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## Research Article

# THE INFLUENCE OF TEACHER PERFORMANCE, METACOGNITIVE AWARENESS, ATTITUDE TO SCHOOL HEADS, AND MANAGERIAL COMPETENCY OF SCHOOL HEADS ON SCHOOL CULTURE IN STATE MIDDLE SCHOOLS IN LOMBOK DISTRICT

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### ABSTRACT

This study aims to determine the effect of teacher performance, metacognitive awareness, attitudes toward school principals, and managerial competence of principals on school culture in state junior high schools in Central Lombok Regency, both individually and together. The research approach used in this study is a quantitative approach to the type of ex post facto research. The population in this study were all teachers and principals of state junior high schools in Central Lombok District, while the sample was 297 teachers and school principals selected using purposive sampling techniques. Data collection techniques in this study used a questionnaire for each variable. Hypothesis testing is done by using multiple regression analysis using the t test (individually) and the F test (together). Based on the results of the study obtained information that teacher performance, metacognitive awareness, attitudes to school principals, and managerial competence of school principals have a significant effect on school culture in state junior high schools in Central Lombok Regency, both individually (teacher performance: t of 2.161 with sig. 0.031, metacognitive awareness: t equal to 4,118 with sig 0,000, attitude: t equal to 2,556 with sig, 0,011, and managerial competence: t equal to 8,089 with sig 0,000), or together (an F value of 22,691 with sig. 0,000 ).

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## INTRODUCTION

School culture is a very important element for the advancement of education in schools, because school culture contains the values that underlie all activities carried out by all elements in the school, both by teachers, principals, students, and other school elements. In the implementation of school culture, often schools are not able to shape students into good personal because school culture is less attention for all elements of the school, especially the principal and teachers. The phenomenon of sexual crimes and some bullying behavior actually occur in schools and most of the victims are students. Students who become victims then experience prolonged trauma so they are afraid to go to school (Sari & Azwar, 2017: 364).

School culture is a characteristic, character or character, and the image of the school in the wider community (Fitriani, *et al.*, 2013: 1007). The school culture between one school and another can be different and may be the same depending on the characteristics of the school environment, the principal, teachers, and others. However, there is usually a difference in

school culture because it is influenced by several factors, especially environmental factors that are around the school.

Octaviani (2015: 614) revealed that school culture is a set of values that underlies the behavior, traditions, daily habits, and symbols that are practiced by all elements of the school, such as: school principals, teachers, administrators, students, and the community around. Basically, school culture is a value that underlies all activities carried out at school by all elements of the school. School culture is formed in a long school trip that is influenced by various factors, both habits and rules that apply for generations in school. Thus, school culture is the values that underlie all activities carried out at school by all elements of the school for the effectiveness and efficiency of work at school.

School culture is influenced by several factors, especially teachers and principals. This is because the teacher is an educator for students in the school and the principal is an official in the school's regulations. In their daily life at school, teachers also experience several problems, such as poor teacher performance. Teachers whose low performance tends to have a

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negative effect on the formation of a good school culture (Slameto, *et al.*, 2017: 38; Susanto, 2012: 198).

Asiah (2016: 1) then defines teacher performance as the ability or work performance shown by the teacher as a form of effort to obtain optimal work results. The ability or work performance intended in this case is competence. Based on the description above, it can be concluded that teacher performance is the competence shown by the teacher as a form of effort to obtain optimal work results. Susanto (2012: 200) defines teacher performance as the level of task completion that complements one's work as a teacher. The completion of the assignment in this case relates to all the tasks of the teacher that must be carried out, both at school and outside of school.

In addition to teacher performance, teacher metacognitive awareness also has a positive effect on the formation of a good school culture. This is because teachers who have good metacognitive awareness will be able to act with full consideration so that the behavior displayed is in harmony with what is said. The attitude of the teacher to the principal also plays an important role in the creation of a good school culture. Teachers who have a positive attitude towards the principal tend to obey all the principals' orders and follow all the rules in the school. This is what then has an impact on establishing strong synergies between the elements of the school, especially the teacher and the principal (Margaretha, 2016: 164; Tamsyani, 2016: 25). Metacognitive awareness is the ability to think about one's thinking and feeling and to predict what others are thinking (Quirk, 2006: 4). If metacognitive awareness is associated with the teacher, what is meant by metacognitive awareness in this study is the ability of the teacher to ponder, understand, and control his thought processes.

