

# The Influence of Communication Skills and Conflict Management Skills of School Principals on Teacher Performance in Public Elementary Schools

**Nuraisyah Sitorus, Candra Wijaya, Fatkhur Rohman**

Universitas Islam Negeri Sumatera Utara Medan, Indonesia  
nasutionwahidaraihan@gmail.com, candrawijaya@uinsu.ac.id,  
muhammadfadhli@uinsu.ac.id

*Corresponding Author:* nasutionwahidaraihan@gmail.com

---

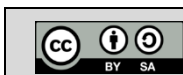
**Article History**      Received : Sept 17th 2024  
Revision : Nov 17th 2024  
Publication : Dec 30<sup>th</sup> 2024

---

## Abstract

This study addresses the suboptimal performance of teachers, which is influenced by the leadership style of school principals and the organizational culture within educational institutions. Effective leadership is essential, as principals should act as facilitators, motivators, and role models for their subordinates, fostering a positive work environment. This research aims to examine (1) the impact of leadership style on teacher performance, (2) the effect of organizational culture on teacher performance, and (3) the combined influence of leadership style and organizational culture on teacher performance in Islamic Boarding Schools in Southeast Aceh Regency. Using an ex-post facto research design, the study involved a population of 110 teachers from three Islamic Boarding Schools: Darul Azhar, Darul Iman, and Darul Amin. Saturated sampling was applied, including all members of the population. The findings show that (1) leadership style significantly and positively affects teacher performance, with a p-value of  $0.000 < 0.05$ , (2) organizational culture also positively and significantly influences teacher performance, with a p-value of  $0.00 < 0.05$ , and (3) both leadership style and organizational culture together contribute significantly to teacher performance, accounting for 98.8% of the variance.

**Keywords:** : Leadership Style, Organizational Culture, Teacher Performance



© 2024 by the authors.  
This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

## INTRODUCTION

Education is universally recognized as a critical determinant in shaping individual development and societal progress. The National Education System Law No. 20 of 2003 asserts that the role of education is not only to enhance cognitive abilities but also to foster the character and civilization of individuals. As stipulated in the law, national education should "develop abilities, character, and civilization with dignity in order to enrich the nation's life." The ultimate aim is to cultivate students who are not only knowledgeable but also virtuous, creative, healthy, independent, and responsible citizens who contribute meaningfully to democratic

society. Within this framework, the role of teachers is indispensable. Teachers are not merely conveyors of knowledge but also key figures in shaping the future by developing students' potential across various dimensions: intellectual, emotional, moral, and social. In this context, teachers are tasked with facilitating an environment where students can thrive, develop essential skills, and contribute to the broader societal goals outlined by the national educational mandate.

At the heart of educational success is the quality of teaching, which is inextricably linked to teacher performance. Research has repeatedly underscored the importance of teacher performance as a core determinant of student success (Darmadi, 2015). Teacher performance encompasses all aspects of the teaching process, including lesson planning, instructional delivery, student engagement, assessment, and feedback. A teacher's ability to foster a productive and motivating learning environment, where students are challenged intellectually and emotionally, is essential for achieving educational objectives. Karwati and Priansa (2014) highlight that effective teaching requires a balance across the cognitive, affective, and psychomotor domains, where teachers facilitate both the intellectual and character development of students. The extent to which these domains are integrated into teaching is a crucial measure of teacher effectiveness.

Factors influencing teacher performance are numerous and varied. Leadership style, organizational culture, work motivation, compensation, and professional development opportunities all interact to shape the effectiveness of teachers. Rorimpandey (2020) identified five key factors that significantly affect teacher performance: 1) work motivation, 2) leadership behavior in guiding subordinates, 3) leadership style, 4) organizational culture, and 5) incentives/compensation. Among these, leadership style and organizational culture are particularly influential in shaping the teaching environment. Effective leadership ensures that teachers are motivated, supported, and equipped with the necessary resources to perform at their best. Principals, as educational leaders, play a central role in creating conditions that foster both individual teacher development and overall school performance.

