



Connection Leadership Head School, Teacher Discipline, and Teacher Responsibility for Teacher Performance

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Abstract

Penelitian ini bertujuan untuk melihat pengaruh Kepemimpinan Kepala Sekolah, Disiplin Guru, dan Tanggung Jawab Guru terhadap kinerja guru. Peneliti menggunakan pendekatan kuantitatif *ex post facto*. Penelitian ini dilakukan pada bulan Juni 2025 selama tahun ajaran 2025. Populasi penelitian adalah seluruh guru sekolah dasar di Kecamatan Halangonan Timur, Kabupaten Padang Lawas Utara, berjumlah 335 orang dari 31 sekolah dasar. Teknik pengambilan sampel yang digunakan adalah proportional random sampling. Teknik pengumpulan data menggunakan kuesioner. Uji validitas yang digunakan adalah validitas konstruk dan validitas isi. Pengujian validitas melibatkan pendapat ahli (penilaian ahli). Uji reliabilitas yang digunakan adalah Cronbach's alpha. Instrumen dianggap reliabel jika nilai Cronbach's alpha lebih besar dari 0,6. Analisis data yang digunakan untuk menguji hipotesis dalam penelitian ini adalah analisis regresi berganda. Kriteria hipotesis diterima jika signifikansi kurang dari 0,05. Hasil penelitian menunjukkan bahwa: 1) terdapat pengaruh kepemimpinan kepala sekolah terhadap kinerja guru sekolah dasar negeri, dengan nilai *t* sebesar 2,063 pada tingkat signifikansi 0,041; karena nilai signifikansi lebih kecil dari 0,05 ($0,041 < 0,05$), dan koefisien regresi memiliki nilai positif sebesar 0,126. 2) Terdapat pengaruh disiplin terhadap kinerja guru sekolah dasar negeri dengan nilai *t* sebesar 8,238 pada tingkat signifikansi 0,000, karena nilai signifikansi lebih kecil dari 0,05 ($0,000 < 0,05$), dan koefisien regresi memiliki nilai positif sebesar 0,396. 3) Terdapat pengaruh Tanggung Jawab Guru terhadap kinerja guru dengan nilai *t* sebesar 4,034 dengan tingkat signifikansi 0,000, karena nilai signifikansi lebih kecil dari 0,05 ($0,000 < 0,05$), dan koefisien regresi memiliki nilai positif sebesar 0,188. 4) Hasil pengujian memperoleh nilai *F* hitung sebesar 102,345 dengan signifikansi 0,000. Karena nilai signifikansi lebih kecil dari 0,05 ($0,000 < 0,05$), hipotesis yang menyatakan "Terdapat pengaruh kepemimpinan kepala sekolah, disiplin, dan tanggung jawab guru secara bersama-sama terhadap kinerja guru sekolah dasar di Kecamatan Halangonan Timur, Kabupaten Padang Lawas Utara" terbukti benar.

Kata kunci: Kepemimpinan Kepala Sekolah, Disiplin Guru, Tanggung Jawab Guru, Kinerja Guru.

Abstract

The study aims to see the influence of Principal Leadership, Teacher Discipline, and Teacher Responsibility on teacher performance. The researcher used an *ex post facto*, quantitative approach. The study was conducted in June 2025 during the 2025 academic year. The population was all elementary school teachers in East Halangonan District, North Padang Lawas Regency, totaling 335 people from 31 elementary schools. The sampling technique used was *proportional random sampling*. The data collection technique used a questionnaire. The validity test used construct validity and content validity. Validity testing involved expert opinions (*judgment experts*). The reliability test used *Cronbach's alpha*. The instrument is considered reliable if its *Cronbach's alpha* is greater than 0.6. The data analysis used to test the hypothesis in this study was multiple regression analysis. The hypothesis criteria were accepted if the significance was less than 0.05. The results of the study indicate that: 1) there is an influence of principal leadership on the performance of public elementary school teachers, with a *t*-value of 2.063 with a significance level of 0.041; because the significance value is smaller than 0.05