Teacher metacognitive awareness in this study can be divided into two main indicators, namely knowledge of cognition and regulation of cognition. Knowledge about cognition consists of three sub-processes, namely declarative knowledge or knowledge about self and strategy, procedural knowledge or knowledge about how to use strategy, and conditional knowledge or knowledge about when and why to use strategy (Schraw & Moshman, 1995: 352; Williams & Atkins, 2009: 27). Aiken (Gable, 1986: 5) defines attitude as learned predisposition to respond positively or negatively to certain objects, situations, concepts, or persons. Ajzen & Fishbein (Anderson & Bourke, 2000: 31) also revealed that attitudes lead to a learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object. The teacher's attitude to the principal in this study was interpreted as the teacher's tendency to respond to the leader, both positive responses and negative responses. The intended leader in this case is the principal. Indicators of teacher attitudes to school principals include aspects: cognitive, affective, and tendency to act. Cognitive is interpreted as an idea or teacher's perception of the principal, affective means the teacher's feelings towards the principal, and the tendency to act is interpreted as the teacher's tendency to act when given instructions and orders by the principal (Thorndike & Christ, 2010: 338).

Principal's managerial competence also plays the most important role in developing a good school culture. Principals

who have good managerial competence will be able to manage all the resources or potential available in the school so that a good atmosphere and school environment is formed. Students also become comfortable in school on the basis of good managerial competence from the principal. Students feel that the school is a good place to study. Student guardians will also feel calm when their children are in school because they have a principal with good managerial competence (Srinalia, 2015: 199-200).

Managerial competence is the ability of principals to improve teacher performance in carrying out teaching and learning activities in schools. Managerial competence intended in this case includes the ability of teachers to manage and control all teacher activities so that their performance changes for the better (Jafar, *et al.*, 2018: 36). Managerial competence is defined as the ability of principals to manage school resources or potentials to function optimally. These resources can be in the form of optimizing human resources and optimizing the facilities and infrastructure owned by schools for the achievement of teacher performance to be better than before (Ismuha, *et al.*, 2016: 49). The explanation explains that, the principal's managerial competence is the ability of the principal in managing all the potential or resources owned by the school in order to improve the quality of the school better than before. The managerial competency indicators in this study are divided into four indicators. These indicators are planning, organizing, leading, and controlling (Nurdin, 2015: 47).

Based on the description above, in this study the researchers were interested in examining how the influence of teacher performance, metacognitive awareness, teacher attitudes to school principals, and managerial competence of school principals on school culture in state junior high schools in Central Lombok Regency, both individually and individually together. The selection of a state junior high school in Central Lombok Regency as a research location is due to the fact that in addition to occurring on a national scale, the phenomenon of bullying also occurs on a regional or local scale, as happened in Central Lombok Regency. Suara NTB (2017) informs that most students who are victims of bullying experience severe depression and even want to commit suicide due to the bullying behavior they receive. Students, the majority of students who are victims are basically depressed to varying degrees and require different healing times.

The results of interviews with school supervisors in Central Lombok Regency on January 8, 2019 confirm this. Some schools in Central Lombok District reported to the Central Lombok District Education Office that bullying had taken place which resulted in trauma to the victims and asked the agency to be able to provide strict penalties or sanctions for the perpetrators of bullying. In addition, supervisors also revealed that the main factor causing these phenomena was the poor school culture that was applied in schools. The school does not provide strict sanctions when violations are committed at school. The school is too lax towards violations that occur at school. The school did not instill religious, customary and moral values in the school

## RESEARCH METHODS

The research approach used in this study is a quantitative approach. The type of this research is the Ex Post Facto with correlational techniques because it seeks to describe the causal relationship between independent variables and the dependent variable or in the context of this study seeks to describe the effect of metacognitive awareness of teacher performance, the effect of teacher attitudes on school principals on teacher performance, the influence of principals' managerial competence on teacher performance, the influence of principals' leadership styles on teacher performance, and the influence of metacognitive awareness, teacher attitudes to principals, principals' managerial competencies, and principals' leadership styles on teacher performance (Sugiyono, 2018 : 17, Widarto, 2013: 3).

The population in this study were all teachers and principals of state junior high schools in Central Lombok Regency, which totaled 1781 people. The number of samples in this study were 297 teachers and junior high school principals in Central Lombok Regency. This is based on the table determining the number of samples from a particular population by Issac and Michael (Sugiyono, 2018: 87) with a purposive sampling technique.

Proof of instrument validity is carried out by carrying out content validity and construct validity. Content validity is done by asking the opinion of several experts relating to the content or content of the questionnaire made, while the construct validity is done by exploratory factor analysis of the results of the instrument trials. Factor analysis was performed by finding the value of Kaiser Meyer Olkin (KMO) and making a comparison table between the instrument grid and the results of construct validity. The instrument reliability estimation is done by calculating the value of Cronbach's Alpha. In addition to finding the Cronbach's Alpha value, the SEM (standard errors of measurement) value is also sought to ensure the estimated value of the instrument's reliability.