The influence of leadership on teacher performance has been well-documented in educational research. Principals who demonstrate clear instructional leadership can guide teachers toward more effective practices, which directly impacts student achievement. Mustafa and Ratnawati (2021) assert that the leadership style of the principal is a crucial determinant in enhancing the overall quality of teaching. Instructional leadership, which emphasizes support for teaching and the professional development of educators, is particularly critical. This approach involves setting high expectations for teaching, providing consistent feedback, and fostering a collaborative culture among educators. Soroño and Quirap (2023) reinforce this idea by showing that principals who engage in instructional leadership positively influence teacher performance. Leithwood and Sun (2019)

further emphasize that effective leadership is associated with clear goal-setting, resource allocation, and a collaborative school climate, all of which contribute to improved teacher performance.

In addition to leadership style, organizational culture plays a pivotal role in shaping the performance of teachers. A positive school culture promotes a sense of community, shared values, and mutual support, which are essential for motivating teachers and encouraging collaborative practices. Robbins (2010) notes that a strong organizational culture aligns the goals of all members of the educational institution, creating a unified and supportive environment that enables effective teaching. Rosadi and Pardimin (2019) found that organizational culture has a significant positive effect on teacher performance, with schools that foster a culture of respect, trust, and professional development yielding better educational outcomes. Sumual and Tanjung (2024) also argue that the principal's leadership style, combined with a positive organizational culture, directly impacts teacher performance, particularly in high school settings.

In Islamic boarding schools, where students often engage in both religious and secular education, these dynamics are even more critical. Situational leadership, which emphasizes adaptability and responsiveness to the needs of teachers and students, is especially relevant in this context. Hersey and Blanchard's (2010) Situational Leadership Theory suggests that effective leaders adjust their leadership approach based on the readiness and maturity of their followers. For instance, newer teachers may benefit from a more directive and supportive leadership style, while experienced teachers may require more autonomy and professional freedom. This flexibility in leadership can help create an environment where teachers are empowered to perform at their best.

The application of situational leadership in Islamic boarding schools is crucial, particularly in regions where leadership and organizational challenges persist. Research conducted in the Aceh Tenggara district of Indonesia highlights several challenges faced by school principals and teachers in Islamic boarding schools. These include insufficient leadership assertiveness, a lack of proactive support for teachers, and ineffective team coordination. In many cases, principals conduct minimal formal evaluations of teachers' performance, which limits their understanding of teaching practices and student outcomes. Furthermore, principals often fail to provide sufficient feedback or corrective actions to improve teacher performance, resulting in a less disciplined and less effective learning environment. These challenges emphasize the need for more robust leadership and a more cohesive organizational culture to enhance teacher performance in Islamic boarding schools.

This study aims to address these challenges by investigating "The Influence of Madrasa Principals' Leadership Style and Organizational Culture on Teacher Performance at Islamic Boarding Schools in Aceh Tenggara District." By exploring

the relationship between leadership style, organizational culture, and teacher performance, this research seeks to identify key factors that contribute to enhancing educational quality in these unique educational settings. It is hoped that the findings will offer actionable insights for improving leadership practices and organizational culture, ultimately leading to better teacher performance and student outcomes in Islamic boarding schools.

## **METHOD**

This study employs a quantitative research approach, which is a systematic investigation that focuses on collecting and analyzing numerical data to address specific research questions. Quantitative research aims to test predefined hypotheses and analyze relationships between variables using statistical methods (Luneto, 2021). In this research, a sample is selected through a random sampling technique, which ensures that every member of the population has an equal chance of being included in the study. The data is collected through structured research instruments, specifically designed to gather measurable and objective data related to the research questions.

The research method used in this study is *ex post facto*, a type of research design that investigates an event or phenomenon that has already occurred. *Ex post facto* research is retrospective in nature, tracing back through existing data to identify potential causes or influencing factors that might explain the event under study (Badrudin et al., 2020). This methodology is particularly useful for analyzing situations where the researcher cannot manipulate the independent variables, as the events or phenomena under investigation have already transpired. By analyzing the data and identifying the factors that preceded or influenced the event, this research aims to determine the variables that may have contributed to the outcome being studied.