($0.041 < 0.05$), and the regression coefficient has a positive value of 0.126. 2) There is an influence of Discipline on the performance of public elementary school teachers with a t-value of 8.238 with a significance level of 0.000, because the significance value is smaller than 0.05 ($0.000 < 0.05$), and the regression coefficient has a positive value of 0.396. 3) There is an influence of Teacher Responsibility on teacher performance with a t-value of 4.034 with a significance level of 0.000, because the significance value is smaller than 0.05 ($0.000 < 0.05$), and the regression coefficient has a positive value of 0.188. 4) The test results obtained a calculated F value of 102.345 with a significance of 0.000. Because the significance value is smaller than 0.05 ($0.000 < 0.05$), the hypothesis that states "There is an influence of principal leadership, discipline, and teacher responsibility together on the performance of elementary school teachers in East Halangonan District, North Padang Lawas Regency.

Keywords: Principal Leadership, Teacher Discipline, Teacher Responsibility, Teacher Performance.

Introduction

Standard education has its own meaning, significant as an objective to improve the quality of education, frame a nation, enlighten the country, and form character and a dignified national civilization. One of the educational standards directly related to the quality of education, as indicated by graduate competencies, concerns educators and education personnel (Hasibuan et al., 2023; Hasibuan & Prastowo, 2019). This means that to achieve the desired graduate quality, the quality power of educators (Teachers) and the power of education (head of school, supervisors, laboratory assistants, librarians, and administrative staff) must be improved.

Teachers are one of the human components in the teaching and learning process and play a role in efforts to develop human potential in the development sector (Amelia, 2022). Because of that, the Wrong teacher, one element in field education, must play an active role and uphold his position as a professional staff member, in accordance with the demands of the public, which is more developed (Sardiman, 2005). In this case, teachers are not only instructors who transfer knowledge but also educators who transmit values and guides who help students learn.

One of the main conditions for improving education so that it can contribute to improving the quality of human resources (HR), namely, teachers and professional education staff, was interviewed with Global TV. Teacher performance is a teacher's ability to carry out actions in accordance with predetermined objectives, including planning teaching and learning programs, implementing the teaching and learning process, creating and maintaining optimal classrooms, controlling optimal learning conditions, and assessing learning outcomes.

Performance is critical in determining the quality of a person's work, including a teacher's.

According to Mangkunegara (2012), performance is the work results, in terms of quality and quantity, achieved by an employee in carrying out his duties in accordance with his responsibilities. The answer was given to him. Improving performance is the most crucial goal desired by both teachers and organizations. Organizations desire optimal teacher performance to enhance work results and organizational profits. According to Bangun (2012), teachers are interested in self-development and job promotion. To fulfill both of these desires, a sound performance management system is needed.

According to Sudarmanto (2013), many factors contribute to a teacher's superior performance, thus driving organizational success. Factors that can determine individual performance in the literature include work motivation, satisfaction with Work, discipline, commitment, leadership, participation, management functions, career direction, competence, organizational culture, system awards, and many more, based on previous research identifying factors that influence individual performance (Nor et al., 2023).

Successful performance achievement is inseparable from teachers' performance at Public Elementary Schools in East Halongonan District, North Padang Lawas Regency (PALUTA). Teacher performance can still be categorized as less than optimal in carrying out their role. This can be seen from several aspects, including teachers' attendance at school, the completeness of the plan, and the learning activities teachers engage in. Teacher performance can be influenced by the Principal's leadership factors, teacher responsibility in the learning process, and teacher discipline.

The first factor influencing teacher performance is the principal's leadership. The principal's success primarily determines educational success in schools. In managing the power of education available in schools (Ali & Susilawati, 2025). The head school is an educational component that influences teacher performance. The principal is responsible for organizing educational activities, school administration, developing other academic staff, and utilizing and maintaining facilities and infrastructure (Alkuhsyaeri et al., 2022; Putri et al., 2025).

