



## The Contribution of Leadership Behavior and Work Motivation Professional Competency Teachers In Islamic Senior High School Pangkalan Susu District

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### ABSTRACT

This study discusses the Contribution of Leadership Behavior and Work Motivation with Professional Competence in Islamic Senior High School in Pangkalan Susu District which aims to find out 1). How is the contribution of Leadership Behavior with Teacher Professional Competence in Islamic Senior High School Pangkalan Susu District, 2). How the Contribution of Work Motivation with Professional Competence of Teachers in Islamic Senior High School in Pangkalan Susu District, 3). How is the contribution between Leadership Behavior and Work Motivation with Professional Competence of Teachers in Islamic Senior High School in Pangkalan Susu District. This type of research is quantitative with multiple regression. The population in this study amounted to 51 teachers and the study was conducted with a total sample. The technique used in analyzing the data is to use the Multiple Regression technique. The results of this study indicate that there is a relationship between Leadership Behavior and Work Motivation with Professional Competence in Islamic Senior High School in Pangkalan Susu District. This is evidenced by the calculation of the variables of Leadership Behavior and work motivation on the professional competence of teachers of 0.543 with a probability (p) of 0.000. Because the probability value (p) < 0.05, Ho is rejected and H1 is accepted. This means that leadership behavior and work motivation make a significant contribution to the professional competence of teachers in Pangkalan Susu District

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## INTRODUCTION

Teachers as subjects who interact directly with students in the teaching and learning process participate in improving the quality of education. A teacher must understand his function because it will affect the way he acts and speaks with his work in the classroom. His knowledge and understanding of teacher competence will underlie the pattern of his activities in carrying out his profession as a teacher. Teachers who interact with students every day and carry out their duties as educators are obliged to help the growth and development of students towards maturity. The assistance is not only on the intellectual aspect but about aspects of attitudes, interests, emotional development, and social development.

One of the factors that determine whether the quality of education is good or bad is largely determined by the teacher in the education process. To become a teacher must have special qualities because the teacher is a professional position. In carrying out his duties, a teacher is not only required to master teaching materials but must have a reliable personality and personal integrity so that he becomes a role model for students, families, and communities. With the competencies possessed by teachers, ideally, teachers show optimal performance in carrying out their duties as educators in schools and their community service duties. In the learning process in schools, teachers must be able to plan the learning process, carry out the learning process, and assess student progress and learning outcomes (Zaini, 2019).

Every teacher as a professional officer is responsible for achieving educational goals. Therefore, teachers must participate in determining educational policies in schools. Teachers must be actively involved in determining school administration policies ranging from planning, organizing, implementing to evaluating by the view of school administration which must be managed through collaborative efforts directed at a common goal. Involvement in education management activities in schools will encourage teachers to take responsibility for the resulting policies. The consequences of implementing the policy are the responsibility and will provide job satisfaction for the teacher concerned (Zaini, 2017).

To achieve the quality of education that is good, the quality of labor educators and staff education needs to be improved. Education is the capital principal to create a source of power human is superior. The world of education that the main is the school. School as an institution certainly has a vision, mission, goals, and functions. The school aims to prepare humans who must be ready to make changes and follow the global era. Not only in the field of scientific knowledge, but the school also aims to improve the ability of self-students to thrive. Capabilities can be physical, social, and emotional. Schools have a component in the business achievement of objectives. Components that are curriculum and program instruction, personnel education, student affairs, finance, facilities infrastructure of education, management of the relationship of the school with the community, as well as management services specialized agencies Education. All the components must evolve to follow the change of the times that exist around it. By because it's, developing course should the process of change. The changes are not going to be able to walk without its support of source power of a man who can give contribution more in the achievement of the purpose of the organization (Yunus, 2016).

Teacher is one of the human resources that are in school, the teacher is a figure of inspiration and motivator of students in carve out time before they are. If the teacher can be a source of inspiration and motivation for the students, then the things that will form the strength of the students in the pursuit of ideals magnitude of the days ahead. This is where the importance of childbirth teacher quality, teacher of teachers ideal and innovative which can evoke the spirit of a great inside ourselves the students to become actors change of civilization the world in a global era is as well able to create progress in various fields. Invite teachers and lecturers number 14 the year 2005 article 10 paragraph 1 of competence pedagogy, competence personality, competence social and competence of professionals acquired through education profession. Improving the quality of education can not only be done by teachers, there are many other factors, one of which is the principal.