The primary focus of this research is to understand the relationship between leadership style, organizational culture, and teacher performance in Islamic boarding schools. The study analyzes data from past events to determine how these variables interact and influence the overall performance of teachers in the context of educational leadership. The results will provide insights into the factors that affect teacher performance and help to guide future strategies for improving educational outcomes in similar institutions.

## RESULTS AND DISCUSSION

**Table 1:** Results of Regression Test of the Influence of Organizational Culture on Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.879	0.772	0.523	4.287

*Predictors: (Constant), Organizational Culture Dependent Variable: Performance*

Based on Table 1, the R value is 0.879, indicating the regression coefficient of organizational culture on performance. The R Square ( $R^2$ ) value is 0.772, meaning that organizational culture accounts for 77.2% of the variance in teacher performance. With the coefficients for organizational culture and performance identified, the next step is to conduct a significance test. This test aims to determine how much the variation in the independent variable explains the variation in the dependent variable through the significance level.

Below are the results of the t-test conducted to test the second hypothesis using SPSS 25:

**Table 2:** Results of the Second Hypothesis Test

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta		
1	(Constant)	7.943	1.112	7.142	0.000
X1	0.652	0.112	0.499	5.828	0.000
X2	0.454	0.078	0.497	5.806	0.000

*Dependent Variable: Y*

From Table 2, it is evident that the significance value (Sig.) for the leadership style variable (X2) is 0.000, with a t-value of 5.806. Since the significance value (Sig.) of 0.000 is less than the probability threshold of 0.05, it can be concluded that there is an effect of the organizational culture variable (X2) on teacher performance (Y), and thus Hypothesis H<sub>a2</sub> is accepted. The positive t-value indicates a positive effect between the organizational culture variable (X2) and the teacher performance variable (Y).

Following this, the regression results in the table show that the constant (a) is 7.943, and the coefficient for the organizational culture variable (b) is 0.454. Therefore, the linear regression equation formed is as follows:

$$\hat{Y} = a + bX_2 \text{ or } \hat{Y} = 7.943 (\text{Performance}) + 0.454 (\text{Organizational Culture})$$

The linear regression equation implies the following:

1. The constant value (a) is 7.943, meaning that if the organizational culture is 0, the baseline teacher performance is 7.943.
2. The regression coefficient for organizational culture (b) is 0.454 (positive), indicating that for every unit increase in organizational culture, teacher performance increases by 0.454, assuming other variables remain constant.

In other words, the better the organizational culture, the higher the teacher performance. Conversely, if the organizational culture deteriorates, teacher performance will likely decrease.

Next, to determine the multiple regression equation, please refer to the following table:

**Table 3:** Multiple Linear Regression Results

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta		
1	(Constant)	69.490	8.726	7.964	0.000
Gaya	0.783	0.127	0.063	0.651	0.000
Budaya	0.652	0.089	0.024	0.243	0.000

*Dependent Variable: Performance*

Based on the Coefficients Table, the regression values indicate that the constant (a) is 69.490, with the coefficient b1 for the leadership style variable being 0.783 and b2 for the organizational culture variable being 0.652. Thus, the multiple linear regression equation is as follows:

$$\hat{Y} = a + b_1X_1 + b_2X_2 \text{ or } \hat{Y} = 69.490 + 0.783 X_1 + 0.652X_2$$

This multiple linear regression equation can be interpreted as follows:

1. The constant value (a) is 69.490, meaning that if both leadership style and organizational culture have a value of 0, the baseline teacher performance score is 69.490.
2. The regression coefficient for leadership style (b1) is 0.783 (positive), indicating that for every unit increase in leadership style, teacher performance increases by 0.783, assuming other variables remain constant.
3. The regression coefficient for organizational culture (b2) is 0.652 (positive), meaning that for every unit increase in organizational culture, teacher performance increases by 0.652, assuming other variables remain constant.

