

The Influence of School Principals' Leadership on Teacher Job Satisfaction

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Abstract: This study aims to analyze the influence of principal leadership on teacher job satisfaction at MTs Negeri 3, Donggala. The research employed a quantitative approach with a causal associative design. The population consisted of 27 teachers, all of whom were selected as research participants using a saturated sampling technique. Data were collected through questionnaires, observations, and documentation. Instrument validity and reliability were tested before conducting statistical analysis using SPSS 26. The analysis included descriptive statistics, normality tests, linearity tests, simple linear regression, t-tests, and coefficient of determination tests. The results revealed that principal leadership had a positive and significant effect on teacher job satisfaction, indicated by a significance value of 0.010 (<0.05) and a regression coefficient of 0.605. Furthermore, the coefficient of determination (R^2) was 0.239, showing that principal leadership contributed 23.9% to teacher job satisfaction, while the remaining 76.1% was influenced by other factors not examined in this study. These findings indicate that effective leadership practices, including communication, motivation, supervision, and interpersonal support, play an important role in enhancing teachers' job satisfaction. However, teacher job satisfaction is also affected by broader organizational factors such as work environment, professional development opportunities, welfare, organizational culture, and institutional support. Therefore, improving teacher job satisfaction requires a comprehensive approach that integrates leadership development with organizational improvement strategies within the madrasah context.

Keywords: Principal Leadership, Teacher Job Satisfaction, Educational Leadership, Madrasah Management, Teacher Performance

Abstract: Penelitian ini bertujuan untuk menganalisis pengaruh kepemimpinan kepala madrasah terhadap kepuasan kerja guru di MTs Negeri 3 Donggala. Penelitian menggunakan pendekatan kuantitatif dengan desain asosiatif kausal. Populasi penelitian berjumlah 27 guru dan seluruhnya dijadikan sampel melalui teknik sampling jenuh. Data dikumpulkan menggunakan angket, observasi, dan dokumentasi. Sebelum analisis dilakukan, instrumen penelitian diuji validitas dan reliabilitasnya. Analisis data menggunakan SPSS 26 meliputi statistik deskriptif, uji normalitas, uji linearitas, regresi linear sederhana, uji t, dan uji koefisien determinasi. Hasil penelitian menunjukkan bahwa kepemimpinan kepala madrasah berpengaruh positif dan signifikan terhadap kepuasan kerja guru dengan nilai signifikansi sebesar 0,010 ($<0,05$) dan koefisien regresi sebesar 0,605. Selain itu, nilai koefisien determinasi (R^2) sebesar 0,239 menunjukkan bahwa kepemimpinan kepala madrasah memberikan kontribusi sebesar 23,9% terhadap kepuasan

kerja guru, sedangkan 76,1% lainnya dipengaruhi oleh faktor-faktor lain yang tidak diteliti dalam penelitian ini. Temuan ini menegaskan bahwa praktik kepemimpinan yang efektif, seperti komunikasi yang baik, motivasi, supervisi, dan dukungan interpersonal, memiliki peran penting dalam meningkatkan kepuasan kerja guru. Namun demikian, kepuasan kerja guru juga dipengaruhi oleh faktor organisasi yang lebih luas, seperti lingkungan kerja, kesempatan pengembangan profesional, kesejahteraan, budaya organisasi, dan dukungan institusi. Oleh karena itu, peningkatan kepuasan kerja guru memerlukan pendekatan yang komprehensif melalui penguatan kepemimpinan dan perbaikan sistem organisasi madrasah secara berkelanjutan.

Kata Kunci: *Kepemimpinan Kepala Madrasah, Kepuasan Kerja Guru, Kepemimpinan Pendidikan, Manajemen Madrasah, Kinerja Guru.*

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Introduction

Improving the quality of education is one of the strategic agendas in human resource development. The success of education implementation is determined not only by the availability of facilities and curriculum, but also by the quality of the human resources involved, especially teachers (Harun & Masrufa, 2023). Teachers are the primary actors in the learning process, playing a role in planning, implementing, and evaluating learning activities. Therefore, efforts to improve the quality of education need to be supported by increasing teacher job satisfaction because job satisfaction is closely related to work motivation, organizational commitment, productivity, and teacher performance in carrying out their professional duties (Sihotang et al., 2022)

In the context of education management, teachers' job satisfaction is influenced by various factors, both individual and organizational (Azizah et al., 2025). One of the organizational factors that plays an important role is the leadership of the principal. The principal not only functions as an education administrator but also as a leader who is responsible for creating a conducive work environment, providing motivation, building organizational communication, and developing teacher professionalism. According to (Mansur & Mirrota, 2023) Effective school principals can carry out their functions as educators, managers, administrators, supervisors, leaders, innovators, and motivators so that they can improve the quality of teachers' work and the effectiveness of school organizations (Ayumi & Nasution, 2025).