Head of school is required to have the ability to develop competence personality, competence managerial, the competence of entrepreneurship, competence supervision, and competence social. The head of the school should be responsible for maintaining and motivating teachers, participant students, and staff administration of the school to be willing and able to implement the provisions and regulations that apply in schools (Giatman & Suparno, 2020). The leadership of the head of the school will create a culture of schools that successfully encourage teachers to work with full dedication and students learns without coercion. To improve the competence of teachers, the head of the school can apply two styles of leadership (which are oriented to the task and the leadership that is oriented in humans) are precise and flexible, adapted to the conditions and needs that exist. Leadership someone very related to the personality and the personality of the head of the school as a leader will be reflected in its properties among others: honesty, believe in yourself, responsibility, dare take risk and decisions, soulless big, emotions are stable and exemplary (Ihsan & Ardiansyah, 2020).

A person's leadership style will manifest in the behavior of a leader. In the case of this organization that we are looking for is school, by thus are becoming a leader or leaders in the context of the discussion is that the head of the school. One of the factors that determine the forward pullback school is in the hands of the head of school. Because of a head of school can be a motivator for teachers who are in school are. (Kaswan, 2014) This is in line with the competence that must be possessed by a school principal, namely as an agent of change. Then the obligation of ahead of the school to motivate the performance of peoples in leader to lead the change that much better. By motivating teachers then

Professionalism teachers are also getting increased, due to the power support of a leader.

Head of school must have competence managerial, the competence of entrepreneurship, competence supervision, the competence of personality, and competence of social. Competence managerial can be assumed as the ability of the head of school in managing all sources of power through planning, organizing, directing, and monitoring so that the realization of vision and mission of the school is. (Said, 2018) Ahead of the school which is a school leader is an inspiration change and visionary, which has a vision that is clear about the direction of interest of the school which will be on the go. Without a vision of a head of school, the existence of schools will run less well because not have a clear goal. The principal is said to be successful in improving the performance of his subordinates if the principal understands the existence of his school and can carry out his duties and roles in fostering teachers/ employees, both as educators, managers, administrators, supervisors, leaders, innovators and motivators (Agustina, 2018). To achieve all the objectives that it is ahead of the school should be able to motivate the performance of its members in the running duties and functions them so that more vigorous in carrying out their duties, and the professionalism of teachers that may arise following that expected (Fahmi, 2018).

Several competencies must be owned by a head of schools such as entrepreneurial competence, supervision, social, personality, and professionalism. Competence of entrepreneurship which also constitutes one of which shall be owned by the head of the school is the ability to be able to create innovation that is useful for the development of the school, have the motivation that a strong and successful in carrying out the task of principal and function as a leader. Supervision competence is the knowledge and ability of the principal in planning, implementing, and following up on supervision to improve school quality. (Pidarta, 2015) While the competence of personality is the ability of the integrity of the person that is strong, desirous of developing the self, open, able to control themselves and have an interest and talent in running his post as head of the school (Kristiawan & Rahmat, 2018). And Competence social is an ability or skill someone in interacting with other people to get involved in a situation of social (Bafadal, 2008).

To achieve the performance of a teacher should have some competence, and competence in them consists of competent professionals and competency personality. Professional competence includes expertise or expertise, namely mastery of the material that must be taught along with methods and strategies,

a sense of responsibility for their duties, and a sense of togetherness with other teacher colleagues. The role of the competence of professional teachers is to adjust the planning and implementation of the process of learning so that learning is active, effective, and efficient so that gave birth to the system of learning quality are the intellectual competence of professionals is the ability mastery of materials subject is broad and deep.

With exposure to the behavior of the head of the school in the lead of the school are supposed to be able to motivate the teachers of teachers who are in schools that lead so has the competence professionals are high. But in reality, a lot of us have encountered in school particular we find a teacher of teachers who less have attitude professionalism are sufficient. Not infrequently we find teachers that teaching is not linear with the diploma that he had. Usually, a teacher like this will teach less precise methods. We also often find teachers who teach not make Plan Program Teaching itself, and also there is just copy-paste, so it appears the lack of conformity between the learning that is expected to result from the work of students. It is can be seen from the results of a portfolio of student lots are less than satisfactory.