The research instrument used to collect data in this study was a questionnaire. The metacognitive awareness questionnaire was used to measure the level of metacognitive awareness of the teacher, the teacher's attitude questionnaire was used to measure the teacher's attitude to the principal, the managerial competency questionnaire was used to measure the managerial level of the principal's managerial competence, the leadership style questionnaire was used to measure the leadership style used by the principal, while the teacher performance questionnaire was used to measure the level of teacher performance in schools. The scale used in the questionnaire is a Likert scale.

The data analysis technique used to analyze the hypotheses in this study is multiple regression analysis techniques because it seeks to test the magnitude of the influence of several independent variables on the dependent variable by showing the magnitude of the correlation coefficient on the multiple regression model created (Riduwan & Kuncoro, 2014: 115). Some statistical tests used in the path analysis technique include: the coefficient of determination test using the R Square test, the simultaneous significance test using the F test, and the test of the significance of individual parameters using the t test.

## RESULTS

The influence of teacher performance on school culture can be seen from the Adjusted RSquare value of 0.012. That is, the teacher performance variable is able to explain the school culture variable by 1.2%; the rest is caused by other factors. Sig. Value amounted to 0.031 smaller than 0.05. That is, the performance of teachers influences the culture of state junior high schools in Central Lombok Regency. The linear regression model of teacher performance influences on school culture is as follows:

$$Y = 75,940 + 0,126X_1 \dots\dots\dots(1)$$

That is, when the teacher's performance score is 0, the school's cultural value is 75,940. However, when the teacher's performance score is 1, the school's cultural value will increase by 0.126. Likewise, for the addition of teacher performance scores.

The effect of metacognitive awareness on school culture was obtained from the adjusted RSquare value of 0.051. That is, the metacognitive awareness variable is able to explain the school culture variable by 5.1% the rest is caused by other factors. Tcount value of 0.00 is smaller than 0.05. That is, metacognitive awareness affects the culture of state junior high schools in Central Lombok Regency. The linear regression model for the effect of metacognitive awareness on school culture is:

$$Y = 57,012 + 0,355X_2 \dots\dots\dots(2)$$

That is, when the metacognitive awareness value is 0, then the school culture value is 57,012. However, when the metacognitive awareness value is 1, the school's cultural value will increase by 0.355. And so on to add the value of metacognitive awareness.

The influence of attitudes on the principal on teacher performance was obtained from the adjusted RSquare value of 0.018. That is, the attitude variable on the principal is able to explain the school culture variable by 1.8% the rest is caused by other factors. Tcount value of 0.011 is smaller than 0.05. This means that the attitude towards the principal influences the culture of state junior high schools in Central Lombok Regency. The linear regression model for the effect of attitudes on the principal on teacher performance is:

$$Y = 76,071 + 0,124X_3 \dots\dots\dots(3)$$

That is, when the value of the attitude to the principal is 0, the school's cultural value is 76,071. However, when the value of attitude towards the principal is 1, the school's cultural value will increase by 0.124. Likewise, so on to add value to the attitude of the principal.

The influence of principals' managerial competence on school culture is obtained from the Adjusted RSquare value of 0.179. That is, the principal managerial competency variable is able to explain the school culture variable by 17.9% the rest is caused by other factors. Tcount value of 0,000 is smaller than 0.05. That is, the principal's managerial competence influences the culture of state junior high schools in Central Lombok Regency. The linear regression model for the effect of principals' managerial competence on school culture is as follows:

$$Y = 15,276 + 0,917X_4 \dots\dots\dots (4)$$

That is, when the principal's managerial competency value is 0, then the school's cultural value is 15.276. However, when the principal's managerial competency value is 1, the school's cultural value will increase by 0.917. And so on to add the value of the principal's managerial competence.

The joint effect of teacher performance, metacognitive awareness, attitudes on the principal, and the principal's managerial competence on school culture were obtained from the Adjusted R Square value of 0.227. That is, teacher performance variables, metacognitive awareness, attitudes to school principals, and principals' managerial competence are able to explain school culture variables by 22.7%; the rest is caused by other factors. Fcount value with a significance of 0,000. That is, teacher performance variables, metacognitive awareness, attitudes to school principals, and school principals' managerial competencies jointly influence school culture variables.