Effective principal leadership will influence subordinates' participation in doing what is not quite enough to feel satisfied. It can work according to the context, namely being able to provide a vision, create a big picture, set clear and mutually agreed goals, monitor and analyze performance, and be able to develop the performance of followers, namely by providing direction and guidance, practice, and guide as well as give bait to come back (Sari, 2025). In this regard, the principal's leadership role is crucial for achieving competent teacher performance and establishing a school's vision and mission. However, according to researchers' observations, many principals still act in an authoritarian manner toward teachers, resulting in decreased or ineffective teacher motivation.

Factor second, which influences performance, the Teacher is disciplined. Discipline is a state of order in which members of a system are subject to regulations. There is with like heart (Alimuddin, 2022; Ana Sichatul Fitria & Limgiani Limgiani, 2024). Discipline is a condition formed through a process from a series of behaviors that demonstrate values of obedience, compliance, order, or discipline.

Discipline at work is essential for teachers. Therefore, discipline must be continuously instilled in teachers. Continuous instillation makes discipline a habit for teachers. People who are successful in their respective fields generally have a high level of discipline. Conversely, people who fail are usually undisciplined. Indeed, the issue of discipline is a concern for every human being. Discipline plays a vital role in guiding human life towards achieving their goals and success in work, because without discipline, a person has no benchmarks for what is good and what is bad in their behavior.

Problems with indiscipline often happen in school. No, A little violation conducted by teachers. The author's observations at the State Elementary School (SD) in Halangonan Timur District, North Padang Lawas Regency, indicate that several teachers have failed to fulfill their duties. This can be seen when teachers are not disciplined upon entering school. Still, several teachers have late school entry, no permission, or are absent. Second, when teaching participants, the Teacher does not prepare a lesson plan (RPP). Third, teachers do not use the provided teaching aids, so learning is perceived as very monotonous, and students feel bored. Given the problem's background, the writer is interested in researching the influence of leadership, discipline, and teacher responsibility on teacher performance. In this study, the factors that influence teacher performance are limited to three: performance, teacher-to-leadership headmaster, teacher discipline, and teacher responsibility.

Method

Ex post Facto is used in this study. *Ex post facto* research examines a process or event that has already occurred. The research method used is quantitative, i.e., based on the philosophy of positivism, and is used to research a specific population or sample (Adnan & Latief, 2020; Santoso & Madiistriyatno, 2021). The research was conducted in June 2025 during the 2025 academic year. The population was all elementary school teachers in Halangonan Timur District, North Padang Lawas Regency. According to school data, there are 335 elementary school teachers in Pagelaran District across 31 elementary schools. The sampling technique uses *proportional random sampling*, namely, a random sampling method that is proportional. Sample in study: This amounts to 182 teachers. Engineering collection data use questionnaire.

Test validity, use validity, construct validity, and validity content (*content validity*). Testing validity involving expert opinion (*judgment experts*). Reliability testing uses the *Cronbach's Alpha formula*. The instrument is considered reliable if *Cronbach's alpha* is greater than 0.6 (Afifah Aulia Zayrin et al., 2025; Amalia & Arthur, 2023). The analysis used to test the hypothesis in this study is multiple regression

analysis. The hypothesis criteria are accepted if the significance is less than 0.05.

Result and Discussion

Results

Test Prerequisite Analysis

Prerequisite testing was conducted before conducting the multiple linear regression analysis. The prerequisites for this study include normality, linearity, and tests for multicollinearity. Use the SPSS 22.00 help computer program for Windows. Results: The prerequisite analysis test is presented below.

Normality Test

Results of the normality test for each variable and the variables studied are presented in Table 1. Table 1 shows that all research variables have significance values greater than 0.05 ($sig > 0.05$), indicating that they are typically distributed.

