

The influence of principal leadership, work competence, and work motivation on the performance of elementary school teachers in Yogyakarta

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ABSTRACT

Purpose – The purpose of this study is to examine the impact of principal leadership, work competence, and work motivation on the performance of elementary school teachers in the Kotagede sub-district.

Method – The research uses a descriptive correlational approach with a quantitative method and involves a sample of 54 teachers. Data is collected through questionnaires, and analysis includes descriptive analysis as well as prerequisite tests such as normality, linearity, and multicollinearity. Hypothesis testing is conducted using multiple regression analysis.

Findings – The results indicate a positive and significant influence of principal leadership, teacher competence, and teacher motivation on the performance of elementary school teachers in the Kotagede Subdistrict Yogyakarta, with an F value of 4.117 and a significance value of 0.000, which is less than 0.05. Therefore, in order to enhance the performance of public elementary school teachers in the Kotagede sub-district, attention to factors such as principal leadership, work competence, and teacher motivation is essential.

Keywords: principal leadership, work competency, work motivation, teacher performance

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INTRODUCTION

Education is a strategic tool for enhancing the quality of human resources, making it a crucial factor in development. Essentially, education involves a deliberate effort to prepare students for their future roles through guidance, teaching, and training activities (Yusutria, 2017). Consequently, teachers play a key role in the education sector and must position themselves as professionals in line with the evolving demands of society for the development of human resources (Asafu, 2018).

In this study, the author examines the influence of principal leadership, work competence, and work motivation on the performance of elementary school teachers in Kotagede Subdistrict, Yogyakarta. The dependent variable in this paper is teacher performance. The study of teacher performance is important because it has a significant impact on student output as human resources (Pujiastuti, 2022).

The issue of teacher performance is significant and directly impacts the quality of education at all levels (Kartomo & Slameto, 2016). Some key areas of focus include teaching quality, curriculum and resources, as well as motivation and job satisfaction. Regarding teaching quality, it's important to note that not all teachers possess adequate teaching skills. Insufficient training and coaching can result in ineffective teaching methods and low student motivation. Furthermore, issues with teacher performance can also be influenced by the curriculum and resources (Rosmawati et al., 2020). An irrelevant curriculum or inadequate educational resources can impede teacher performance, including insufficient teaching materials, poor facilities, and inadequate teaching aids. Influence on Teacher Performance. Various factors influence teacher performance, with motivation and job satisfaction playing a crucial role. The performance of teachers can be significantly impacted by their level of motivation and job satisfaction. Factors such as low pay, high workload, and lack of recognition can have negative effects on their morale and productivity (Juniarti et al., 2020).

Additionally, professional development also plays a crucial role in determining teacher performance. The lack of opportunities for professional development can hinder teachers' ability to enhance their performance. Continuous training and opportunities to learn new skills and knowledge are essential for the professional development of teachers (Juniarti et al., 2020). Another significant aspect affecting teacher performance is evaluation and assessment. Unfair or inadequate assessment systems can make it challenging to evaluate and enhance teacher performance. Constructive and data-based evaluations can contribute to the development and improvement of teaching quality.

Overcoming this issue necessitates a comprehensive approach involving the government, educational institutions, and the community. Efforts to enhance teacher performance can encompass increased training, improved working conditions, better evaluation systems, and support for teacher welfare (Saifullah, 2020). Performance, also known as achievement, refers to the results a person attains while carrying out their work according to the established measures (Suprihatingrum, 2013). It represents the outcome of an individual or group's efforts in an organization towards achieving its goals in a lawful manner. An individual's performance is tied to the rights and authority granted to them, be it in an agency or educational institution such as teachers and employees (Widoyoko & Rinawat, 2012).

Another perspective argues that teacher performance is the successful demonstration of a teacher's ability to effectively fulfill their assigned responsibilities based on their skills, dedication, and experience within the given time frame. Teacher performance is achieved through competence (Gaol & Siburian, 2018). Performance is doing work and the results achieved from that work. In this case it can be understood that performance is the result that a person achieves after doing work (Wibowo & Hamrin, 2012).

There are three independent variables in this paper. First, the school principal. According to Wahjosumidjo, a school principal is a functional teacher who is assigned to

lead a school where the teaching and learning process is organized, or a place where there is interaction between teachers who give lessons and students who receive lessons (Wahjosumidjo, 2011). The principal is a teacher who has the ability to lead all the resources in a school so that they can be maximally utilized to achieve common goals. In an organization, leadership is one of the most important factors.

