

THE EFFECT OF THE PRINCIPAL'S LEADERSHIP EFFECTIVENESS ON TEACHER PERFORMANCE AT SMK NEGERI 1 PANTAI CERMIN

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Abstract

SMK Negeri 1 Pantai Cermin, the Principal plays an important role in shaping policy, fostering a positive organizational culture, and offering strategic support to teaching staff. It is important to dig deep to understand the significant influence of principal leadership on teacher performance. This article will examine how effective leadership can foster a work environment that motivates and empowers teachers, ultimately improving the quality of education in schools. The main focus of this study is to assess the impact of the principal's leadership effectiveness on teacher performance at SMK Negeri 1 Pantai Cermin. Quantitative research methods will be used to achieve this goal. The process of quantitative research involves the utilization of numerical data to acquire knowledge and analyze information. Data collection methods in this type of research include questionnaires and documentation studies. The findings of this study show that the principal's leadership style has an impact on improving teacher performance. The effectiveness of a teacher's performance is determined by how well the principal displays the success of the school in its management. This is supported by an R square adjust value of 0.232 which shows that the principal's leadership style accounts for 23.2% of the variation in teacher performance. The remaining 76.8% was influenced by other variables that were not studied in this study, such as teacher compensation, teaching materials, teaching methods, curriculum readiness, school facilities and infrastructure.

Keywords: *Leadership Effectiveness, Principal, Teacher Performance*

INTRODUCTION

SMK Negeri 1 Pantai Cermin is a vocational secondary education institution that has an important role in forming the next generation who are competent in certain fields of expertise. The success of education in this school is inseparable from internal factors, one of which is the effectiveness of the principal's leadership. Effective leadership can be key in

Volume 6, Nomor 1, Februari 2024; 49-63

<https://ejournal.stitpn.ac.id/index.php/manazhim>



improving teacher performance and, ultimately, the quality of education in schools. Education has a crucial role in shaping the future of the younger generation, and SMK Negeri 1 Pantai Cermin is one of the vocational secondary education entities that contributes to the preparation of students to enter the world of work. In carrying out its function as an educational institution, this vocational school does not only rely on its facilities and curriculum, but is also strongly influenced by internal factors, especially the leadership effectiveness of its principal. The Headmaster is at the forefront of formulating policies, creating a positive organizational culture, and providing strategic support to all teaching staff (Epa, 2020). Therefore, understanding the positive influence of the principal's leadership on teacher performance at SMK Negeri 1 Pantai Cermin is a very important aspect to be explored further. How effective leadership can improve teacher performance will be the focus of discussion in this paper (Astuti & Dacholfany, 2016).

The principal has a great responsibility in managing and leading the school. In the context of SMK Negeri 1 Pantai Cermin, the principal is expected to create a conducive work environment, provide adequate support, and develop strategies to improve teacher performance. Effective leadership will create a positive atmosphere and motivate teachers to give their best in providing learning to students. Characteristics of effective leadership. (Hanim et al., 2020) Transformational Leadership: Principals who inspire and empower teachers to achieve common goals. Effective Communication: The ability to communicate well with staff teachers, students, and other relevant parties. Involvement and Support: Principals who are actively involved in school activities and provide the support needed by teachers. Effect of Principal's Leadership on Teacher Performance: a. Motivation: Effective leadership can increase teacher motivation to perform better. b. Upskilling: Principals who focus on developing teacher skills through training and coaching. c. Positive Work Environment: Leadership that creates a positive work environment can improve teacher well-being and performance. Principal's Leadership Improvement Strategy: a. Leadership Training: Provide training to principals to improve their leadership skills. b. Teacher Empowerment: Encourage active participation of teachers in decision-making and planning school activities. c. Evaluation Mechanism: Implement a principal's performance evaluation mechanism to ensure continuous improvement (Elazhari et al., 2022).

The importance of effective leadership in improving teacher performance at SMK Negeri 1 Pantai Cermin cannot be underestimated. The principal as the main leader must

have the vision, commitment, and skills to bring the school to better achievement. By implementing the right strategies, it is hoped that SMK Negeri 1 Pantai Cermin can continue to make achievements and provide quality education for its students (Mutholib et al., 2021).