## Discussion

### The Influence of School Leadership on Teacher Performance: A Comprehensive Discussion

School leadership plays a pivotal role in enhancing teacher performance, which ultimately impacts the quality of education within schools. Several studies have consistently demonstrated the significant relationship between effective school leadership and improved teacher performance. The leadership styles adopted by school heads—such as instructional leadership, transformational leadership, and participative leadership—have been found to influence the work environment, teacher motivation, professional development, and overall teaching quality.

### **Instructional Leadership and Teacher Performance**

A substantial body of research highlights that school heads with strong instructional leadership positively influence teacher performance. In particular, instructional leadership, which involves providing direct support in teaching and learning, has been shown to be crucial for improving the quality of instruction. Soroño and Quirap (2023) conducted a study that confirmed the significant impact of school heads' instructional leadership on teacher performance. They emphasized that school leaders who offer guidance, feedback, and professional development opportunities directly affect teachers' pedagogical practices and effectiveness. In this context, school heads serve not only as administrative leaders but also as facilitators of learning, helping teachers refine their instructional practices.

Furthermore, Ismail and Ahmad (2018) highlighted the importance of instructional leadership in enhancing teachers' functional competencies in the 21st-century learning environment. School leaders who implement instructional leadership strategies that focus on curriculum development and continuous professional development contribute to the creation of a supportive learning environment for teachers. As a result, teachers feel more confident in their teaching abilities, which leads to higher performance levels. This finding is corroborated by Leithwood and Sun (2019), who argue that successful school leadership requires a balance of instructional support and strategic decision-making to improve educational outcomes.

### **Transformational and Participative Leadership in Enhancing Teacher Motivation**

In addition to instructional leadership, transformational leadership has also been identified as a key factor in enhancing teacher performance. Transformational school leaders inspire and motivate teachers by fostering a shared vision and promoting professional growth. This leadership style is particularly effective in creating a positive and collaborative school culture. Jufrianti and Rahman (2023) found that principals who exhibit transformational leadership qualities, such as encouraging innovation and recognizing teachers' contributions, significantly enhance teacher motivation and performance. By building trust and promoting a positive school climate, transformational leaders create an environment where teachers are motivated to engage in continuous professional development.

Similarly, participative leadership, where school leaders involve teachers in decision-making processes, has been shown to improve teacher satisfaction and performance. Sumual and Tanjung (2024) identified that when school leaders actively engage teachers in shaping school policies and instructional practices, it leads to increased teacher ownership and commitment. This participative approach helps foster a sense of empowerment among teachers, which, in turn, enhances their job satisfaction and professional performance. By creating an environment where

teachers feel valued and heard, participative leadership strengthens teacher collaboration and fosters a culture of shared responsibility for student outcomes.

### **The Role of School Climate in Teacher Performance**

The school climate, closely related to leadership style, also plays a crucial role in shaping teacher performance. A positive and supportive school climate, where teachers feel valued and have access to necessary resources, directly influences their ability to perform effectively. Nawab and Asad (2020) emphasize that school principals who create a collaborative and supportive climate enable teachers to thrive in their roles. This is especially important in the context of professional development, where teachers need a conducive environment to implement new strategies and approaches.

In line with this, Pana (2024) discusses how school heads' instructional leadership directly impacts the development of a strategic leadership program that can further enhance the school climate and teacher performance. When principals foster a climate of trust and collaboration, teachers are more likely to be proactive in seeking professional development opportunities and engaging in continuous learning, which ultimately boosts their performance.

The findings of the current research align with previous studies that have demonstrated the positive effects of school leadership on teacher performance. For instance, Siddiqui and Khan (2019) found that leadership practices have a profound impact on school performance, with significant differences in perceptions between teachers and principals. This supports the notion that effective leadership not only motivates teachers but also shapes their attitudes toward teaching, thus influencing their overall performance.