The study of the relationship between the principal's leadership and teachers' job satisfaction has continued to grow in the past decade. (Andinus Yanengga et al., 2026) It shows that the participatory leadership of school principals has a positive effect on teacher job satisfaction through increasing teacher involvement in decision-making. Research Anwar et al., (2026) found that principal leadership support contributes to teachers' psychological well-being and job satisfaction. Furthermore,

(Rozalinda & Asbupel (2026a) report that the transformational leadership of school principals has a significant influence on improving teacher job satisfaction. Hasanah (Febrina Subagia et al., 2019) found that principals' leadership, clinical supervision, organizational culture, and work motivation simultaneously affected teacher job satisfaction. Research (Sutomo & Ngasbun Egar, 2025) It shows that the leadership of the principal has a positive and significant effect on teacher job satisfaction through effective organizational communication and work motivation. In the same year, , through a meta-analysis study, it was concluded that the principal's leadership is one of the main predictors of teacher job satisfaction. Research (Zulfah, 2023a) shows that the principal's leadership affects teachers' job satisfaction along with work environment factors and work motivation. Meanwhile, Slamet Riyadi, (2025) emphasized that the transformational leadership of school principals has a positive contribution to teacher job satisfaction at various levels of education.

Although these studies show a positive relationship between principal leadership and teacher job satisfaction, the results of existing studies still show variations on the magnitude of the influence of principal leadership on teacher job satisfaction. Some studies place leadership as the dominant factor, while other studies show that the work environment, organizational culture, work motivation, and reward system have a greater influence. These diverse findings show that there is an empirical gap that still needs further testing, especially in the context of madrasas that have different organizational culture and management system characteristics from public schools.

The gap is strengthened by preliminary research data obtained through observations and preliminary interviews at MTs Negeri 3, Donggala. The results of interviews with several teachers show that the principal's support for teacher professional development, performance awards, and organizational communication is still not optimal. In addition, the results of observations show that the involvement of some teachers in professional development activities and learning innovations is still relatively low. These preliminary findings indicate potential problems related to teacher job satisfaction. However, the relationship between the principal's leadership and teachers' job satisfaction in the context of the madrasah has never been empirically tested using a quantitative approach and therefore requires further research.

This study seeks to close this gap by empirically examining the influence of school principals' leadership on teacher job satisfaction at MTs Negeri 3, Donggala. In contrast to previous studies that generally placed the principal's leadership as one of the variables in a model that involved many organizational factors, this study specifically focused on testing the strength of the direct relationship between the principal's leadership and teachers' job satisfaction in the context of state madrasas. Thus, the contribution of this research does not lie in the use of leadership indicators

that have become a standard in the study of education management, but in the provision of empirical evidence regarding the leadership role of school principals in increasing teacher job satisfaction in the madrasah environment which has its own organizational characteristics. The results of this research are expected to enrich the study of Islamic education management as well as become the basis for policy-making in improving the quality of educational leadership.

Based on this description, this study aims to analyze the influence of school principals' leadership on teacher job satisfaction at MTs Negeri 3 Donggala. Theoretically, this research is expected to enrich the development of education management science, especially related to educational leadership and teacher job satisfaction. Practically, the results of the research are expected to be evaluation material for school principals and education policy makers in designing strategies to increase teacher job satisfaction through strengthening effective leadership practices.

Methods

This study examines the impact of principals' leadership on teacher job satisfaction in MTsN 3 Donggala using quantitative methodology and causal associative design. The principal's leadership (X) was an independent variable in this study, while teacher job satisfaction (Y) was a dependent variable. A total of 27 MTsN 3 Donggala teachers formed the research population. The entire population was used as a research sample because the method used was saturated sampling (Pantan et al., 2021). Likert-scale questionnaires, observations, and documentation are used to collect data. First, the validity and reliability of the research instruments were examined. After that, SPSS is used to analyze the data using descriptive and inferential statistics. To ensure the impact of the principal's leadership on teacher job satisfaction, the analysis test includes the t-test, the linearity test, the normality test, and the basic regression analysis.