In general, the teacher at the school has not demonstrated motivation to work things it can be seen from the discipline that is less where the supposed teacher dating to the school at 07.30 pm, but present at the school at 08:00 and the delay is not given the punishment of the head of school because the head of the school is also lacking discipline with the time to go to school. Not only discipline when the creativity of teachers are also less stuff is on show in the way of teaching and teachers only recorded and lectures so that the process of learning seem monotonous and less attractive.

While discipline, creativity, performance, and productivity performance which in expected especially refers to the standard of work minimum or standard of service minimum without ignoring a variety of factors that relate to the behavior of the leadership of the head of the madrassa and motivation of teachers such as factor level of welfare (salary) that is received is still far from standard needs decent thing is like the study of (Zaini, 2020) in the study is found to be the performance of teachers less than optimal due to compensation (salaries) are still low, social and cultural environment madrasah less supportive, the bustle of the other outside the hours of teaching others.

Ahead of school less has a vision so that the direction of interest from schools that do not conform are expected. It is can be seen by no executable program plan of work madrassa had planned when planning that supports the vision of the mission of the madrasa, the matter is in support by the research of

(Fitrah, 2017) where the research in the District Jabung East Lampung find the head of the school who do not carry out a program of work that had been in the apartment and planned.

Not the nature of ideals that can in the example like in terms of discipline so many teachers at also carry out a task, such as the hours go in the school ought 07.30 should be a bell sign, but the head of the madrasa is not also present to make an example for teachers more. It is very influential to the advancement of school like that disclosed by (Djafri, 2020) in a study of this in saying that the lack of attitude exemplary as a problem of discipline that affects teachers discipline. In because of the head of the madrasa a leader who should have the attitude as a motivator then should the head of the school should be able to always motivate teachers by giving rewards to teachers who have outstanding or teachers who have been carrying out a program of work with well as giving awards both in the form of material or certificate of appreciation to teachers who have excelled. However, this has not been seen in the madrasas we studied. Though things are a very motivating teacher like that disclosed by (Yunus, 2016) The study is also in finding the head of school at SMK YPE Cilacap less motivating teachers and employees so that the spirit of the work decreases.

If the matter is left to the deterioration of the school are, and also where things have happened in school that is kept constantly then slow gradually the school's may be closed, because not any students who are interested get into school the. Because people will look at school are not qualified, because of the lack of management that either of the head of school.

The role of the head of school in the lead school and also motivate the work of teachers are very instrumental to the competence of the professionalism of teachers that appears. It is under the research that is done by (Fitrah, 2017) where the results of the research have in say the influence of the leadership of the head of the school is very good thus improving the performance of teachers. Then of the necessary research so that we can determine how contributions are given heads of schools in the lead and motivate the work so as the competence of teachers it appears. The assumption is that the researchers made a study on **The Contribution Of Leadership Behavior And Work Motivation Teachers Professional Competency In Islamic Senior High School Pangkalan Susu District .**

## RESEARCH METHODE

This research is quantitative research with the type of *ex post facto* research which aims to examine the relationship between phenomena that have occurred. (Sugiyono, 2016) said that *ex post facto* research examines factors that have occurred without manipulating existing data by describing the current situation as a result of factors that occurred previously. The analytical approach is descriptive quantitative analysis, which describes what is about a variable through numbers. The type of statistic used is *inferential*, namely generalizing the results of existing research on the sample (Ananda & Fadhli, 2018).

Data was collected by providing a questionnaire on organizational culture, principal leadership, and teacher performance to teachers who were selected as research samples. The research data were analyzed using regression and correlation techniques. Data analysis was performed with the aid of a computer using SPSS version 20 o'clock, with through engineering analysis descriptive of data, testing requirements analysis, Hypothesis Testing

## RESULT AND DISCUSSION

### Organizational Climate Contribution to Work Motivation

Table 1

Model	r	R Square	Prob.
r <sub>y1</sub>	<b>,495</b>	<b>,245</b>	<b>,000</b>

As shown in Table 1, the price of the correlation coefficient (ry1) between organizational climate variables on teacher work motivation is 0.495 with a probability (p) of 0.000. Because the probability value (p) < 0.05, Ho is rejected and H1 is accepted. This means that the organizational climate contributes significantly to the leadership behavior of the madrasa principal with the professional competence of the teacher. Furthermore, the value of the coefficient terminated (r<sup>2</sup> y1) is 0.245, this means that the contribution of organizational climate to teacher work motivation is 0.245 X 100% = 24.5%. This means that the amount of teacher work motivation is determined by the organizational climate by 24.5% while the remaining 75.5% is determined by other factors.