The next independent variable studied in this article is competence. Competence is a set of knowledge, skills, and behaviors that must be owned, lived, and mastered by teachers or lecturers in carrying out professional duties (Law of the Republic of Indonesia No. 14 of 2005, article 1 paragraph 10). Competence is a combination of knowledge, skills values and attitudes that are reflected in habits of thought and action. In the teaching system, competence is used to describe professional ability, namely the ability to demonstrate knowledge and conceptualization at a higher level. This competence can be obtained through education, training and other experiences according to the level of competence (Mulyasa, 2007).

Furthermore, the independent variable is motivation. Callahan and Clark (Mulyasa, 2003) suggest that motivation is a driving or pulling force that causes behavior towards a certain goal. According to Vroom (Harahap et al., 2021) motivation is part of the elements that can shape or influence a person's performance in carrying out their duties.

In the literature review, several studies are relevant to this paper. Firmawati conducted research in 2017 titled "The Influence of Principal Leadership and Work Motivation on Teacher Performance." The study revealed a significant influence, with a 96.8% correlation, between principal leadership and work motivation on teacher performance at SMA Negeri 7 Banda Aceh. Both principal leadership and work motivation are closely linked to teacher performance, indicating that better leadership and motivation lead to higher performance. When principals provide suitability, trust, and satisfaction, as well as facilitate smooth communication among teachers, these conditions can enhance teacher motivation and improve performance (Firmawati & Usman, 2017)

Research conducted by Nasrun titled "The Effect of Principal Leadership on Work Motivation and Teacher Performance" showed that there is a significant positive relationship between principal leadership and teacher work motivation in Medan City State High School. The study concluded that the effect of principal leadership on teacher performance is 25%, and the relationship between principal leadership and teacher performance is 48%. Additionally, the direct effect of teacher personality competence on teacher performance in public high schools in Medan City is 16% (Nasrun, 2016).

Research conducted by Achmad Riza Fauzi, titled "The Influence of Principal Leadership and Work Motivation on the Performance of State Junior High School Teachers 3 PabelanKab. Semarang Study Year 2012/2013," yielded the following result: The coefficient of determination (R^2) test result of 0.282 indicates that principal leadership and work motivation have a 28.2% influence on improving the performance of teachers at State Junior High School 3 Pabelan, Semarang Study Year 2012/2013. The remaining 71.8% is influenced by other variables that were not examined (Fauzi, 2014).

Research conducted by Sri Setiyati with the title "The Effect of Principal Leadership, Work Motivation, and School Culture on Teacher Performance" with research results. The results of data analysis show: (1) there is a positive and significant influence between principal leadership, work motivation, school culture on teacher performance where the contribution given is 42.2%. (2) there is a positive and significant influence between principal leadership on teacher performance with an effective contribution of 18.22% (3) there is a positive and significant influence between work motivation on teacher performance with an effective contribution of 13.03%, and (4) there is a positive and significant influence between school culture effectiveness on teacher performance with an effective contribution of 10.94% (Setiyati, 2014).

Research conducted by Syarif with the title "The Effect of Principal Leadership, Work Motivation and Work Discipline on Teacher Performance MTs.NBatudaa Gorontalo Regency" with the results of the study: 1) there is a positive and significant effect of principal leadership on teacher performance 2) there is a positive and significant effect of work motivation on teacher performance 3) there is a positive and significant effect of work discipline on teacher performance 4) there is a positive and significant effect of principal leadership, work motivation and work discipline on teacher performance at MTs.NBatudaa Gorontalo Regency (Ngiode, 2016).

The author asserts that no other research closely resembles this paper, particularly in terms of the wide range of variables examined and the specific research location. As a result, the aim of this paper is to investigate the impact of principal leadership, teacher competence, and teacher work motivation on the performance of teachers in public elementary schools in the Kotagede Subdistrict, Yogyakarta.

METHOD

This research is classified as descriptive correlative research with a quantitative approach. This study consists of three independent variables, namely Principal Leadership, work competence, work motivation and one dependent variable, namely teacher performance. This research will be conducted at State Elementary Schools in Kotagede District (Sugiyono, 2018).

The study focused on public primary school teachers in the Kotagede sub-district, with a total of 60 teachers in the natural population. The sample size for this study was 54 respondents, determined using the slovin formula. The data was collected using the questionnaire method, with a closed questionnaire as the data collection instrument. The questionnaire used a Likert scale, which consisted of 5 choices of answers: Strongly Agree, Agree, Disagree, Strongly Disagree.