Results And Discussion

Results

Based on the results of the analysis conducted using SPSS Statistic 26 software related to the influence of madrasah head leadership on teacher job satisfaction, the following research results were obtained:

Table 1. Test of the Validity of the Leadership Variables of Madrasah Heads

Item	r-count	r-table	Remarks
1.	0,811	0,404	Valid
2.	0,704	0,404	Valid
3.	0,721	0,404	Valid
4.	0,771	0,404	Valid
5.	0,609	0,404	

6.	0,728	0,404	Valid
7.	0,609	0,404	Valid
8.	0,683	0,404	Valid
9.	0,790	0,404	Valid

Table 2. Summary of the Validity Test of the Leadership Variables of Madrasah Heads

Variable	Item	Item Valid	Valid Percentage
Leadership of Madrasah Head (X)	9	9	100%

Based on Tables 1 and 2. It is known that the r-calculated value for variable X (Madrasah Head Supervision) > the r-table value, which is 0.404. Therefore, it can be concluded that all question items in variable X (Leadership of Madrasah Heads) are declared valid (100%) and suitable for use in research.

Table 3. Test the Validity of Teacher Job Satisfaction Variables

Item	r-count	r-table	Remarks
1.	0,592	0,404	Valid
2.	0,716	0,404	Valid
3.	0,740	0,404	Valid
4.	0,782	0,404	Valid
5.	0,735	0,404	Valid
6.	0,726	0,404	Valid
7.	0,857	0,404	Valid
8.	0,636	0,404	Valid
9.	0,726	0,404	Valid
10.	0,611	0,404	Valid
11.	0,750	0,404	Valid
12.	0,796	0,404	Valid
13.	0,526	0,404	Valid
14.	0,725	0,404	Valid
15.	0,658	0,404	Valid

Table 4. Summary of the Validity Test of Teacher Job Satisfaction Variables

Variable	Item	Item Valid	Valid Percentage
Teacher Job Satisfaction (Y)	15	15	100%

The results of the analysis in tables 3 and 4 were obtained that the results of the calculation of r variable Y (Teacher Job Satisfaction) > r-table = 0.404. Therefore, it can be concluded that all question items on variable Y (Teacher Job Satisfaction) are declared valid and suitable for use as a data collection tool in research.

Table 5. Reliability Test Results

Variable	Cronbach's Alpha	N of Item
Leadership of Madrasah Head (X)	0,960	8
Teacher Job Satisfaction (Y)	0,917	15

If the Cronbach Alpha value of a variable > 0.60 , then that variable is considered reliable. Based on the analysis in table 5. The reliability test on variable X (Leadership of the Head of Madrasah) showed that the 8 statements in the questionnaire all showed reliability as evidenced by the results of Alpha Cronbach's calculations, which was 0.960, exceeding the standard number set, which was 0.6, then all statements on variable X were acceptable and considered reliable. Furthermore, the variable Y (Teacher Job Satisfaction) with 15 questionnaire statements is also considered reliable with the result of Cronbach's Alpha calculation of 0.917 which also exceeds the standard number of 0.6, so it can be concluded that all statements are acceptable.

Table 6. Descriptive Statistical Analysis Results
Descriptive Statistics

Variable	N	Minimum	Maximum	Maen	Std. Deviation	Variance
Principal's Leadership (X)	27	31	40	36,07	3,050	9,302
Teacher Job Satisfaction (Y)	27	56	71	61,81	3,773	14,234

In table 6, it is known that the amount of data is 27, with the following details: the minimum score in the leadership of the head of the madrasah is 31, while in the job satisfaction of the teacher is 71. Then the maximum score on the leadership of the head of the madrasah is 40, and on the job satisfaction of the teacher is 71. The average or mean of madrasah head leadership data is 36.07, and the average of teacher job satisfaction data is 61.81. Next is the standard deviation in the leadership variable of madrasah heads of 3,050 with a variance of 9,302, and the variable of teacher job satisfaction has a standard deviation of 3,773 with a variance of 14,234.

Table 7. Normality Test Results

Variable	N	Sig.	Remarks
Research Data	27	0,148	Normal

The Normality Test is the first step in regression testing to determine whether the residual data in the model has a normal distribution. Normal residue distribution is one of the important assumptions in linear regression analysis (Irrawati & Mukaramah, 2024)

Based on table 7 above, the value of $\text{sig} = 0.148 > 0.05$ is obtained. Therefore, it is concluded that the data are distributed normally and have met the assumption of normality due to the significance value of Kolmogrov-Smirnov > 0.05 .

