

The Influence of Principals' Leadership on Teacher Performance

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Abstract: This study examines the dynamics of principal leadership and its relationship with teacher performance within the framework of educational management at the elementary school level. The focus of the study is how principal leadership practices shape the quality of teacher performance at SDN 15 Rio Pakava and SDN 8 Rio Pakava, Donggala Regency. This study employed a quantitative approach with a correlational design. Data were collected through questionnaires, structured observations, and documentation involving all 22 teachers as research respondents. Hypothesis testing was conducted using simple linear regression analysis. The results showed that principal leadership had a positive and significant effect on teacher performance, with a significance value of $0.000 < 0.05$ and a regression coefficient of 0.806. The coefficient of determination (R^2) of 0.869 indicates that principal leadership contributed 86.9% to the variation in teacher performance. This study emphasizes the importance of strengthening principal leadership as a strategy to improve the quality of basic education and teacher performance.

Keywords: Principal leadership; teacher performance; educational management; Elementary School

Abstrak: Penelitian ini mengkaji dinamika kepemimpinan kepala sekolah dan hubungannya dengan kinerja guru dalam rangka pengelolaan pendidikan di tingkat sekolah dasar. Fokus dari permasalahan yang diangkat adalah bagaimana praktik kepemimpinan kepala sekolah membentuk kualitas kinerja guru di SDN 15 Rio Pakava dan SDN 8 Rio Pakava, Kabupaten Donggala. Penelitian ini menggunakan pendekatan kuantitatif dengan desain korelasional. Data dikumpulkan melalui kuesioner, observasi terstruktur, dan dokumentasi dari semua 22 guru sebagai responden penelitian. Pengujian hipotesis dilakukan dengan menggunakan analisis regresi linier sederhana. Hasil penelitian menunjukkan bahwa kepemimpinan kepala sekolah memiliki pengaruh positif dan signifikan terhadap kinerja guru dengan nilai signifikansi $0,000 < 0,05$ dan koefisien regresi 0,806. Nilai koefisien penentuan (R^2) sebesar 0,869 menunjukkan bahwa pimpinan kepala sekolah berkontribusi 86,9% terhadap variasi kinerja guru. Penelitian ini menekankan pentingnya penguatan kepemimpinan kepala sekolah sebagai strategi dalam meningkatkan kualitas pendidikan dasar dan kinerja guru.

Kata kunci: Kepemimpinan kepala sekolah; kinerja guru; manajemen pendidikan; Sekolah Dasar

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Introduction

Education is one of the most important means in building and shaping the civilization of a nation. More than just knowledge transfer, education carries out a much more complex mission, namely to form character, hone intelligence, and prepare the next generation to face the challenges of the times that continue to change dynamically (Zulfiati, 2019; Nahdliyah & Naelasari, 2024; Rozaq et al., 2024). In the context of Indonesia's national development, education occupies a strategic position as the main foundation that supports all dimensions of the nation's progress. This is in line with the constitutional mandate contained in Law Number 20 of 2003 concerning the National Education System, which emphasizes that the state is obliged to organize a quality, equitable, and fair national education system for all citizens without exception (Ariasa Giri, 2016).

However, the reality on the ground shows that achieving optimal quality education still faces various obstacles that are multidimensional. The gap in quality between urban and rural schools is still a problem that has not been fully resolved (Hasan & Anita, 2022). Limited educational facilities and infrastructure as well as the uneven distribution of educators, lack of access to learning technology, and low managerial capacity at the level of education units are a number of factors that affect the quality of education in various regions, especially in areas that are still geographically and economically disadvantaged (Sudirman, n.d.).

