficient	T hit	Sig
2 Y	2,784	0.490	2,974	0.004

Source: Data processed, 2021

The results of the analysis of the work motivation of teachers at SMK YAPURA 1, SMK YAPURA 2, and SMK Putra Pelita in Tenjolaya District, Bogor Regency, showed that the work motivation of teachers was quite good. It is proven that 16.7 percent of teachers have low work motivation, 62.2 percent of teachers have moderate work motivation, and only 21.1 percent of teachers have high work motivation. Based on the statistical regression analysis between teacher

motivation and teacher performance, it is known that the coefficient value is 0.490. This means that there is a positive relationship between teacher motivation (X2) and teacher performance (Y), meaning that if motivation (X2) increases by 1 (one) unit, it will cause an increase or decrease in performance (Y) of 0.490. It also shows that motivation contributes 49.0 percent to the performance of teachers at SMK YAPURA 1, SMK YAPURA 2, and SMK Putra Pelita in Tenjolaya District, Bogor Regency and significantly affects the performance of the teacher.

Based on the description above, the hypothesis that there is a positive and significant influence between teacher work motivation on teacher performance at SMK YAPURA 1, SMK YAPURA 2 and SMK Putra Pelita in Tenjolaya District, Bogor Regency can be accepted (H1 is accepted and H0 is rejected).

The third hypothesis in this study is that there is a positive and significant effect of teacher work discipline on teacher performance. Testing the third hypothesis using multiple linear regression analysis with the help of SPSS 26 for windows program. The results of the third hypothesis test can be seen in the following table.

Table 11 Recapitulation of X3 Linear Regression Analysis Results Against Y

Var	const	coefficient	T hit	Sig
3	2,784	-0.005	-0.014	0.004

Source: Data processed, 2021

Based on the statistical regression analysis between teacher motivation and teacher performance, it is known that the regression coefficient value is -0.005. This means that there is a negative relationship between teacher motivation (X3) and teacher performance (Y), meaning that if motivation (X3) decreases by 1 (one) unit, it will cause a decrease or increase in performance (Y) of -0.005.

This also shows that work discipline does not contribute to the performance of teachers at SMK YAPURA 1, SMK YAPURA 2, and SMK Putra Pelita in Tenjolaya District, Bogor Regency. Based on the description above, the hypothesis that there is a positive and significant influence between teacher work discipline on teacher performance at SMK YAPURA 1, SMK YAPURA 2, and SMK Putra Pelita in Tenjolaya District, Bogor Regency is not proven or H0 is accepted. The significance value of work discipline on performance (0.989) is also greater than the significant level of 0.05, so it can be said that teacher work discipline has no significant positive effect.

The fourth hypothesis in this study is that there is a positive and significant influence of teacher information technology on teacher performance. Testing the fourth hypothesis using multiple linear regression analysis with the help of SPSS 26 for windows program. The results of the fourth hypothesis test can be seen in the following table.

Table 12. Recapitulation of X4 Linear Regression Analysis Results Against Y

Var	const	Koef	T hit	Sig
4	2,784	0.711	5.147	0.000

Source: Data processed, 2021

Based on the statistical regression analysis between information technology and teacher performance, it is known that the regression coefficient value is 0.711. This means that there is a

positive relationship between information technology (X4) and teacher performance (Y), meaning that if information technology (X4) increases by 1 (one) unit, it will cause an increase or decrease in performance (Y) of 0.711.

This also shows that information technology contributes to the performance of teachers at YAPURA 1 Vocational High School, YAPURA 2 Vocational School, and Putra Pelita Vocational School in Tenjolaya District, Bogor Regency. Based on the description above, the hypothesis that there is a positive and significant influence between information technology on the performance of teachers at SMK YAPURA 1, SMK YAPURA 2, and SMK Putra Pelita in Tenjolaya District, Bogor Regency is acceptable. The significance value of information technology on performance is also smaller than the significant level of 0.05, so it can be said that teacher work discipline has a significant positive effect.

To test whether the hypothesis proposed in this study has a significant effect or not, hypothesis testing will be carried out. In this study, there are three hypotheses proposed, where the test results of each of these hypotheses will be explained as follows:

The t-test aims to test each of the independent variables Leadership Style, Motivation, Work Discipline, Information Technology individually has a significant effect on the dependent variable Performance or not, or the t-test is used to determine the high degree of one variable X to variable Y if the other X variable considered constant. The results of the coefficient regression analysis using SPSS version 26 are shown in table 5.19.