To determine the accuracy of the data, an internal validity test technique was carried out. The internal validity test is carried out through the item validity test using the Pearson's Product Moment correlation technique or formula. The trial was carried out with a used trial, namely the entire sample was used as research data. Reliability shows an understanding that an instrument can be trusted enough to be used as a data collection

tool because the instrument is good (Arikunto, 2013). In this study, the alpha formula was used to find reliability.

Data analysis is an activity after data from all respondents or other data sources are collected (Sugiyono, 2018). Data analysis is carried out to test the research hypothesis so that a conclusion can be drawn. Prerequisite tests are statistical requirements that must be met in multiple linear regression analysis. The prerequisite tests used in the prerequisite test analysis are as follows: Hypothesis testing used in this study is Multiple Regression Analysis with 3 Predictors, F Test, Coefficient of Determination (R²), Partial Correlation Analysis (t test), and Predictor Contribution.

RESULTS AND DISCUSSION

Descriptive Statistics between Variables

Table 1. Descriptive Statistics of Independent and Dependent Variables

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Leadership	54	48.00	87.00	4074.00	75.4444	7.77919
Competence	54	48.00	102.00	4443.00	82.2778	11.42559
Motivation	54	57.00	85.00	4128.00	76.4444	6.41539
Performance	54	87.00	132.00	6309.00	116.8333	9.92757
Valid N (listwise)	54					

The descriptive statistical results (Table 1) above show that the Principal Leadership variable has an average (mean) of 75.44 and a standard deviation (std. deviation) of 7.779. The teacher competency variable obtained an average (mean) of 82.277 and a standard deviation (std. deviation) of 11.425. The teacher motivation competency variable averages (mean) 74.444 and a standard deviation (std. deviation) of 6.415. The teacher performance variable obtained an average (mean) of 116.833 and a standard deviation (std. deviation) of 9.927.

Normality Test

Table 2. Normality Test

		Leadership	Competence	Motivation	Performance
N		54	54	54	54
Normal Parameters ^a	Mean	75.4444	82.2778	76.4444	1.1683E
	Std.Deviation	7.77919	11.42559	6.41539	9.92757
Most Extreme Differences	Absolute	.128	.094	.133	.160
	Positive	.099	.063	.091	.074
	Negative	-.128	-.094	-.133	-.160
Kolmogorov-Smirnov Z		.943	.692	.978	1.179
Asymp. Sig. (2-tailed)		.336	.725	.294	.124

Based on the results of the One Sample Kolmogorov Smirnov test (table 2), it shows that the significant probability value ($p = 0.336$) on the principal leadership variable is greater than 0.05, so the data on this variable is normally distributed. The significance value ($p = 0.725$) on the competency variable is greater than 0.05, so the data on that variable is normally distributed. The significance value ($p = 0.294$) on the work motivation variable is greater than 0.05, so the data on this variable is normally distributed. The significance value ($p = 0.124$) on the teacher performance variable is greater than 0.05, so the data on this variable is normally distributed.

Table 3. Linearity Test Results

Correlation	F_{Count}	$P > 0,05$	Description
Principal Leadership (X1) and teacher performance (Y)	0,662	0,840	Linear
Teacher competence (X2) and teacher performance (Y)	1,281	0,284	Linear
Work motivation (X3) and teacher performance (Y)	0,780	0,703	Linear

Based on the results of the calculations in table 3, the p-value for the relationship between principal leadership and teacher performance (0.840) is greater than 0.05, indicating a linear relationship between these variables. Similarly, the p-value for the relationship between teacher competence and teacher performance (0.284) is also greater than 0.05, suggesting a linear relationship between these variables. Additionally, the p-value for the relationship between work motivation and teacher performance (0.703) is greater than 0.05, indicating a linear relationship between these variables as well.

Multicollinearity Test

Table 4. Multicollinearity Test Result

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics		
	B	Std. Error	Beta			Lower Bound	Tolerance	VIF
1 (Constant)	76.062	20.620		3.689	.001	34.645		
Leadership	.342	.162	.268	2.103	.041	.015	.990	1.010
Competence	-.224	.111	-.257	-2.020	.049	-.446	.988	1.012
Motivation	.437	.196	.282	2.227	.030	.043	.998	1.002

Based on the results of the multicollinearity test in table 4, it is obtained that the VIF value of the principal leadership variable is 1.010 and tolerance is 0.990, the VIF value of the teacher competency variable is 1.012 and tolerance is 0.988 and the VIF value of the motivation variable is 1.002 and tolerance is 0.990. The three independent variables have a VIF value of less than 10 so there is no multicollinearity problem.