Table 8. Variable Linearity Test X and Y

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
Leadership of the Head of Masrasah Satisfaction Teacher's Work	Between	(Combined)	118,185	10	11,819	1,529	0,217
	Groups	Linearity	57,892	1	57,892	7,490	,015
		Deviation from Linearity	60,293	9	6,699	,867	0,572
	Within Groups		123,667	16	7,729		
Total			241,852	26			

The significance value for Deviation from Linearity is 0.572 based on the findings of the linearity test. The relationship between variables X and Y is considered linear because this value is higher than 0.05. As a result, there is a linear relationship between the two variables.

Table 9. Simple Linear Regression Test Results

		Coefficient				
		Unstandardized Coefficients		Standardized Coefficients		
Models		B	Std. Error	Beta	t	Sig.
1	(Constant)	39,983	7,810		5,119	,000
	Principal's Leadership	0,605	,216	,489	2,805	,010

The main objective of this test is to ascertain whether independent variables, either independently or partially, have a statistically significant impact on dependent variables.

A significance value of 0.010, which is less than 0.05, is generated based on the findings of the t-test, showing that variable X has a substantial influence or relationship with variable Y. The two variables have a positive relationship, as shown by the regression coefficient of 0.605.

Table 10. Determination coefficient test results

Model Summary

Models	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,489a	0,239	0,209	3,356

a. Predictors: (constant), Leadership of Madrasah Heads

b. Dependent Variable: Teacher Job Satisfaction

Table 8 shows the relationship between the two variables, as shown by the value of the determination coefficient (R) of 0.489. Meanwhile, 23.9% of teachers' job satisfaction was due to the principal's leadership, according to the R Square value of 0.239. Other variables that were not included in this study had an influence on the remaining 76.1%.

Discussion

The results of the study showed that the leadership of the principal had a positive and significant effect on the job satisfaction of teachers at MTs Negeri 3 Donggala. This finding is evidenced by a significance value of 0.010 which is smaller than 0.05 and a regression coefficient of 0.605. These results show that the better the principal's leadership, the higher the teacher's job satisfaction level. On the other hand, if the quality of leadership decreases, teachers' job satisfaction has the potential to decrease. These findings indicate that school principals have a strategic role in creating a work environment that supports teachers' comfort and morale.

Theoretically, the results of this study support the view (Indriawati et al., 2022) which states that the principal functions as an educator, manager, administrator, supervisor, leader, innovator, and motivator. Through this function, the principal is not only responsible for the management of school administration, but also plays a role in building interpersonal relationships, providing motivation, and creating a conducive work environment for teachers. When teachers receive adequate support, direction, and appreciation from the principal, they tend to have a positive perception of their work so that their job satisfaction levels increase.

The findings of this study are also in line with the theory of job satisfaction (Juslias & Erick Karunia, 2026) which explains that job satisfaction is influenced by various aspects of the organization, including relationships with superiors. In the context of MTs Negeri 3 Donggala, the principal is a central figure who interacts directly with teachers in the implementation of daily tasks. Therefore, the quality of the principal's leadership affects how teachers view their work environment, get professional support, and feel appreciated for the performance that has been done.

The results of this study reinforce the findings (Ratnawati, 2025) which states that the leadership of the principal makes a positive contribution to teacher job satisfaction through supervision practices, work motivation, and organizational

support. These findings are also in line with research (Zulfah, 2023) which shows that the leadership of the principal has a significant effect on teacher job satisfaction through effective communication and the ability to build harmonious working relationships. In addition, the meta-analysis study (Rozalinda & Asbupel, 2026b) emphasized that the leadership of school principals is one of the main predictors that is consistently related to teacher job satisfaction at various levels of education.

However, the findings of this study show that the leadership of school principals only contributes 23.9% to teacher job satisfaction. The amount of contribution indicates that the leadership of the principal does play an important role, but it is not the only factor that determines the job satisfaction of teachers. The determination coefficient value of 0.239 indicates that most of the variation in teacher job satisfaction, which is 76.1%, is influenced by other factors that were not studied in this study.