Table 13 Summary of T . Test Value Results

	Significant
(constant)	0.788
X1	0.016
X2	0.004
X3	0.989
X4	0.000

Source: Processed by Researchers, 2021

In table 5.19 above, it can be seen that the value of sig. obtained on the variables of Leadership Style, Motivation and Information Technology < 0.05 , then H_0 is rejected and H_a is accepted. Meanwhile, for the Work Discipline variable, the value of sig. obtained > 0.05 , then H_0 is accepted and H_a is rejected. So that the Motivation and Information Technology variable has a significant influence partially on teacher performance during the Covid-19 period at SMK 1 Yapura, SMK 2 Yapura and SMK Putera Pelita in Tenjolaya District.

To see the effect of all independent variables together on the dependent variable, it is necessary to carry out the F test. The F test carried out in this study is to see whether there is a significant and positive influence between Leadership Style, Motivation, Work Discipline, and Information Technology together. (Simultaneous) on Teacher Performance in Covid-19.

The results of the F test are shown in the following table:

Table 14 Simultaneous Test Results (F)

	Mark
F Count	45,395
Sig. F	0.000

Source: Processed by Researchers, 2021

Based on table 5.20, it can be seen that this equation model has a calculated F value of 45.395 with a significance level of 0.000. The significance value of 0.000 is smaller than

the *alpha* of 0.05. then it shows that the variables of leadership style, motivation, work discipline and information technology together have an effect on the performance variable.

Based on the results of the Regression Equation Test, it will be explained in the following table:

Table 5.21 Regression Equation Test Results

	Regression Coefficient
constant	2,784
Leadership Style	0.508
Motivation	0.490
Work Discipline	- 005
Information Technology	0.771

Source: Processed by Researchers, 2021

Based on Table 5.21 shows the regression equation model that can be analyzed using the coefficients, where the regression equation model is obtained

$$Y : 2.784 + 0.508 X_1 + 0.490 X_2 + -005 X_3 + 0.771 X_4$$

- The constant value of 2.784 means that there are other factors or variables that influence the Performance Variable. The performance in question consists of Personality Aspects, Methodology, Technical Aspects and Development Aspects during the Covid-19 period.
- The regression coefficient of Leadership Style (X1) is 0.508, it means that there is an influence of Leadership Style on Performance (Y) of 50.8 percent. Based on the t-test table, it is shown that a significant value of 0.016 is smaller than the 0.05 significance level, meaning that leadership style (X1) has a positive influence on teacher performance (Y) or it can be said that H0 is rejected and H1 is accepted.
- The Motivation Regression Coefficient (X2) is 0.490, it means that motivation and performance have a positive relationship during the Covid-19 pandemic. Based on the t-test table, it is shown that a significant value of 0.004 is smaller than the 0.05 significance level, meaning that motivation (X2) has a positive influence on teacher performance (Y) or it can be said that H0 is rejected and H1 is accepted.
- From the results of the Work Discipline regression coefficient (X3) of -005, it means that Work Discipline (X3) has a negative relationship with teacher performance (Y) during the Covid-19 pandemic. Based on the t-test table, it is shown that a significant value of 0.989 is greater than the significance level of 0.05, meaning that work discipline (X3) has a negative effect on teacher performance (Y) or it can be said that H0 is accepted and H1 is rejected.
- In the results of the Information Technology (X4) regression coefficient of 0.771, where the information technology variable has a significant effect on teacher performance (Y) during the Covid-19 pandemic. Based on the t-test table, it is shown that a significant value of 0.000 is smaller than the 0.05 significance level, meaning that information technology (X4) has a positive effect on teacher performance (Y). When compared with other variables, information technology is the variable that has the most influence on teacher performance, which is 71.1 percent and it can be said that H0 is accepted and H1 is rejected.

Based on the results of the Coefficient of Determination test will be explained in the table as follows:

Table 15 Results of the Coefficient of Determination

<i>Adjusted R</i>	0.666
<i>R Square</i>	0.681

Source: Data processed, 2021

Based on Table 5.22, the magnitude of the coefficient of determination (*Adjusted R*) is 0.666 or 66.6 percent, which means that the Performance Variable can be explained by 4 Independent Variables of Leadership Style, Motivation, Work Discipline, and Information Technology. While the rest ($100\% - 66.6\% = 33.4$ percent) is explained by other variables that are not included in the regression model. Meanwhile, the *R square* value is 0.681 or 68.8 percent, which means that the variables of Leadership Style, Motivation, Work Discipline, Information Technology have an effect on Teacher Performance during the Covid-19 period by 68.8 percent.