Education at SMK Negeri 1 Pantai Cermin not only acts as a conveyor of vocational knowledge and skills, but also as a vehicle to shape the character and professionalism of students. In this case, the Principal's leadership becomes the main foundation in building a solid foundation to achieve these goals. The Principal is not only an administrator, but a leader who guides, motivates, and creates a shared vision for all school members (Setiana, 2022). Effective leadership at SMK Negeri 1 Pantai Cermin includes the ability to understand individual needs and potential, formulate policies that support faculty development, and manage resources wisely. An effective principal is able to create a positive work climate, strengthen involvement throughout the school community, and build collaborative working relationships among faculty. In the context of vocational schools, the leadership of the Principal does not only concern administrative aspects, but is also closely related to a deep understanding of the world of vocational industry. Principals need to be key drivers in connecting classroom learning with the demands of the evolving world of work. This is what makes leadership roles at the school level so vital, directing not only the learning process but also preparing students to become a reliable and competitive workforce (Ai Khoerunisa, 2022).

Thus, in the context of SMK Negeri 1 Pantai Cermin, delving deeper into how the effectiveness of the principal's leadership on teacher performance at SMK Negeri 1 Pantai Cermin is influential. This involves understanding leadership values, effective communication strategies, empowering staff, and implementing policies that support teacher professional development (Banani, 2017). Therefore, this paper will explore in more detail how the effectiveness of the Principal's leadership influence at SMK Negeri 1 Pantai Cermin contributes positively to teacher performance and overall education quality.

METHODS

The research conducted for this study uses quantitative research methods, which involve the use of numerical data to analyze and acquire knowledge about the subject of interest (Sugiyono, 2018). The relationship between variables in this study focused on the

relationship of causality, because the main goal was to test how the influence of leadership variables on teacher performance. This research is included in the category of survey research, where data is collected from respondents through the use of questionnaires. A survey study is a type of descriptive research that aims to improve the efficiency and effectiveness of education, particularly in the school environment. Data for this study were collected through questionnaires and documentation studies. The research data of this study came from employee questionnaires and various sources such as books, journals, and relevant documents. Data collected from these sources can be categorized into primary data and secondary data. The research focuses on problems related to the learning environment, teaching and learning methods, characteristics of education staff, student conditions, and factors that facilitate the teaching and learning process. To collect the necessary information, a questionnaire on leadership style is used as a research instrument. The target population of this study consisted of school principals and 45 teachers at SMK 1 Negeri Pantai Cermin District. This study was conducted from December 1 to December 8, 2023.

RESULT

After processing the data from the distributed questionnaires, reliability test results were obtained as shown in table 1. Testing is performed on valid question items to ensure variables are consistent and reliable. The calculation of the two variables produces the following results:

Table 1. Questionnaire test results

No	Variable	Alph aCro nba	Theo ry R	Criterion
1	Leadership Style (X)	0,810	0,600	Trusted
3	Teacher Performance (Y)	0,750	0,600	Trusted

Based on the information in table 1, it can be seen that the Cronbach alpha value of each variable exceeds 0.6 which shows the reliability of the variables of principal leadership style (X) and teacher performance (Y1). The leadership style variable showed a reliability test score of 0.810, while the teacher performance variable obtained a score of 0.750. Both variables exceeded the threshold of > 0.600 for Cronbach's Alpha, meeting reliability criteria and meeting the necessary requirements.

Table 2. Data Normality Test Results

One-Sample Kolmogorov-Smirnov Test				
		Style Leadership	Sekola Performance	
N		60	60	
Usual Parametersa,b	Mean	108.4667	108.8167	
	Std. Deviation	5.05048	6.81348	
	Most Extreme Differences	Absolute	119	140
		Positive	053	079
Negative		119	140	
Kolmogorov-Smirnov Z		.922	1.083	
Asymp. Sig. (2-tailed)		.362	191	

a. Test distribution is Normal.

b. Calculated from data.