In the midst of the complexity of these problems, the attention of academics and education practitioners is increasingly focused on the importance of the role of leadership at the level of educational units as one of the key variables that determine the quality of educational processes and outcomes. The principal, as the highest leader in the school environment, is in a very central position in determining the direction, policy, and climate of the school organization as a whole ("The Principal's Leadership Style in Improving the Performance of SMA Negeri 1 Stabat Teachers," 2023). The leadership capacity of a school principal is not only measured by his ability to manage administration and physical resources, but also by his ability to build a productive work culture and create a conducive learning atmosphere for all school residents (Demonika et al., 2020)

The transformational leadership paradigm first put forward by Burns (1978) and then further developed by Bass (1985) has provided a highly influential conceptual framework in understanding effective educational leadership. Principals who apply a transformational approach are generally better able to inspire teachers

to exceed their minimum performance standards, encourage innovation in learning practices, and build a collective commitment to the school's vision and mission (Leithwood & Jantzi, 2006) On the other hand, instructional leadership approaches that emphasize the direct involvement of principals in the learning process have also received significant attention in the education management literature (Heck & Hallinger, 2005; Arrahman & Aimah, 2026; Ayumi & Nasution, 2025). Based on initial observations at SDN 15 Rio Pakava, Donggala Regency, it was found that the principal's leadership was considered quite good in terms of communication, coaching, and supervision, but it was not fully followed by optimal teacher performance improvement. Of the 9 teachers on duty, there are still variations in the implementation of learning, such as planning that has not been maximized and the use of teaching methods that are still limited. In addition, the results of interviews with the principal show that even though training and coaching have been carried out, there are still obstacles in maintaining the consistency of teacher performance (Ardiansyah et al., 2023).

Meanwhile, SDN 8 Rio Pakava has 13 teaching staff with a more diverse organizational structure. The difference in the number of educators and organizational structure in the two schools shows that there is a variation in institutional capacity that has the potential to affect the effectiveness of the principal's leadership and teacher performance. This condition shows the importance of an empirical study of the influence of principal leadership on teacher performance in two schools with different institutional characteristics.

Previous studies have also shown that principals' leadership has a positive relationship with teacher performance, although the impact varies from school to school. (Mulyani et al., t.t.) found a contribution of 17.81%, while (Mazidah & Sartika, 2023) showed an influence of 25.2%. These differences in results show that the effectiveness of the principal's leadership is influenced by the context of the school organization. Thus, the leadership of the principal is not the only determining factor in teacher performance, but is also influenced by organizational culture, work motivation, professional competence, and the condition of the school environment.

However, previous research has generally focused on single schools and has not examined the variation in the influence of principal leadership on some schools in the context of remote areas with limited resources. Therefore, the novelty of this research lies in the comparative analysis of two public elementary schools in one administrative area, namely SDN 15 Rio Pakava and SDN 8 Rio Pakava. This research also expands the perspective of education management by placing the school organizational structure, number of educators, and institutional capacity as a context that moderates the effectiveness of school principals' leadership on teacher performance.

This research contributes to enriching the study of education management, especially regarding the influence of school principal leadership on teacher performance in elementary schools in areas with limited resources. The novelty of this research lies in the analysis conducted on two public elementary schools in the same area, namely SDN 15 Rio Pakava and SDN 8 Rio Pakava, so as to provide a contextual picture of the variation in school leadership and teacher performance. The objectives of this study are to: (1) describe the leadership of school principals at SDN 15 Rio Pakava and SDN 8 Rio Pakava; (2) describe the performance of teachers in both schools; and (3) analyze the influence of the principal's leadership on teacher performance. Based on the theoretical framework that has been described, the research hypothesis is formulated as follows: H_0 : the principal's leadership has no effect on teacher performance; H_1 : the principal's leadership affects teacher performance.

Methods

This study uses a quantitative approach with a correlational descriptive design to analyze the relationship between principal leadership and teacher performance (Almunawar et al., 2025a) The research was carried out at SDN 15 Rio Pakava and SDN 8 Rio Pakava, Rio Pakava District, Donggala Regency, Central Sulawesi. The selection of the two schools is based on the similarity of the administrative area but has differences in the number of educators and institutional characteristics. The research population is all teachers in both schools totaling 22 people, so the sampling technique uses total sampling, namely the entire population is used as research respondents (Rahawarin & Arikunto, 2015).