In this study, which was carried out using the SPSS Version 26 application, the researchers then got the results that the research data that had been obtained and processed were normally distributed, this was based on the results of the Normality test using the Kolmogorov Smirnov test which was known that the significance value obtained was 0, 87 > 0.05, which can be concluded that the residual value is normally distributed. also from all the variables that were processed there was no multicollinearity. Meanwhile, the Heteroscedasticity test also shows that the data obtained does not show any symptoms of Heteroscedasticity, this is proven by using a Scatter Plot which does not describe a clear pattern of the output results or in other words, homoscedasticity occurs.

The principal's leadership style is one of the factors influencing teacher performance. In this regard, it can be said that every increase in the quality of the principal's leadership style, the teacher's performance will also increase. Several research results show that the principal's leadership style has an effect on teacher performance.

Research conducted by (Nasution & Ichsan, 2020), concluded that the principal's leadership style significantly influences the performance of junior high school teachers in Medan. Furthermore, Wibowo (2020) also concluded the same thing that the principal's leadership style had a significant positive effect on teacher performance in Madiun City. The next research was conducted by (Priyono et al., 2018) in the Jember Embankment. This study concludes that the principal's leadership style has a significant positive effect on teacher performance.

However, other things were found in SMK YAPURA 1, SMK YAPURA 2 and SMK Putra Pelita in Tenjolaya District, Bogor Regency. The data obtained actually show that the leadership style on the performance variable has a coefficient value of 0.508 and a significance value of 0.016. That is, there are 50.8 percent of the principal's leadership style contributes to teacher performance and significantly the principal's leadership style has a positive effect on teacher performance.

Descriptively, it has been shown in the previous table (see table 5.7) that the principal's leadership style is in the medium rating range (44.4 percent) and is almost close to the weak point according to the teacher's perception of 33.4 percent. The significance value of 0.016 can also explain the relationship of the principal's leadership style to the teachers of SMK YAPURA 1, SMK YAPURA 2 and SMK Putra Pelita in Tenjolaya District, but it does not have a significant effect.

Based on the results of the research analysis conducted using SPSS Version 26 above, it can be concluded that Motivation (X2) can partially affect Performance (Y) during the Covid-19 period with a coefficient value of 0.490 and a significance value of $0.004 < 0.05$. From these results, motivation has a positive effect on teacher performance during the Covid-19 period. The

results of this study indicate that motivation has a positive effect on teacher performance during the covid-19 period. If teacher motivation increases, teacher performance can also increase, on the contrary if motivation decreases, it can worsen performance.

Several previous studies, also showed the same thing. Research conducted by (Riyadi & Mulyapradana, 2017), Politeknik Pekalongan concluded that teacher work motivation had a positive effect on the performance of Radhatul Atfal's teachers in Pekalongan. Ningsih's research (2017) in Lampung also concludes the same thing that teacher work motivation has a significant effect on teacher performance at Al-Hikmah Wayhalim Kedaton, Bandar Lampung. Furthermore, a study conducted by (Nanda Pertiwi, 2019) also concluded that there was a positive and significant effect of work motivation on teacher performance at SMP Negeri 4 Sungguminasa, South Sulawesi.

The significance of work motivation on teacher performance, as shown above, is descriptively driven by the high need for affiliation (55.5 percent; table 5.9) by teachers in carrying out their duties. Teachers like to work with other teachers and are always driven by the desire to be better than other teachers. This is in line with McClellan's thoughts in (Jufrizen, 2021)) about the need for affiliation. Work discipline issues have always been the cause of low or poor performance in some places. Various studies that have been conducted, generally conclude that work discipline always has a positive effect and even significantly affects performance. That is, if work discipline is low or poor, then the resulting performance is also low or poor.

Study research (Utari & Rasto, 2019) in Cimahi against private vocational schools, concluded that the work discipline has a positive and significant impact on teacher performance. (Eti Hadiati, 2018) in Bandar Lampung City on a number of MTs, also concluded that the work discipline of MTs teachers in Bandar Lampung City significantly affected teacher performance.

Furthermore, a study conducted by (Sudarma, Tanjung, 2016) in Deli Serdang City. This study used a sample of high school teachers throughout the city of Deli Serdang. Quantitative research with *expost facto* analysis concluded that there was a positive and significant effect of work discipline on the performance of high school teachers in Deli Serdang City.