Hypothesis Testing

Table. 5. ANOVA^b

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	1034.748	3	344.916	4.117	.011 ^a
Residual	4188.752	50	83.775		
Total	5223.500	53			

Ho: Multiple linear regression models cannot be used to predict the level of teacher performance influenced by principal leadership, teacher competence, and teacher motivation.

Ha: Multiple linear regression models can be used to predict the level of teacher performance influenced by principal leadership, teacher competence, and teacher motivation. Then compare the probability value (sig) with the real level (α) if the probability (sig) $< \alpha$ then H0 is rejected and Ha is accepted. It turns out from the results of the anova table that the value (sig) is 0.000 < 0.05 , so H0 is rejected and Ha is accepted. The decision is that multiple linear regression models can be used to predict the level of teacher performance influenced by principal leadership, teacher competence, and teacher motivation.

F Test

Table. 6 Mutual analysis (F-test)

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1034.748	3	344.916	4.117	.011 ^a
Residual	4188.752	50	83.775		
Total	5223.500	53			

Based on the [table 6](#), the significant value of F-count 4.117 is obtained with a significance value of 0.000 < 0.05 . This shows that simultaneously principal leadership, teacher competence, and work motivation have a positive influence on teacher performance. Thus the first hypothesis is accepted.

Based on the calculation results in the [table 7](#), it can be concluded as follows. First, the t test results in the table above. shows that the partial r is 0.285 with a t-count of 2.103 and a significant value of 0.041 < 0.05 , it means that the principal leadership variable has a positive and significant effect on teacher performance. Second, the t test results in the table above. shows that the partial r is -0.275 with the t-count obtained is -2.020 and the significant value is 0.049 < 0.05 , it means that the teacher competency variable has a negative and significant effect on teacher performance.

Third, the t test results in the table above. shows that the partial r is 0.300 with the tcount obtained is 2.227 and the significant value is 0.030 < 0.05 , it means that the work motivation variable has a positive and significant effect on teacher performance.

Partial Correlation Analysis Results**Table. 7 Partial Correlation Analysis Results (t Test)**

Model	Unstandardized		Standardized		t	Sig.	Correlations		
	Coefficients		Coefficients				Zero-order	Par-tial	Part
	B	Std. Error	Beta						
1 (Constant)	76.062	20.620			3.689	.001			
Leadership	.342	.162	.268		2.103	.041	.244	.285	.266
Competence	-.224	.111	-.257		-2.020	.049	-.218	-.275	-.256
Motivation	.437	.196	.282		2.227	.030	.272	.300	.282

DISCUSSION

Based on the data above, it can be explained that in the aspect of the influence of principal leadership, teacher competence and work motivation together on the performance of elementary school teachers in Kotagede Yogyakarta. The results of the F test show that there is a positive and significant influence between the variables of principal leadership, teacher competence, and teacher motivation simultaneously on the performance of elementary school teachers in Kotagede Yogyakarta Subdistrict, with Fcount 4,117 with a significance value of $0.000 < 0.05$ so that the first hypothesis which states that principal leadership, teacher competence and work motivation together have a significant positive effect on the performance of elementary school teachers in Kotagede Yogyakarta is proven or acceptable. This means that principal leadership, teacher competence, and work motivation are able to have a positive influence in improving the performance of elementary school teachers in Kotagede sub-district. Thus, in order to improve the performance of elementary school teachers in Kotagede sub-district, it can be done by improving the leadership of principals, teacher competence and work motivation..

Second, the effect of principal leadership on the performance of elementary school teachers in Kotagede Yogyakarta Subdistrict. Partial test results showed a significant positive effect between the principal's leadership variable on teacher performance of 0.285 with a significance value of $0.041 < 0.05$, then H_0 is rejected and H_1 is accepted, which means there is a significant positive effect of principal leadership on teacher performance. Principal leadership provides an effective contribution of 6.5% and a relative contribution of 32.82% to the performance of teachers. Basically, principal leadership is a number of people's perceptions of the leader where they work.