The results of the analysis show that the value of t for all independent variables is of significance below 0.05; that is, 0.011 for teacher performance; 0.01 for metacognitive awareness; 0.023 for attitude towards the principal; and 0,000 for the principal's managerial competence. That is, all the independent variables individually or individually in the multiple regression model affect the culture of state junior high schools in Central Lombok Regency. The linear regression model for this sub-chapter is as follows:

$$Y = -18,092 + 0,132X_1 + 0,255X_2 + 0,100X_3 + 0,830X_4 \dots\dots\dots (5)$$

That is, when the value of all independent variables is 0, the school's cultural value is -18,092. However, when the value of all independent variables is 1, the school's cultural value will increase by:  $0.132 + 0.255 + 0.100 + 0.830 = 1.317$ . Likewise, for the addition of the value of each independent variable.

### DISCUSSION

Based on the results of the study above, information is obtained that the adjusted R Square value of teacher performance is only capable of 1.2%. That is, teacher performance is only able to explain school culture by 1.2% in the linear regression model. This value is classified as very small because it is under 5%. This indicates that when teacher performance is linked to cause and effect directly with school culture, it will have an effect of 1.2% and the remaining 98.8% is influenced by variables or other factors.

This is also in line with the value of B. The value of B for teacher performance in the linear regression model is 0.126. That is, the teacher performance variable is only able to add a value of 0.126 for each addition of 1 teacher performance value. However, although the results of Adjusted R Square and B obtained are small, the teacher performance variable has a significant effect on school culture. This is because the significance value of t obtained is below 0.05; that is, 0.031 (Ho1 is rejected). Or in other words, the existence of teacher performance significantly influences school culture. In addition, if the teacher's performance is compared with the other independent variables in this study (linear regression model), the t value and significance obtained for the teacher's performance is the smallest. Or in other words, teacher

performance has the least effect compared to other variables in the linear regression model.

The results of this study are then in line with the toeri expressed by Fitriani (2013: 1015-1016) who revealed that educators or teachers who have good performance will be able to form a good school culture. In addition, the results of this study are in line with research conducted by Miyono & Rosidin (2017: 419) which revealed that teacher performance has a significant effect on work culture in schools. Therefore, it can be concluded that teacher performance has a significant effect on the culture of state junior high schools in Central Lombok Regency.

Based on the results of the research that has been presented previously, obtained information that the value of Adjusted R Square metacognitive awareness of 5.1%. That is, metacognitive awareness can explain school culture by 5.1% in the linear regression model. This indicates that when metacognitive awareness is linked to cause and effect directly with school culture, it will have an effect of 5.1% and the remaining 94.9% is influenced by other variables or factors.

Furthermore, the B value for metacognitive awareness in the linear regression model is only 0.355. That is, the metacognitive awareness variable can add a value of 0.355 for each addition of 1 value of metacognitive awareness. However, although the results of Adjusted R Square and B obtained are small, the metacognitive awareness variable has a significant effect on school culture. Evidently, the significance value of t obtained is below 0.05; i.e. 0,000 (Ho2 rejected). Or in other words, the existence of metacognitive awareness has a significant effect on school culture.

In addition, if metacognitive awareness is compared with other independent variables in this study (linear regression model), especially with teacher performance, information is obtained that metacognitive awareness is more influential than teacher performance in terms of aspects of school culture. This can be seen from the greater Adjusted R Square value ( $5.1% > 1.2%$ ); greater t value ( $4.118 > 2.161$ ); and a significantly smaller t ( $0,000 < 0.031$ ).

The results of this study are then in line with the toeri expressed by Fitriani (2013: 1015-1016) who revealed that teacher competence, including metacognitive awareness will positively influence the formation of a good school culture. Therefore, it can be concluded that metacognitive awareness has a significant effect on the culture of state junior high schools in Central Lombok Regency.

Based on the results of the study obtained information that the value of Adjusted R Square attitude to the principal is only 1.8%. That is, attitudes toward school principals are only able to explain school culture by 1.8% in the linear regression model. The percentage is relatively small because it is still under 5%. This then indicates that when attitudes towards the principal are linked to cause and effect directly with school culture, it will have an effect of 1.8% and the remainder of 98.2% is influenced by other variables or factors.

Furthermore, the value of B for attitudes to principals in the linear regression model is only 0.124. That is, the attitude variable on the principal is only able to make a contribution of

0.355 for each addition of 1 attitude value on the principal. However, although the results of Adjusted R Square and B obtained are small, the attitude variable on the principal has a significant effect on school culture. Evidently, the significance value of t obtained is below 0.05; that is, 0.011 (Ho3 is rejected). Or in other words, the existence of attitude towards the principal has a significant effect on school culture.