Data collection was carried out through a closed-ended questionnaire using a five-level Likert scale to measure the variables of principals' leadership and teacher performance (Almunawar et al., 2025b). In addition, structured observation is used to obtain information about the implementation of principal supervision, work interactions, and the learning process. Documentation is used to complete the data through the review of school profiles, the number of teachers, learning tools, and academic supervision archives. Observation and documentation data were used as triangulation material to strengthen the questionnaire results. Before use, the research instrument was tested for validity and reliability with the help of SPSS (Anggraini et al., 2022) Data analysis is carried out in stages through descriptive analysis, prerequisite tests, and hypothesis tests. Descriptive analysis is used to describe the principal's leadership condition and teacher performance. Prerequisite tests include normality and linearity tests as the basis for parametric analysis (Riduwan, 2015). Furthermore, hypothesis testing was carried out using simple linear regression at a significance level of 0.05 to determine the influence of the principal's leadership on teacher performance (Ahmad & Eddy, 2020) The results of

the analysis are interpreted according to the research context and the limitations of field data.

Results And Discussion

Results

This research was carried out in two public elementary schools in Rio Pakava District, Donggala Regency, Central Sulawesi Province, namely SDN 15 Rio Pakava and SDN 8 Rio Pakava. The two schools are within the same administrative region, but have different institutional characteristics. SDN 15 Rio Pakava has 9 educators, while SDN 8 Rio Pakava has 13 educators and education staff. In general, both schools serve people with middle-to-lower socioeconomic backgrounds who mostly work as farmers and laborers, but have a fairly good awareness of the importance of education.

This study uses two variables, namely the principal's leadership as an independent variable (X) and teacher performance as a dependent variable (Y). Before the main data collection, the research instrument is first tested for validity and reliability. The validity test was carried out using the Pearson Product Moment correlation with the criterion of the item being declared valid if the calculated value of r is greater than the r of the table at a significance level of 5%. The test results showed that all statement items in the principal's leadership variable as many as 10 items and the teacher performance variable as many as 10 items were declared valid.

Table 1. Instrument Validity Test Results

Yes	Variable	Number of Items	Criteria	Results
1	Principal's Leadership (X)	10	$r \text{ calculate} > r \text{ table}$	Valid
2	Teacher Performance (Y)	10	$r \text{ calculate} > r \text{ table}$	Valid

Next, the reliability test was carried out using Cronbach's Alpha coefficient. The instrument is declared reliable if the Alpha value is greater than 0.60. The test results showed a Cronbach's Alpha value of 0.796, so the research instrument was declared to have a good level of internal consistency and was suitable for use in the study.

Table 2. Reliability Test Results

Variable	Cronbach's Alpha	Remarks
Research Instruments	0,796	Reliable

Descriptive Analysis

The number of research respondents was 22 teachers from SDN 15 Rio Pakava and SDN 8 Rio Pakava. The results of the descriptive analysis showed that the

principal's leadership variable had an average score of 43.18, while the teacher's performance variable had an average score of 42.59. This shows that the respondents' perception of the principal's leadership and teacher performance is in the good category.

Table 3. Descriptive Statistics

Variable	N	Minimum	Maximum	Network	Std. Deviation
Principal's Leadership (X)	22	41	46	43,18	1,37
Teacher Performance (Y)	22	41	45	42,59	1,18

Normality Test

The normality of the data population can be ascertained using the normality test. Questionnaires are a non-simultaneous data collection approach (researchers do not ask and answer questions directly to respondents). Respondents were asked to answer various questions or statements contained in the data collection tool, commonly known as questionnaires. The test results showed a significance value of 0.329 or greater than 0.05, so the data was declared to be normally distributed and eligible for further analysis.

Table 4. Normality Test Results

Variable	N	Sig.	Remarks
Research Data	22	0,329	Normal

Linearity Test

The linearity test was carried out to find out whether the relationship between the principal's leadership variable and teacher performance was linear. The decision-making policy is seen at the *Deviation from Linearity value*. The test results showed a significance value of 0.412 (>0.05), so that the relationship between the two variables was declared linear.