Additionally, studies by Leithwood and Sun (2019) and Pant (2020) provide a broader framework by revisiting successful school leadership practices. Their work emphasizes that leadership styles must be adaptive to the specific needs of the school and the teachers within it. The integration of transformational and instructional leadership strategies proves to be especially effective in improving teacher performance across various educational contexts.

This research contributes to the growing body of literature on the role of school leadership in teacher performance by highlighting the importance of various leadership styles, particularly instructional and transformational leadership, in shaping teacher behaviors. It further emphasizes the significance of creating a positive school climate and fostering teacher engagement through participative leadership. Unlike previous studies that primarily focus on a single leadership style, this study provides a more comprehensive view of how different leadership approaches work in tandem to improve teacher performance. Furthermore, it adds to the understanding of the interplay between leadership, school climate, and

teacher motivation, offering a holistic perspective on how school leaders can foster an environment conducive to high teacher performance.

The research underscores the importance of effective school leadership in enhancing teacher performance. Instructional leadership, transformational leadership, and participative leadership are key factors that contribute to improving teacher motivation, satisfaction, and professional development. By fostering a positive school climate and providing continuous support, school leaders can significantly influence teacher performance, ultimately leading to better educational outcomes. This study not only reaffirms previous findings but also expands the theoretical framework by integrating multiple leadership styles and their combined effects on teacher performance.

## **CONCLUSION**

This study has demonstrated that both leadership style and organizational culture play a significant role in influencing teacher performance in Islamic boarding schools in Aceh Tenggara District. The findings reveal that leadership style has a positive and substantial effect on teacher performance, as evidenced by the significance level of 0.000, which is well below the threshold of 0.05. This result suggests that leadership style is a critical factor in shaping teacher effectiveness in this context. Additionally, organizational culture was found to significantly impact teacher performance, with a similar significance level of 0.000. These findings emphasize the importance of fostering a positive organizational culture that aligns with the values and goals of the educational institution.

Moreover, the combined influence of leadership style and organizational culture on teacher performance underscores the intricate relationship between these two factors. The joint significance level of 0.000 further supports the hypothesis that both variables together play a pivotal role in shaping teaching outcomes. This conclusion is reinforced by the high coefficient of determination ( $R^2$ ) of 0.988, indicating that leadership style and organizational culture account for 98.7% of the variation in teacher performance. The remaining 1.3% may be attributed to other factors not captured by the model, suggesting that while leadership and culture are dominant influences, other variables might also contribute to teacher performance in this setting.

These findings have important implications for educational management in Islamic boarding schools, particularly in Aceh Tenggara District. The study highlights the need for school leaders to adopt leadership styles that are supportive, transformational, and conducive to professional growth, while also cultivating an organizational culture that values collaboration, continuous improvement, and alignment with educational goals. Additionally, the findings underscore the necessity for policy makers to invest in leadership development and organizational culture initiatives as key drivers of educational success.

As this research is focused on a specific region and context, there is considerable potential for future exploration. Future studies could investigate the role of additional variables, such as teacher professional development, student-teacher interactions, and external factors like government policies, in influencing teacher performance. Moreover, comparative studies across different educational settings or regions would provide deeper insights into the generalizability of these findings. Expanding the research to include qualitative approaches, such as interviews or case studies, could offer a richer understanding of how leadership styles and organizational culture are experienced by teachers on a day-to-day basis.

The study reaffirms the crucial role of leadership style and organizational culture in enhancing teacher performance. It calls for a more integrated approach to educational leadership that recognizes the synergies between leadership and organizational culture in fostering an environment where teachers can thrive. The implications of this research extend beyond Islamic boarding schools in Aceh Tenggara, offering valuable insights for educational leaders and policymakers seeking to improve teacher performance and, ultimately, student outcomes.