Table 1. Results Normality Test

Variables	Sig	Note:
Leadership	0.378	Normal
Head School		
Teacher Discipline	0.599	Normal
Responsibility	0.185	Normal
Teacher		
Performance Teach	0.407	Normal

Test Linearity

Results summary test linearity served as follows:

Table 2. Results Linearity Test

Variables	Sig.	Note:
Leadership	0.247	Linear
Headmaster		
Teacher Discipline	0.549	Linear
Responsibility Teacher	0.129	Linear

The results of the linearity test in Table 2 show that all variables have significance values greater than 0.05 ($sig > 0.05$), indicating that all research variables are linear.

Multicollinearity Test

Results of the test for multicollinearity in the study's regression model. This is shown in Table 3. This:

Table 3. Results Multicollinearity Test

Variables	Tolerance	VIF	Conclusion
Leadership Head	0.312	3.209	No multicollinearity occurs
School			
Teacher Discipline	0.302	3.316	No happen multicollinearity
Responsibility Teacher	0.742	1.348	No happen multicollinearity

From Table 3, it is seen that all variables have a tolerance of 0.1, And The VIF values are below 10, so it can be concluded that the regression model in this study does not exhibit multicollinearity.

Testing Hypothesis

This will discuss the results of the multiple regression analysis, which was conducted using SPSS 22.00 for Windows. Summary results analysis regression multiple can be seen in Table 4:

Table 4. Summary Results Analysis Regression Multiple

Variables	Coefficient Regression (b)	t-count	Sig.	Note:
Leadership Head	0.126	2.062	0.041	Significant
School				
Teacher Discipline	0.188	4.034	0.000	Significant
Teacher	0.396	8.238	0.000	Significant
Responsibilities				
Constant = 14,660				
R ² = 0.633				
F count = 102,345				
Sig. = 0.000				

The statistical results of the t-test for the principal leadership variable obtained a calculated t-value of 2.063 with a significance level of 0.041; because the significance value is smaller than 0.05 ($0.041 < 0.05$), And coefficient regression have mark positive as big as 0.126; so hypothesis which states that "There is an influence of principal leadership on the performance of elementary school teachers in East Halangonan District, North Padang Lawas Regency" is proven.

The statistical results of the t-test for the teacher discipline variable obtained a calculated t-value of 8.238 with a significance level of 0.000, because the significance value is smaller than 0.05 ($0.000 < 0.05$), and the regression coefficient has a positive value of 0.396. The hypothesis that "There is an influence of teacher discipline on the performance of elementary

school teachers in East Halangonan District, North Padang Lawas Regency" is supported.

The t-test for the Responsibility variable yielded a t-value of 4.034 with a significance level of 0.000, because the significance value is smaller than 0.05 (0.000<0.05) and the regression coefficient is positive (0.188). The hypothesis that "There is an influence of work motivation on the performance of elementary school teachers in East Halangonan District, North Padang Lawas Regency" is supported.

From the results, the mark F count is as high as 102,345, with a significance of 0.000. Because the significance value is smaller than 0.05 (0.000<0.05), the hypothesis, which states "There is influence leadership, head school, discipline, and joint responsibility of teachers towards the performance of elementary school teachers in East Halangonan District, North Padang Lawas Regency" is proven.

Results: test R2 on the study. This obtained a mark of 0.633. Matter This shows that teacher performance is influenced by principal leadership, teacher discipline, and teacher responsibility by 63.3%, while the remaining 36.7% is influenced by other factors not included in this study.

Discussion

Influence the Leadership Head of the School on Teacher Performance

The results of this study indicate that principal leadership influences the performance of elementary school teachers in East Halangonan District, North Padang Lawas Regency. The first factor influencing teacher performance is principal leadership. (*leadership*) *There* is a connection between somebody and a person. On the other hand, leaders can influence others to work together on related tasks to achieve desired goals. The principal is a central figure in improving school education quality. The success or failure of an educational institution, particularly an educational unit, is greatly influenced by the principal's competence.

The principal's orientation as a leader is very much in line with the school's mission as an open and *Agent of Change*, which is where the school excels. Innovative, aspirational, and responsive to current developments. Principals have broader authority in managing schools, requiring a comprehensive understanding of school management. Strong managerial skills

make schools efficient. However, without effective leadership, principals will become tough managers and use their power arbitrarily, with little regard for moral, ethical, and social considerations. It must be remembered that principals, as leaders, must adhere to the primary principle when carrying out their duties: that people are more important than inanimate objects.