The findings are interesting to analyze further because they show that improving the quality of principal leadership does not necessarily automatically result in an increase in optimal teacher job satisfaction. In the context of MTs Negeri 3 Donggala, the results of observations and interviews show that teachers do not only consider the quality of the principal's leadership in assessing their job satisfaction. Some other aspects that often appear in interviews are the availability of learning facilities, opportunities to participate in training and professional development, relationships between colleagues, the burden of learning administration, and appreciation for teacher performance.

This condition can explain why the principal's leadership contribution only reaches 23.9%. Teachers basically work in complex organizational systems. Although the principal is able to carry out the leadership function well, the job satisfaction of teachers is still influenced by the conditions of the wider work environment. For example, teachers who receive support from school principals but face limited learning facilities or high administrative burdens may still experience suboptimal levels of job satisfaction. In other words, effective leadership is an important condition, but it is not enough to explain the overall work experience of teachers.

In addition, the characteristics of madrassas also need to be considered in interpreting these findings. In contrast to public schools, madrasahs have additional responsibilities in integrating general education and religious education. This condition can increase the complexity of teachers' duties, both in terms of learning and administration. Therefore, teachers' job satisfaction in madrasahs is not only influenced by the relationship with the principal, but also by the demands of the job, religious commitment, the culture of the madrasah organization, and the institutional support available.

The results of this study show that the approach to improving teacher job satisfaction cannot only focus on strengthening the leadership of school principals. Efforts to increase teacher job satisfaction need to be carried out comprehensively through improving the work environment, sustainable professional development, improving teacher welfare, strengthening a positive organizational culture, and providing adequate facilities and infrastructure. Thus, the leadership of the principal needs to be positioned as one of the important factors in the broader system that together shape the level of teacher job satisfaction.

Scientifically, these findings contribute to the development of Islamic education management studies by showing that the influence of school principal leadership on teacher job satisfaction in the context of madrasah is significant but not dominant. These findings expand on the results of previous research that tended to emphasize the importance of principals' leadership without explaining in depth the limitations of their contributions. Therefore, further research is recommended to develop a more comprehensive model by including other variables such as work motivation, organizational culture, work environment, organizational commitment, teacher welfare, and school climate so that a more complete understanding of the factors that affect teacher job satisfaction in the madrasah environment is obtained.

Conclusion

In MTsN 3 Donggala, teachers' job satisfaction was positively and significantly influenced by the leadership of the principal, with a contribution of 23.9% and a significance value of 0.010. One of the study's main conclusions is that principals' ability to build communication, motivate staff, supervise, and foster positive interpersonal relationships has a greater impact on teacher job satisfaction than administrative or workspace factors. An interesting finding from this study is that teachers' enthusiasm and comfort at work are strongly influenced by principals' attention to their emotional and professional needs. This conclusion was only proven after collecting and analyzing data in the field. In Islamic education, leadership prioritizes personal relationships, moral principles, and exemplary behavior in addition to achieving organizational goals. Principals must be able to set an example for teachers and students in their attitudes, actions, and communication because they are educational leaders. Building harmonious interpersonal relationships, inspiring others, and fostering a family-like work environment are all signs of good leadership.

By supporting previous studies that found that principals' leadership affects teacher job satisfaction, this study advances scientific understanding. The educational leadership hypothesis, which views principals as key players in building a supportive and effective work environment, is reinforced by this study. The study not only validates previous findings but also offers a new perspective on Islamic education management, particularly in terms of state junior high schools

(madrasah tsanawiyah) in the region. The study is innovative because it focuses on teacher job satisfaction as a key variable that is directly influenced by the principal's personality, managerial, supervision, and social skills. As a result, the study expands on the idea that the effectiveness of principals' leadership is determined not only by the school's administrative achievements but also by their capacity to improve teachers' job satisfaction, which is an important element in raising educational standards.

One of the drawbacks of the study was the limited sample size – only 27 teachers from MTsN 3 Donggala were included. This implies that the findings cannot be applied to other madrasahs or schools with different characteristics. In addition, the condition of principals' leadership and teachers' job satisfaction at other levels of education were not reflected in this study because they were limited to one location and school level. In addition, because this study only uses quantitative methodologies, it cannot delve deeper into the dynamics, experiences, and views of teachers' working relationships. To gain a deeper understanding of the impact of principals' leadership on teacher job satisfaction, further research is expected to use mixed techniques or qualitative approaches, larger samples, more locations, and different levels of education. The quality of school administration and teacher welfare can be improved by developing more appropriate and successful education policies by using more thorough and complete research findings.

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