## REFERENCES

- Arina, A., & Rachmawati, R. (2023). The influence of principal's participative leadership style and work climate on public middle school teacher performance. *Edunesia Jurnal Ilmiah Pendidikan*, 4(3), 487. <https://doi.org/10.51276/edu.v4i3.487>
- Ayu, I., Martini, O., & Sarmawa, I. W. G. (2019). The Role of the Employee Work Motivation in Mediating the Work Culture towards Their Performance. 6, 15–21.
- Badrudin, B., Muliawati, T., Russamsi, Y., & Prayoga, A. (2020). Pengaruh Kepemimpinan Kepala Sekolah dan Kelompok Kerja Guru Terhadap Kinerja Guru Sekolah Dasar. *Tadbir: Jurnal Manajemen Pendidikan Islam*, 8(1), 66–75. <https://doi.org/10.30603/tjmpi.v8i1.1151>
- Buyung Syukron, Andi Thahir, Tin Amalia Fitri, & Asep Rohman. (2020). Impact of Organizational Culture and Teacher Performance on Quality of Learning Processes. *Cultural Management : Science and Education*, 4(2).
- Cahyani, K. N., & Dewi, P. P. (2023). Upaya Membangun Budaya Kerja yang Kuat guna Meningkatkan Produktivitas Pegawai DKLH Provinsi Bali. 14(3), 482–487.
- Darmadi, H. (2015). Tugas, Peran, Kompetensi dan Tanggung Jawab Menjadi Guru Profesional. *Jurnal Pendidikan*, 2, 13.
- Dlamini, M., & Mafumbate, L. (2019). Effects of poor leadership styles in Lubombo secondary schools. *Research on Humanities and Social Sciences*, 9(24), 2. <https://doi.org/10.7176/rhss/9-24-02>
- Elele, J. (2020). Influence of transformational leadership style and principals' decision making on high-school teachers' organisational commitment in

- Jakarta laboratory schools. *IJPTE International Journal of Pedagogy and Teacher Education*, 4(1), 39162. <https://doi.org/10.20961/ijpte.v4i1.39162>
- Ginting, I. M., Bangun, T. A., Munthe, D. V, Sihombing, S., Ekonomi, F., Prima, U., Induk, U., Sumatera, P., & Utara, S. (2019). *Jurnal manajemen*. 5, 35–44.
- Henkel, T., & Bourdeau, D. (2018). A Field Study: An Examination Of Managers' Situational Leadership Styles. *Journal of Diversity Management (JDM)*, 13(2), 7–14. <https://doi.org/10.19030/jdm.v13i2.10218>
- Hotmauli, S., & Effendy, S. (2020). The Influence Of Work Culture And Work Discipline On Employee Performance At Advent Hospital Medan. 1340–1350.
- Isdaryanti, D., & Rahman, A. (2018). Teachers' performance in science learning management integrated with character education. *Jurnal Pendidikan IPA Indonesia*, 7(1), 12887. <https://doi.org/10.15294/jpii.v7i1.12887>
- Islamidina, F., & Fitriah, E. (2022). Analisis Penerapan Balanced Scorecard Dalam Meningkatkan Kinerja Manajerial. 25–32.
- Ismail, A., & Ahmad, M. (2018). Instructional leadership and teachers' functional competency across the 21st century learning. *International Journal of Instruction*, 11(3), 10. <https://doi.org/10.12973/iji.2018.11310a>
- Jufrianti, J., & Rahman, A. (2023). The contributions of principals leadership and climate's school to performance of teachers elementary school at Kecamatan Kandis Kabupaten Siak. *International Journal of Humanities Education and Social Sciences (IJHESS)*, 3(3), 808. <https://doi.org/10.55227/ijhess.v3i3.808>
- Karwati, E. & Priansa, D. J. (2014). *Manajemen Kelas*. Bandung: Alfabeta.
- Leithwood, K., & Sun, J. (2019). Seven strong claims about successful school leadership revisited. *School Leadership and Management*, 39(5), 1-24. <https://doi.org/10.1080/13632434.2019.1596077>
- Liew, J., & Tan, C. (2023). School leaders' perceptions on the importance of acquiring skills in mentoring staffs and engaging parents. *Asian Journal of Teacher Education and Learning*, 13(1), 6. <https://doi.org/10.37134/ajatel.vol13.1.6.2023>
- Luneto, B. (2021). Efektivitas Manajemen Kepemimpinan Kepala Madrasah di MAN 1 Kabupaten Gorontalo. *Tadbir: Jurnal Manajemen Pendidikan Islam*, 9(1), 76–91. <https://doi.org/10.30603/tjmpi.v9i1.2099>
- M., A., & Rahman, A. (2022). Professional development of school leaders in supporting effective teaching and learning in the Shiselweni region, Eswatini. *International Journal of Scientific Research and Management*, 10(5), e109. <https://doi.org/10.18535/ijstrm/v10i5.e109>
- Mustafa, A., & Ratnawati, E. (2021). Faktor-Faktor Dominan yang Mempengaruhi Kinerja. In *Angewandte Chemie International Edition*, 6(11), 951–952.
- Nawab, S., & Asad, M. (2020). Leadership practices of school principal through a distributed leadership lens: A case study of a secondary school in urban