Third, the effect of teacher competence on the performance of elementary school teachers in Kotagede Yogyakarta Sub-district. Partial test results show a negative and significant influence between teacher competence variables on the performance of elementary school teachers amounting to -0.275 with a significance value of $0.049 < 0.05$, so H_0 is rejected and H_1 is accepted, which means there is a significant negative effect of teacher competence on teacher performance. Teacher competence provides an effective

contribution of 5.6% and a relative contribution of 28.28% so that the third hypothesis which states that competence has a positive and significant influence on the performance of elementary school teachers in Kotagede Yogyakarta District is proven or acceptable.

The study examined the impact of teacher motivation on the performance of elementary school teachers in Kotagede Yogyakarta District. The partial test results revealed a positive and significant correlation between teacher motivation and performance, with a t-value of 2.227 and a significance value of 0.030 (which is less than 0.05). This means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted, indicating a significant positive effect of work motivation on teacher performance. The study also demonstrated that work motivation accounts for a 7.7% effective contribution and a 38.9% relative contribution to teacher performance, thus supporting the hypothesis that work motivation positively and significantly impacts the performance of elementary school teachers in Kotagede Yogyakarta District.

In order to provide recommendations regarding the impact of principal leadership, teacher competence, and work motivation on the performance of elementary school teachers, it is essential to take into account the statistical results and analysis provided above. Based on the data, it is recommended that improving the performance of elementary school teachers can be achieved through effective school principal leadership.

Principal leadership has a lower average score than competence and work motivation, but is still important because it affects the entire work environment (Minsih et al., 2019). Leadership training is thus required. Principals need to undergo leadership training to improve their skills in managing, motivating and supporting teachers. Next is improved communication. Creating effective communication channels between principals and teachers to discuss challenges and find solutions together. Next is feedback and support. Provide constructive feedback and consistent support to teachers to boost morale and job satisfaction. (Riski et al., 2021).

The second is teacher competence. Teacher competencies have considerable variability, which means some teachers may feel more or less prepared in certain aspects of their work. (Dirgantoro, 2018). Thus, training and professional development for teachers is necessary. Provide ongoing training and professional development opportunities to help teachers improve their skills and knowledge. Next is mentoring and coaching. Implement a mentoring or coaching program for teachers who are less experienced or need additional support. Next is performance evaluation: Conduct regular performance evaluations to identify areas of strength and weakness and provide relevant feedback for improvement (Sitompul, 2022).

The third is work motivation. Work motivation has a lower mean score compared to competency and performance, suggesting that motivation may be an area that needs improvement (Setiyadi & Rosalina, 2021). As such, recognition and appreciation are required. Implement a reward and recognition system to celebrate teachers' achievements and contributions on a regular basis. Next up are wellbeing initiatives. Introduce wellbeing and work-life balance initiatives that can increase job satisfaction and motivation. Next is

involvement in decision-making. Involve teachers in decision-making processes that affect them, so they feel more empowered and motivated.

Next is an integrated approach (Aprida et al., 2020). Develop and implement strategies that integrate leadership, competencies and motivation to improve overall performance. For example, creating a development plan that includes leadership training for principals, improved teacher competencies and motivational initiatives.

CONCLUSION

The analysis and discussion of the impact of principal leadership, teacher competence, and work motivation on the performance of elementary school teachers in Kotagede Subdistrict Yogyakarta lead to the following conclusions: There is a positive and significant combined effect of principal leadership, teacher competence, and work motivation on the performance of elementary school teachers in Kotagede Yogyakarta. This indicates that these three factors collectively influence teacher performance. Therefore, in order to improve teacher performance, it is essential to focus on strengthening attention to these factors, while also considering other relevant factors. There is a positive and significant influence of the principal's leadership on the performance of elementary school teachers in Kotagede Subdistrict Yogyakarta. This demonstrates that the leadership style adopted by the principal has an impact on the teachers' performance. Consequently, to enhance the performance of elementary school teachers in Kotagede Subdistrict Yogyakarta, it is important to improve the principal's leadership. Principals should take note of this factor to positively influence the teachers' performance by applying appropriate leadership approaches. The performance of elementary school teachers in Kotagede District, Yogyakarta is positively and significantly influenced by teacher competence. This means that the more developed the teacher's competence, the greater the impact on their performance, resulting in an increase in performance. Similarly, work motivation also has a positive and significant influence on the performance of elementary school teachers in Kotagede District, Yogyakarta. This indicates that motivation affects teacher performance. Therefore, in order to enhance teacher performance, teachers should constantly strive to increase their motivation at work, which will subsequently improve their performance.

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