Leadership is a behavioral norm that a leader uses to influence others' behavior. This behavioral norm is applied through actions within leadership activities to achieve organizational goals through others. Principal leadership significantly influences working conditions. Policies, social influence with teachers and students, and actions in formulating various policies also impact teacher performance. Performance is the feeling of encouragement that teachers desire in their work. Therefore, a positive relationship between principal leadership and elementary school teacher performance is suspected. It can also be said that the better the principal's leadership, the better the teacher's performance.

The results of this study support the research of Chen (2017) entitled "Exploring Differences from Principals' Leadership and Teachers' Teaching Performances in Public and Private Schools ". The results of the study indicate that the same leadership styles adopted by public and private schools have different functions. Instructional leadership and the principal's delegative leadership can more effectively influence teacher teaching performance, while instructional leadership is slightly more effective. More effective than a leadership delegation. Although this leadership, the principal's structure-oriented approach has a positive influence on teacher performance.

Influence the Discipline Teacher on the Performance of the Teacher

The study's results show that discipline influences the performance of public elementary school teachers in East Halangonan District, North Padang Lawas Regency. The second factor that influences performance is discipline. Discipline Teacher is a condition of orderly and orderly manner that teachers have in working at school, without any violations that are detrimental. Good in a way, direct, and in a way,

not direct to self, Alone, Friend, and to the school as a whole.

Discipline in schools isn't just about attendance or tardiness. It's more about creating an environment where shared rules are respected, and anyone who breaks them is held accountable. Every violation of interest in general in schools must be punished educationally so that students understand that the value of discipline is not valuable for its own sake, but rather for a broader purpose: namely, the sake of stability and peace in living together.

Discipline is about attitude, behavior, and actions that, in accordance with company regulations, are both written and unwritten. Every teacher must be disciplined in carrying out the tasks assigned by the company. Discipline is not merely about accuracy, time, Teacher in the Work, and going home; it is about more than that. Discipline must be instilled in teachers to always comply with the school rules without feeling forced to do so.

The results of this study support the research of Akhtar & Iqbal (2017), who conducted a study titled "The Impact of Motivation on Teachers' Job Performance: A Case Study of a Public Sector University ." The results showed that work motivation significantly affects teacher performance.

The results of this study support the research of Eti Hadiati (2018) on "The Influence of Work Discipline on the Performance of MTs Teachers in Bandar Lampung City." The results of this study indicate that work discipline has a positive and significant effect on the performance of MT teachers throughout the city. Bandar Lampung, this shows that the coefficient of determination (R^2) is as high as 0.624 (62.4%). It means a strong influence of teacher discipline (X) on performance (Y), with 62.4% attributed to teacher discipline and 37.6% to other variables not examined in this study.

Influence Teacher Responsibilities on the Performance of Teachers

The study found that responsibility influences the performance of Public elementary school teachers in East Halangonan District, North Padang Lawas Regency. The third factor influencing teacher performance is teacher responsibility. A teacher's responsibility is the drive or interest to work because of the belief that their hopes or needs will be met through their work, thus optimizing their work efforts.

Teachers are responsible for creating a conducive learning environment and facilitating

students' learning. Teachers have a moral responsibility to ensure that students receive a quality and meaningful education. Teachers have a responsibility to improve their own professional qualities and ensure they possess the necessary competencies to teach. Teachers also have a responsibility to help students become good citizens and contribute to society.

The teacher's responsibility is the driving force behind the desire to carry out activities and actions to accomplish tasks, as a Teacher who implemented systematic, over-and-over-again, *continued*, and *progressive* methods to achieve the objective. Construct variables. This, which has developed an indicator, is a dimension of intrinsic and extrinsic factors. The indicator from the dimensions intrinsic is awareness, needs, and expectations. Indicators of the extrinsic dimension are praise, punishment, and rules. Teacher work motivation factors include: belief in the achievability of expectations (*expectancy*), interest in the work (*valence*), and work effort (*instrumentality*).