To assess the influence of leadership style on teacher performance, a comprehensive analysis was carried out including validity and reliability assessments, as well as normality and linearity tests. Furthermore, a simple linear regression test was carried out to determine the relationship between leadership style and teacher performance, obtained the following results:

Table 3 Linear Regression Test of leadership style on Teacher performance

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig	
	B	Std. E			Beta
(Constant)	46.453	14.411	3.224	.002	
Leadership Style	.667	.154	.495	4.334	.000

Dependent Variable:
Teacher
Performance

The following are the results of the test of the determination of the principal's leadership style variable on teacher performance;

Table 4 Coefficient of determination

Type	R	R Square	Adjusted Square	R Std. of the Estimate
1	.495a	.245	.232	4.42721

a. Predictors: (Constant), Teacher Performance

Testing the relationship between leadership style and teacher performance showed a customized R square value of 0.232. This indicates that the principal's leadership style contributes 23.2% to teacher performance, while the remaining 76.8% is influenced by other unexplored factors such as teacher compensation, teaching materials, teaching approach, curriculum readiness, and school facilities. Furthermore, the principal's leadership style positively impacts school performance and academic achievement. Skilled principals have the ability to significantly improve school performance and academic achievement. In addition, the principal's leadership style also plays an important role in improving teacher performance. The principal's proficiency in realizing these characteristics indicates the strong performance of teachers in his school. When it comes to effective school supervision, there are several key areas that need to be prioritized. These include achieving successful school management, ensuring the success of facilitation of learning activities, efficient personnel management, effective management of infrastructure, good financial management, creating a conducive school environment, and maintaining positive relationships with the school community.

Based on the assessment of teachers, principals, and supervisors, the principal's decision-making process in improving teacher performance involves more discussions and meetings. Suyanto (2001) argues that effective leadership involves the ability to persuade and motivate others to align their actions with desired goals. It is recommended that school principals prioritize functional cooperation rather than relying solely on their authority when interacting with teachers. That is, respondents want leaders who consider the input and aspirations of their subordinates, so as to ultimately produce more effective teacher performance, as illustrated in the table below.

Table 5. Average Score of Principal's Leadership Style

NO	Statement	Average
1.	The decision made by the principal is determined entirely by himself.	1.32
2.	School rules are set jointly by the principal and teachers.	3.78
3.	By involving the school community, the headmaster plays an important role in shaping the school's program.	3.77
4	Duties are distributed by the principal to each school resident.	3.77
5	Teachers are given the opportunity to develop their creativity through the principal's initiative.	4.07
6.	The teacher is given additional responsibilities by the principal.	3.75
7.	Teachers who show outstanding performance are recognized and praised by the principal.	3.93
8.	Teachers who commit violations receive guidance from the principal.	3.87
9.	The teacher is given the opportunity by the principal to correct any mistakes made by the teacher.	3.98
10.	After the learning process is complete, the principal provides guidance and support to the teacher to facilitate their growth and development.	4.00
11.	Teachers are given freedom of opinion by the principal.	4.00
12.	The headmaster is willing to acknowledge and accept criticism regarding the progress of his institution.	4.05
13.	Suggestions for school improvement were accepted by the principal.	4.13
14	The teacher's performance is assessed by the principal.	4.03
15	School problems are approached by the principal with a certain attitude.	3.73
16	The assignment report from the teacher was received by the principal without any revision.	1.97

17	Disciplinary action was taken against the principal.	3.77
18	Communication based on humanistic principles is fostered among members of the school community.	3.88
19	The potential of the school community is highly appreciated by the principal.	3.80
20.	The members of the principal are united, directed, coordinated, and moved by the leader.	3.63
Average		3,59

Source: School Learning Organization

According to (Nugraheni, 2015), respondents stated that principals consistently provide opportunities to teachers to enhance their creativity. This shows the principal's unwavering commitment in encouraging the growth of knowledge and creativity among teachers. In order to effectively fulfill their managerial responsibilities, school principals, as highlighted by Heri Gunawan, must implement appropriate strategies to empower education staff. These strategies include encouraging collaboration and cooperation, providing avenues for professional development, and encouraging active participation of all education staff in school programs. One important aspect of empowering education staff is prioritizing collaboration with them and other relevant stakeholders, which serves to enhance the professionalism of education staff in the school environment. The principal, in his role as a manager, must have the will and ability to utilize all available school resources effectively to achieve the vision, mission, and goals of the institution. In addition, it is important for the principal to persuasively and sincerely provide opportunities for the professional growth of the educational staff. This includes acting democratically and ensuring that all members of education staff are given the opportunity to reach their full potential. Furthermore, school principals should actively encourage the participation of all education personnel in school activities, fostering a sense of inclusivity and collaboration. This principle of engagement and participation is supported by research conducted by Eliyah and Tamam and Iriemi. The findings of the questionnaire regarding variables related to teacher performance are as follows:

Table 5. Average School Performance Score

NO	Statement	Average
1.	Obviously, the vision and mission of the school are formulated effectively by the principal.	4.43
2.	In line with the school's vision and mission, the principal acted.	4.38
3.	The school program is developed by the principal.	4.38
4.	The headmaster extended an invitation to all stakeholders to jointly develop the school's goals.	4.40
5.	Document I was prepared by the principal.	4.60
6.	The preparation of the curriculum involves the active participation of school residents led by the principal.	4.43
7.	The Decree of Distribution of Teaching Duties is issued by the principal.	4.63
8.	The allocation of additional responsibilities is decided by the principal.	4.40
9.	Teachers are supported by the principal in the development of lesson plans.	4.50
10.	Learning activities in class are supervised by the principal.	4.47
11.	The school community is supervised by the principal.	4.40
12.	The graduation criteria are formulated by the principal.	4.50
13.	The excellent program is carefully compiled by the principal.	4.37
14.	The school's facilities and infrastructure were improved by the principal.	4.50
15.	With transparency, BOS finances are effectively managed by the principal.	4.42
16.	The financial statements are prepared by the principal.	4.43
		4.52
17.	Teachers are urged by principals to develop inventive learning models.	4.20
18.	Teachers are encouraged by the principal to pursue further education.	4.12
19.	KKM Education Unit is determined by the principal.	4.28
20.	The annual work plan in the school is made by the principal known as RKT.	3.97
	Average	4,35

Source: School Learning Organization

The above school performance variables are a reflection of the work done and alignment with the strategic objectives of the organization. This shows that respondents often, sometimes almost always, agree with the statement. According to (Jaliah et al., 2020), if the principal is responsible for supervision, then the principal must be able to effectively supervise and control education personnel to improve their performance. This supervision

and control is necessary to ensure that educational activities are aligned with the objectives that have been set. In addition, the average overall score of the principal's leadership style variable was 4.35 which was included in the good category. This means that the majority of teachers, principals, and supervisors rate teacher performance positively, the better the principal's leadership style, the more effective the teacher's performance, this needs to be maintained and even improved so that teacher performance is better.

DISCUSSION

Effective leadership has a significant impact on teacher performance and. The term leadership comes from the word lead which means to guide or lead. A leader is someone who guides and directs others. Good leadership is essential for any organization because it builds trust among its members. According to Lussier quoted in (Nasution, 2021), leadership can contribute to a successful and fulfilling career. Job satisfaction is closely linked to effective leadership (Izzuddin et al., 2020).

The effectiveness or ineffectiveness of an organization, especially an educational institution, is primarily shaped by its leadership, in particular the principal who bears responsibility for its successes and setbacks.(Princess et al., 2023) Not everyone has the capacity to lead effectively, even with the support of available resources. This is due to the many factors that influence the implementation of leadership tasks, such as education, experience, personality, and special circumstances faced, as well as the leader's competence in managing relevant decision-making problems.

(Anggraeni, 2017), revealing some expert opinions on leadership:

1. According to George R. Terry, leadership involves influencing individuals to be willing to work toward a common goal. It includes a comprehensive set of activities aimed at influencing the desires and motivations of others to achieve collective goals.
2. According to Robert Dubin, individuals in leadership roles exercise authority and take responsibility in decision-making. Leadership, as defined by Dubin, includes actions and responsibilities associated with holding authority and making decisions.
3. The driver of human resources and other natural resources lies in leadership, so that it becomes a fundamental aspect in management, said Prof. Dr. S. P. Siagian.
4. Leadership by Ralph M. Stogdill definition is the process by which individuals exert

influence over group activity with the aim of setting and achieving goals. The leadership process involves influencing group activities to formulate and achieve goals..

According to research conducted by Maxwel in Busro (2018), it is stated that leadership is an inherent quality in individuals, characterized by certain traits such as personality, abilities, and capabilities. Leadership includes a set of activities carried out by the leader, which are influenced by his position, style and behavior. Furthermore, leadership can be seen as a dynamic process that involves relationships and interactions between leaders and subordinates in a given situation. On the other hand, (Isnaini, 2019), defines leadership as individual behavior that guides a group toward achieving common goals. This implies that leadership involves actions taken by an individual to direct the collective efforts of a group toward a common goal (Haq et al., 2019).