Table 5. Linearity Test Results

Variable	Remarks	Sig.
X against Y	<i>Linearity</i>	0,021
X against Y	<i>Deviation from Linearity</i>	0,412

Simple Linear Regression Test

Hypothesis testing was carried out using simple linear regression to determine the influence of principal leadership on teacher performance. The results of the analysis showed a significance value of 0.000 (<0.05), so that the leadership of the principal had a significant effect on teacher performance.

Table 6. Simple Linear Regression Test Results

Variable	B	t	Sig.
Constant	7,806	2,586	0,018
Principal's Leadership	0,806	11,531	0,000

Based on these results, the regression equations obtained are:

$$Y = 7.806 + 0.806X$$

This means that every increase in one unit of principal leadership will increase teacher performance by 0.806 units.

Coefficient of Determination

A determination coefficient value (R^2) of 0.869 showed that the principal's leadership contributed 86.9% to the variation in teacher performance, while the remaining 13.1% was influenced by other factors outside the study.

Hypothesis Testing Conclusion

Based on the results of the regression test, a significance value of $0.000 < 0.05$ was obtained, so that H_0 was rejected and H_1 was accepted. Thus, the leadership of the principal has a positive and significant effect on the performance of teachers at SDN 15 Rio Pakava and SDN 8 Rio Pakava.

Discussion

Based on the results of simple linear regression analysis, a significance value of $0.000 < 0.05$ with a regression coefficient of 0.806 was obtained. These results show that the leadership of the principal has a positive and significant effect on teacher performance. Statistically, a positive coefficient direction indicates that any improvement in the quality of the principal's leadership tends to be followed by an improvement in teacher performance. In other words, the research hypothesis that states the influence of the principal's leadership on teacher performance is acceptable. These findings show that the leadership of the principal is a relevant variable in explaining the variation in teacher performance at the research site.

The determination coefficient value (R^2) of 0.869 showed that 86.9% of the variation in teacher performance could be explained by the principal's leadership, while the remaining 13.1% was influenced by other factors outside the research model. Analytically, this figure indicates that the regression model has a strong clear force. This means that changes in teacher performance scores in this study are mostly related to changes in the principal's leadership variables. However, the existence of the remaining percentage outside the model still shows that teacher performance is a multidimensional phenomenon that is not only influenced by one factor.

The results of the linearity test show a value *Deviation from Linearity* by 0.412 (>0.05), which means that the relationship between the principal's leadership variable and teacher performance meets the linearity assumption. With this assumption being fulfilled, the use of simple linear regression analysis is considered

appropriate to explain the relationship between the two variables. In addition, the normality test produced a significance value of 0.329 (>0.05), so that the data was declared to be normally distributed. The fulfillment of the assumptions of normality and linearity strengthens the validity of the statistical model used in this study (Ulum et al., t.t.).

Theoretically, the results of this study support the view that school principals function as educators, managers, administrators, supervisors, leaders, innovators, and motivators in school organizations (Ridho, 2019). These functions have direct implications for teachers' work behavior, especially in terms of discipline, responsibility, motivation, and work commitment. When the principal is able to carry out the leadership function effectively, teachers tend to show better work performance. Therefore, conceptually, the findings of this study are in line with the theory of education management which places leadership as the main instrument for improving the quality of schools.

This finding can also be explained through the transformational leadership theory put forward by Burns and Bass, where leaders who are able to provide inspiration, motivation, individual attention, and example will encourage subordinates to work more optimally. In the school context, a principal who is able to build good interpersonal relationships and provide clear direction will create a positive work climate for teachers. These conditions have the potential to increase work morale, teaching creativity, and teachers' professional responsibilities (Andini & Putri, n.d.)