A high level of teacher responsibility is desirable for every organization. Teachers who demonstrate responsibility perform optimally in completing assigned tasks and fulfilling their duties. Organizational leaders must address teachers' motivational factors. A decrease in teacher responsibility negatively affects their performance, thereby indirectly undermining organizational stability. According to McClelland in Mangkunegara (2012), "There is a positive relationship between achievement motives and performance achievement".

According to Wigfield et al. (2004), Responsibility refers to the motivation determined by concern or pleasure in work. That Alone, more far away, is in the person than concentrating on strength outside or on desire for rewards. Intrinsically motivated employees tend to perform their tasks with enthusiasm. They also tend to explore methods to maximize their talents and abilities. Extrinsic motivation, on the other hand, refers to environmental influences that influence a person to engage in certain behaviors. It originates from outside the individual. Presenting money, cash, or a position and the threat of punishment as the consequences of bad behavior is an example of extrinsic motivation. Competition is also external support, a form of external motivation, because it empowers players to succeed and beat others, not just to appreciate the regular rewards of movement. A cheering crowd and the desire to win prizes are also extrinsic motivations.

The results of this study support those of Roslena Septiana's (2013) study titled "The Influence of Principal Leadership and Responsibility on the Performance of Wonosari State Junior High School Teachers in 2013." The study's results indicate that principal leadership influences teachers' performance at Wonosari State Junior High School.

Influence Leadership, Head School, Discipline, Teachers, and Teacher Responsibilities on Teacher Performance

The results of this study indicate that principal leadership, teacher discipline, and teacher responsibility together influence the performance of elementary school teachers in East Halangonan District, North Padang Lawas Regency. Mangkunegara (2012) defines performance as the qualitative and quantitative results achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. A person's performance is a combination of ability, business, and chance, which can be assessed from their work results. In a way, definitive Bernardin and Russell in Assessment Work is evaluating ratio results, Work is real from quality and quantity standards produced by each employee.

The study's results show that teacher performance is influenced by three factors: principal leadership, teacher discipline, and teacher responsibility. The principal's leadership significantly influences the working environment. Policies, social influence with teachers and students, and their actions in implementing various policies also impact teacher performance. Meanwhile, teachers with high work motivation will perform optimally in completing each task and working effectively. With a whole but not reasonably sufficient answer aligned with the organization's work, teacher performance improves. Work discipline

is also needed to communicate policies to the organization, so they align with the latest set. Employees can be disciplined in their work, thereby improving teacher performance.

Conclusion

The conclusion of this study is, First, there is an influence of principal leadership on the performance of elementary school teachers in East Halangonan District, North Padang Lawas Regency with a calculated t value of 2.063 with a significance level of 0.041; because the significance value is smaller than 0.05 ($0.041 < 0.05$), And coefficient regression have mark positive as big as 0.126. Second, Discipline influences the performance of Public Elementary School teachers in East Halangonan District, North Padang Lawas Regency, with a calculated t-value of 8.238 and a significance level of 0.000, because the significance value is smaller than 0.05 ($0.000 < 0.05$). The regression coefficient is 0.396. There is an influence on the Teacher's responsibilities on the performance of the Teacher Public Elementary School in East Halangonan District, North Padang Lawas Regency, with a calculated t-value of 4.034 with a significance level of 0.000, because the significance value is smaller than 0.05 ($0.000 < 0.05$), and the regression coefficient has a positive value of 0.188. Apart from that, the test results showed that the F count reached 102,345, with a significance level of 0.000. Because the significance value is smaller than 0.05 ($0.000 < 0.05$), the hypothesis states "There is influence leadership head school, Discipline and collective responsibility of teachers towards the performance of elementary school teachers in East Halangonan District, North Padang Lawas Regency. Researchers also observed that school principals should optimize their leadership by being more innovative and aspirational. And responsive to the development era.

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