The role and function of the principal covers various aspects, including as educators, managers, administrators, supervisors, leaders, innovators, and motivators. To fulfill his leadership responsibilities effectively, the principal must possess certain abilities, which can be examined through personality traits, educational knowledge, understanding of the school's vision and mission, decision-making skills, and effective communication skills (Romadhon & MS, 2020).

According to Mangkunegara (2013), performance refers to the quantity and quality of work achieved by an employee in fulfilling the responsibilities given. Moreover (Utami et al., 2017) It defines performance as the peak of individual or group effort in an organization. The Regulation of the Minister of National Education of the Republic of Indonesia Number 35 of 2010 which outlines the Technical Guidelines for the Application of Teacher Functional Positions and Credit Scores supports this assumption by stating that teacher performance is assessed based on their work process and the results achieved.

In the Journal of Education Evaluation Year 17 Number 1 (2013), Wagiran stated that teacher performance is determined by the teacher's ability to fulfill the assigned task, taking into account the skills, experience, dedication, and time invested. Evaluation of teacher performance considers the quantity and quality of the results produced. Byars & Rue (2022) elaborate further that performance is not solely about task completion, but also includes how well individuals meet job requirements. Thus, teacher performance can

be interpreted as the achievements achieved by teachers in fulfilling their responsibilities (Jaliah et al., 2020).

Traits of Effective Leadership (Isnaini, 2019):

a. Clear Vision and Mission: Effective leadership starts with a clear vision and mission. A principal who has a strong vision will be able to inspire and guide the teaching staff towards a common goal.

b. Good Communication Skills: Effective communication between the principal and teachers is essential. Principals who are able to convey information clearly and listen to input from teachers will build positive relationships.

c. Teacher Empowerment: Empowering teachers in decision-making and professional development is a positive leadership trait. Teachers who feel valued and empowered will be more motivated to improve their performance.

a. Correlation between Leadership Effectiveness and Teacher Performance:

Through data analysis, it can be seen to what extent the effectiveness of the principal's leadership correlates with teacher performance. A positive correlation shows that effective leadership has a positive impact on teacher performance.

b. Inhibiting Factors of Teacher Performance:

In addition to seeing positive impacts, research can also identify factors that may arise inhibiting teacher performance, so that they can be overcome to improve leadership effectiveness.

Implications and Recommendations:

a. Leadership Program Development: Based on research findings, SMK Negeri 1 Pantai Cermin can develop a leadership program to improve the leadership quality of school principals.

b. Teacher Professional Development: Principals can design professional development programs for teachers to enhance their skills and knowledge.

c. Research Continuity: It is recommended to conduct ongoing research to monitor changes in leadership effectiveness and teacher performance.

The influence of the principal's leadership effectiveness on teacher performance at SMK Negeri 1 Pantai Cermin is an important aspect in improving the quality of education. Through this research, it is hoped that solutions and recommendations can be found to improve leadership effectiveness, so that it can have a positive impact on teacher performance and further stimulate increased student achievement.

CONCLUSION

The improvement of school performance is influenced by the principal's leadership style. When the principal presents his school as successful in managing his affairs, it is considered a positive reflection of the teacher's performance. The influence of leadership style on teacher performance is supported by an Adjusted R Square value of 0.232 which shows that the principal's leadership style explains 23.2% of the variation in teacher performance. The remaining 76.8% was due to other factors not studied in this study, such as teacher salaries, learning materials, teaching methods, curriculum readiness, and school facilities. In addition, the principal's leadership style positively impacts school performance. A competent principal can make a significant contribution to improving school performance and achievement. The effectiveness of a principal greatly affects the overall performance and performance of the school. It should be noted that the leadership style of the principal (X) and the performance of the teacher (Y1) are considered reliable, as indicated by Cronbach alpha values exceeding 0.6. The reliability test resulted in a score of 0.810 for the leadership style variable and 0.750 for the teacher performance variable. These results, meeting decision-making criteria in reliability testing, confirm the reliability of both variables.

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