When compared to previous research, the results of this study strengthen the finding that the leadership of school principals is an important factor in improving teacher performance. (Raberi et al., 2020) It was found that the leadership of the principal contributed 17.81% to teacher performance. The findings show that although they are influential, there are other factors that also determine teacher performance, such as work motivation, teaching experience, and the school organizational environment. Furthermore, (Zega, 2025) reported that the leadership of the principal had an effect of 25.2% on teacher performance, which confirms that the quality of leadership has a real relationship with the productivity of educators.

In addition, a number of other studies have also shown similar tendencies. Research (Aisyahrani et al., 2023) stating that school principals who are able to implement academic supervision, effective communication, and continuous coaching tend to produce teachers with better performance. Meanwhile, research (Rusmawati, n.d.) emphasized that in schools that are in areas with limited resources, the leadership of the principal is a strategic factor in maintaining organizational stability and improving teacher work discipline. Thus, the results of this study are in line with various previous studies that place the leadership of school principals as an important determinant in education management.

The difference in the amount of contribution between this study and the previous study shows that the influence of the principal's leadership is contextual. The contribution value of 86.9% in this study is relatively higher than the previous study. This can be influenced by sample characteristics, school institutional conditions, respondent homogeneity, work culture, and the context of the research area. In schools with a relatively limited number of teachers and a simple organizational structure, the role of the principal tends to be more dominant because the working relationship takes place more directly and intensively. In contrast, in schools with more complex organizations, the influence of leadership can be spread along with other factors.

Empirically, the high contribution of the principal's leadership in this study can be understood because the location of the research is in elementary schools in areas with limited resources. In such conditions, the principal plays a central role as an organizational driver, decision-maker, as well as a controller of the effectiveness of teachers' work. When resources are limited, leadership quality becomes a factor that increasingly determines the success of schools in achieving educational goals.

Thus, the analysis of the results of the study confirms that the leadership of school principals is not only statistically related to teacher performance, but also has practical meaning in school management. Improving the leadership competence of school principals through managerial training, academic supervision, and strengthening organizational communication needs to be carried out on an ongoing basis so that the impact on teacher performance can continue to be improved.

Conclusion

Based on the results of the study, it can be concluded that the leadership of the principal has a positive and significant effect on teacher performance at SDN 15 Rio Pakava and SDN 8 Rio Pakava, Rio Pakava District, Donggala Regency. The results of the simple linear regression test showed a significance value of $0.000 < 0.05$ with a regression coefficient of 0.806, indicating that the better the principal's leadership, the better the teacher performance. Descriptively, both variables were categorized as good, which reflects that the principals have been able to carry out their leadership functions effectively, while teachers have demonstrated adequate professional performance in implementing learning activities.

The coefficient of determination (R^2) value of 0.869 indicates that principal leadership contributed 86.9% to the variation in teacher performance, while the remaining 13.1% was influenced by other factors outside the scope of this study, such as work motivation, professional competence, teaching experience, organizational culture, and school work environment. These findings confirm that leadership is a strategic component in improving educational quality, particularly in schools located in areas with limited resources. This study contributes theoretically by strengthening transformational leadership theory within the context

of elementary education management, especially in rural and resource-constrained schools. Practically, the findings provide recommendations for educational stakeholders and policymakers to strengthen principal leadership competencies through continuous managerial training, academic supervision programs, and effective organizational communication in order to enhance teacher professionalism and school performance.

However, this study also has several limitations. First, the research was conducted only in two public elementary schools with a relatively small number of respondents, so the generalization of findings to broader educational contexts should be undertaken cautiously. Second, this study focused only on the influence of principal leadership on teacher performance and did not comprehensively examine other variables that may also affect teacher performance, such as teacher motivation, job satisfaction, organizational climate, or professional development opportunities. Third, the use of a quantitative approach with questionnaire-based instruments may not fully capture the deeper dynamics of leadership practices and teacher behavior in daily school activities. Therefore, future studies are recommended to involve larger samples, include additional influencing variables, and combine quantitative and qualitative approaches in order to obtain a more comprehensive understanding of the relationship between school leadership and teacher performance.

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