In addition, if attitudes toward school principals are compared with other independent variables in this study (linear regression model), information is obtained that attitudes toward school principals are more influential than teacher performance and no more influential than metacognitive awareness. This can be seen from the value of Adjusted R Square which is greater than teacher performance (1.8% > 1.2%) and smaller than metacognitive awareness (1.8% < 5.1%); t value greater than teacher performance (2,556 > 2,161) and smaller than metacognitive awareness (2,556 < 4,118); and significant significance t which is much smaller than teacher performance (0.011 < 0.031) and greater than metacognitive awareness (0.011 > 0.000). Therefore, it can be concluded that attitudes towards schools have a significant effect on the culture of state junior high schools in Central Lombok Regency.

Based on the research results previously presented, information is obtained that the value of Adjusted R Square managerial competence of principals is 17.9%. That is, managerial competence is able to explain school culture by 17.9% in the linear regression model. This indicates that when the principal's managerial competence is linked to cause and effect directly with school culture, it will have an effect of 17.9% and the remaining 82.1% is influenced by other variables or factors.

Furthermore, the B value for the principal's managerial competence in the linear regression model is only 0.917. That is, the principal's managerial competency variable is able to make a contribution of 0.917 for each addition of 1 value for the principal's managerial competency. This is also in line with the t value and its significance for the principal's managerial competency variable. Evidently, the value of t obtained was 8,089 with a significance obtained of 0,000 (Ho4 rejected). Or in other words, the existence of the principal's managerial competence has a significant effect on school culture.

In addition, if the principal's managerial competence is compared with all the independent variables in this study (linear regression model), it is obtained information that the principal's managerial competence has the most significant effect on school culture. Evidently, the highest Adjusted R Square value obtained (17.9% > 5.1% > 1.8% > 1.2%) and the highest t value obtained (8.089 > 4.118 > 2.556 > 2.161).

The results of this study are then in line with research conducted by Nurdin (2015: 55) which revealed that the managerial competence of school principals had a positive effect on school culture, particularly the work climate in schools. Therefore, it can be concluded that the principal's managerial competence significantly influences the culture of state junior high schools in Central Lombok Regency.

The results of the study above show that the value of Adjusted R Square for the overall effect of the independent variables together amounted to 22.7%. That is, teacher performance, metacognitive awareness, attitudes to school principals, and

principals' managerial competence are able to jointly explain school culture by 22.7% in the multiple regression model. This indicates that when all independent variables are combined and linked cause-effect with school culture, it will have an effect of 22.7% and the remaining 77.3% is influenced by other variables or factors.

The Adjusted R Square value above is also supported by the F value obtained in the multiple regression model. Evidently, the value of F obtained is quite large, which is around 22,691 with a significance of F below 0.05; which is equal to 0,000. Or in other words Ho5 was rejected. This indicates that teacher performance, metacognitive awareness, attitudes toward school principals, and principals' managerial competencies together have a significant effect on school culture.

The significance value of t for each dependent variable in the multiple regression model is then also below 0.05. That is, the teacher performance variable has significant individual effect on school culture in the multiple regression model (sig. T of 0.011); metacognitive awareness variables have significant individual effects on school culture in the multiple regression model (sig. t of 0.001); attitude variables on school principals significantly influence individually on school culture in the multiple regression model (sig. t of 0.023); and the principal's managerial competence variable has significant individual effect on school culture in the multiple regression model (sig. t of 0,000). Furthermore, if each of the independent variables in this multiple regression model is compared with the linear regression model that has been described previously, a somewhat different information is obtained, namely attitudes towards the principal ranked last in the hierarchy of influence on school culture. Evidently, the t-value of attitudes towards the principal is the smallest, which is equal to 2.290; followed by the teacher's performance above, that is 2,552; followed by metacognitive awareness, which is equal to 3.232; and the biggest is the principal's managerial competence, which is 7.407.

These results are also in line with the value of B obtained, namely managerial competence holds the greatest influence, amounting to 0.830 > 0.255 (metacognitive awareness) > 0.132 (teacher performance) > 0.100 (attitude towards the principal). This then indicates that there is no guarantee that a certain independent variable will have the same level of influence, both when it is in the linear regression model, and when it is in the multiple regression model. Therefore, it can be concluded that teacher performance, metacognitive awareness, attitudes to school principals, and managerial competence of school principals have a significant effect on the culture of state junior high schools in Central Lombok Regency.

## CONCLUSION

Based on the results of the research and discussion above, it can be concluded that teacher performance, metacognitive awareness, teacher attitudes to school principals, and managerial competence of school principals influence the school culture in state junior high schools in Central Lombok Regency, both individually and collectively.

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