Research studies conducted at a number of YAPURA 1 Vocational Schools, YAPURA 2 Vocational Schools, and Putra Pelita Vocational Schools in Tenjolaya District, Bogor Regency actually show different things. The results of this study conclude that work discipline has a coefficient value of -0.05 with a significance value of 0.989. From the results of these studies, it can be concluded that there is no significant effect between the variables of work discipline and performance, thus indicating that the hypothesis "Work discipline has a positive effect on performance" is rejected. A descriptive and verification research study conducted by (Asye Rachmawaty, 2014) in a number of junior schools in Bandung concluded that the use of information technology in junior high schools has a good utilization rate. The use of information technology simultaneously and partially has an influence on teacher performance. (Yusma, 2021) in Riau concluded that the influence of the use of information technology significantly affects teacher performance. Furthermore, the case studies of (Wimartono et al., 2016) using simple regression analysis concluded that the use of information technology contributed significantly to improving teacher performance. This is also in line with the results of research by (Wulandari & Prasetya, 2020) which show that information technology has a significant effect on auditor performance at KAP in West Jakarta.

Research studies conducted at a number of SMK YAPURA 1, SMK YAPURA 2, and SMK Putra Pelita in Tenjolaya District obtained the same conclusion that information technology has a coefficient value of 0.771 with a significant value of 0.000 <0.05. From this data, it can be

concluded that Information Technology on teacher performance has a significant influence on teacher performance during the covid-19 period. This is in line with the results of research by (Wulandari & Prasetya, 2020) which show that information technology has a significant effect on auditor performance at KAP in West Jakarta. Teacher performance can increase if Information Technology increases, on the contrary if Information Technology decreases, teacher performance will also decrease.

During the COVID-19 pandemic, technology plays an important role in keeping community activities functioning during times of restrictions. In order to continue to be able to carry out learning, teachers of SMK YAPURA 1, SMK YAPURA 2, and SMK Putra Pelita in Tenjolaya District are enthusiastically supported by ownership of digital technology. The facilities and features of information technology are now available and easily accessible and used by various groups of people including vocational school teachers in carrying out their duties. Based on the results of this study, the F-Calculation value was 45, 395 with a significance level of 0.000. The calculation results in the conclusion that the influence of the variables of Leadership Style, Motivation, Work Discipline and Information Technology together has a significant effect on Teacher Performance during the Covid-19 period. This shows that the ups and downs of a performance are determined by the leadership style, motivation, work discipline and information technology together.

4. CONCLUSION

Based on the results of the data processing completed in chapter V, the conclusions are: Leadership Style, Work Discipline Motivation, Information Technology have an influence on Teacher Performance during the Covid-19 period.

There is a positive influence between the leadership style variable (X1) on the teacher's performance variable (Y) during the covid-19 period at Yapura 1 Vocational School, Yapura 2 Vocational School and Putera Pelita Vocational School in Tenjolaya District.

1. There is a positive influence between motivation (X2) on the performance variable (Y) of teachers during the Covid-19 period at Yapura 1 Vocational School, Yapura 2 Vocational School and Putera Pelita Vocational School in Tenjolaya District.
2. There is a negative influence between the Work Discipline variable (X3) on the Teacher Performance variable (Y) during the Covid-19 period at Yapura 1 Vocational School, Yapura 2 Vocational School and Putera Pelita Vocational School in Tenjolaya District. This means that the work discipline of teachers during the pandemic is considered not to have been implemented properly.
3. On the positive influence between the Information Technology variable (X4) on the performance variable (Y) of teachers during the Covid-19 period at the Yapura 1 Vocational School, Yapura 2 Vocational School and Putera Pelita Vocational School in Tenjolaya District.
4. There is a positive influence between the variables of Leadership Style (X1), Motivation (X2), Work Discipline (X3 and Information Technology (X4) on the Performance Variable (Y) of teachers during the Covid-19 period at SMK Yapura 1, SMK Yapura 2 and SMK Putera Pelita in Tenjolaya District.
5. There is the most dominant positive influence between the Information Technology variable (X4) on the teacher's performance variable (Y) during the Covid-19 period at Yapura 1 Vocational School, Yapura 2 Vocational School and Putera Pelita Vocational School in Tenjolaya District.

By being the most dominant factor in teacher performance during the Covid-19 period,

Information Technology plays an important role in developing the potential of Human Resources who are always relevant and able to adapt to the challenges faced now, namely Covid-19. Nevertheless, the work discipline of teachers must still be evaluated periodically in order to improve teacher performance in carrying out learning tasks during the Covid-19 period. Therefore, in improving teacher performance, supervision is needed by a school leader to provide encouragement to teachers to remain disciplined in doing learning from home. Suggestions for further research are to do on leadership style, work discipline, and motivation because information technology and motivation are good enough in improving teacher performance during the covid-19 period. Further research is further developed not only for SMK, but also for other high schools, such as SMA, MA or other high schools.

In terms of methodology, it is necessary to conduct in-depth research analysis or qualitative research so that information on leadership styles, motivations, disciplines, and technology can be obtained comprehensively

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