### Principal's Leadership Contribution to Work Motivation

Table 2

Model	r	R Square	Prob.	Durbin-Watson
r <sub>y2</sub>	<b>,446</b>	<b>,199</b>	<b>.001</b>	<b>1,685</b>

As shown in Table 2, the price of the correlation coefficient (ry2) between the principal's leadership variable and the work motivation of teachers is 0.446 with a probability (p) of 0.001. Because the probability value (p) < 0.05, Ho is rejected and H1 is accepted. This means that the principal's leadership makes a

significant contribution to the work motivation of teachers at the State IV Junior High School in Agam District

Furthermore, the value of the coefficient terminated ( $r^2_{y1}$ ) is 0.199, this means that the contribution of the principal's leadership to the teacher's work motivation is  $0.199 \times 100\% = 19.9\%$ . This means that the amount of work motivation of teachers is determined by the leadership of the principal by 19.9% while the other 80.1% is determined by other factors.

From all the above analysis it can be concluded that the principal's leadership contributes significantly to the work motivation of Islamic Senior High School teachers in Pangkalan Susu sub-district and from regression testing the principal's leadership can be used to predict teacher work motivation. Thus the hypothesis which states that teacher work motivation contributes to the professional competence of Islamic Senior High School teachers throughout the Pangkalan Susu sub-district can be accepted, namely 19.9% and tested empirically at a significant level of 95%.

**Contributions of Climate Organization, Leadership Head of School To Motivation Work**

**Table 3**

Model	r	R Square	Prob.	Durbin-Watson
$R_{y1,2}$	,543	,294	,000	1,772

As shown in Table 3, the price of the correlation coefficient ( $r_{y1,2}$ ) between organizational climate variables and principals' leadership on teacher work motivation is 0.543 with a probability (p) of 0.000. Because the probability value (p) < 0.05,  $H_0$  is rejected and  $H_1$  is accepted. This means that leadership behavior and work motivation make a significant contribution to the professional competence of teachers in Pangkalan Susu District.

Furthermore, the value of the coefficient terminated ( $r^2_{y12}$ ) is 0.294, this means that the contribution of the organizational climate and the principal's leadership to the work motivation of teachers is  $0.294 \times 100\% = 29.4\%$ . This means that the magnitude of the teacher's work motivation is determined by the organizational climate and the principal's leadership of 29.4% while the remaining 70.6% is determined by other factors.

From all the analysis in the above can be concluded that the behavior of the leadership and motivation to work giving contributions are significant to the competence of teacher professional Islamic Senior High School District of Pangkalan Susu and of testing regression behavior of leadership and motivation to work can be used to perform predictions against the competence of professional teachers. With such a hypothesis which states the behavior of



the leadership and motivation to work together to contribute to the competence of professional teachers Islamic Senior High School District of Pangkalan Susu can be accepted that is by 29.4% and tested empirically at the level of a significant 95%.

**Contribution of Independent Variables to Partially Bound Variables**

**Table 4**

Variable	Partial Correlation	Prob.
Ry1-2	0.543	,000
ry 2-1	0.294	.001

From Table 4 it can be seen that partially the contribution given by each independent variable to the dependent variable. Partial contribution of organizational climate variables to teacher work motivation is  $0.543 \times 100\% = 54.30\%$ . While the partial contribution of the principal's leadership variable to the teacher's work motivation is  $0.294 \times 100\% = 29.40\%$ . The results of this partial contribution analysis indicate that the variance that occurs in teacher work motivation is caused by leadership behavior of 54.30% if the principal's leadership variable is controlled or fixed. While the variance that occurs in teacher work motivation is caused by the leadership of the principal of 29.40% if the organizational climate variable is controlled or fixed.

**Discussion**

The focus of this research problem is the contribution of leadership behavior and work motivation to the leadership competence of Islamic Senior High School teachers in Pangkalan Susu District. As the dependent variable is teacher leadership competence while the first independent variable is Leadership Behavior and the second independent variable is work motivation.

The results of the analysis of the data and testing hypotheses indicate that the third hypothesis in the study is accepted as empirical. Thus, it is believed that the independent variables of leadership behavior and work motivation contribute to the variable of professional competence of Islamic Senior High School teachers in the base of milk sub-district. either on their own or together. However, when seen from the composition of each predictor on the competence of the leadership of the teachers then variable Behavioral Leadership gives contributions that and very significantly, by 23.5% compared to the variable motivation to work, which only gives the contribution of 13.3%. When examined contributions together of the two predictors are of the competence of professional teachers only amounted to 28.7%. It is illustrated that only 28.7% of Behavioral Leadership and motivation to work to give a contribution to the

competence of the leadership of the teacher. And estimated remaining at 71.3% is the contribution of variables other has not been revealed through the study of this.

The data are given indications that it wants to increase the competence of the leadership of teachers Islamic Senior High School District of Pangkalan Susu, the aspects of the behavior of leadership that as well as the motivation of work that itself needs to be improved, especially on Behavioral Leadership needs to get the attention that is due to the contribution factor of the larger compared with the motivation to work it themselves. It is due to that when a behavior is leadership or motivation to work in the school that is conducive and comfortable will give rise to the competence of professional teachers in the works, but if the behavior of leadership where they are not conducive or less comfortable and no friends not their mutual communication, cooperation is less established both among fellow teachers, employees and the head of the school that case this will result in decreasing the motivation of teachers in bekerja. Research also shows that the two variables are free at the top turns giving contributions were significant to the competence of the leadership of the teachers either on their own as well as together.

From the descriptive analysis of the data, it can be seen that the Leadership Behavior in Islamic Senior High School in Pangkalan Susu sub-district is included in the good category, reaching 84.85% of the ideal score. When seen from the contributions were given by Behavioral Leadership towards competency leadership of the teacher is very significant that amounted to 23.5%. It is meaningless if the behavior of leadership at the school is conducive to the competence of the leadership of teachers will be increased, otherwise when less conducive Behavioral Leadership in school that the teachers are not motivated to work.

Meanwhile, work motivation in Islamic Senior High School in Pangkalan Susu District is in a good category, namely 85.83% of the ideal score. The results of data analysis show that work motivation makes a significant contribution to the professional competence of teachers. It is meaningless if the leadership of the head of the school is run by the well, which can carry out its role as a leader, then the competence of professional teachers to be good, otherwise when the motivation to work is not running with either the competence of professional teachers tends to be decreased.

Competence professional teacher at Islamic Senior High School District Bases milk is in the category of good, namely 85.15% of the score of the ideal, and the results of the analysis of the data show that it is significantly

competence of professional teachers affected by the Behavioral Leadership and motivation to work. It is meant that the more conducive Behavioral Leadership and effective motivation to work then it will be more and increase the competence of professional teachers in carrying out the task.

## CONCLUSION

Based on the results of the research that has been done, can be concluded as follows :

1. Leadership behavior makes a very significant contribution to the professional competence of Islamic Senior High School teachers in Pangkalan Susu District and can be used as a predictor. It is meant when want to increase the competence of professional teachers then things that should be done is the need to create a behavioral leadership that is conducive in school that, so.
2. Work motivation makes a significant contribution to the professional competence of Islamic Senior High School teachers in Pangkalan Susu District. This means that if the motivation of working in schools is run effectively it will further add to the motivation of teachers in carrying out their duties at the school are.
3. Behavioral leadership and motivation to work together provide contributions that were significant to the competence of professional teachers. It is meant, when both factors in the above have been increasingly perfect, the competence of professional teachers will further be improved. With such a third hypothesis of the research that has been tested truth is empirical.
4. Leadership behavior, work motivation, and professional competence of Islamic Senior High School teachers throughout Pangkalan Susu District are in a good category.
5. Conduct leadership gives a donation amounting to 23.5% in the influence competence of professional teachers, motivation to work give a donation amounting to 13.3%, are jointly conduct leadership and motivation to work give a donation amounting to 28.7% in the influence competence of professional teachers Islamic Senior High School District of Pangkalan Susu Lift while remaining as much as 71.3% is the contribution of a factor other that have not been examined in a study of this.

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