- Pakistan. *International Journal of Public Leadership*, 16(2), 123-135.  
<https://doi.org/10.1108/ijpl-08-2020-0081>
- Nguyen, T., & Nguyen, T. (2019). A review of the empirical research on teacher leadership (2003–2017). *Journal of Educational Administration*, 57(5), 1-21.  
<https://doi.org/10.1108/jea-02-2018-0023>
- Pana, A. (2024). School heads' instructional leadership and performance: Basis for strategic leadership program. *International Journal of Strategic Management and Research*, 7(2), 203. <https://doi.org/10.37502/ijsmr.2024.7203>
- Pant, S. (2020). Role of head teacher in school management: A case of high school in China. *Education and Development*, 30(1), 49524.  
<https://doi.org/10.3126/ed.v30i1.49524>
- Prasetyo, E., Riadi, F., Rinawati, N., & Resawati, R. (2021). Pengaruh Motivasi Dan Disiplin Kerja Terhadap Kinerja Karyawan. *Acman: Accounting and Management Journal*, 1(2), 61–66. <https://doi.org/10.55208/aj.v1i2.20>
- Prihatin, R. P., & Shobaihatul Khoiroh. (2021). Kepemimpinan Kepala Sekolah dalam Penguatan Pendidikan Karakter di SMAN 1 Yogyakarta. *Nusantara: Jurnal Pendidikan Indonesia*, 1(1), 1–14. <https://doi.org/10.14421/njpi2021.v1i1-1>
- Ramli, A., & Ruma, Z. (2022). Pengaruh kepemimpinan terhadap kinerja pegawai. 19(4), 769–773.
- Robbins, S. P. (2010). *Perilaku Organisasi*. S. Empat (Ed.). Jakarta.
- Robbins, Stephen P., M. C. (2010). *Manajemen* Jilid 2 (10th ed.). Erlangga.
- Rorimpandey, W. H. F. (2020b). Faktor-Faktor yang Memengaruhi Kinerja Guru Sekolah Dasar. Malang: Ahlimedia Press, 33–34.
- Rosadi, M. H., Pardimin, & S. (2019). Pengaruh Kepemimpinan Kepala Sekolah, Budaya Organisasi dan Motivasi Kerja terhadap Kinerja Guru pada MTs Maarif Se-Kabupaten Purworejo. Yogyakarta: Program Manajemen Pendidikan, Program Pascasarjana, Universitas Sarjanawiyata Tamansiswa.
- Sianturi, E. I. P., Halin, H., & Handayani, S. (2021). Pengaruh Penerapan Budaya Kerja (Corporate Culture) terhadap Kinerja Pegawai pada PT Bank Perkreditan Rakyat Puskopat Palembang. *Jurnal Nasional Manajemen Pemasaran & SDM*, 2(1), 43–59. <https://doi.org/10.47747/jnmpsdm.v2i1.212>
- Siddiqui, A., & Khan, M. (2019). Effects of leadership on school performance: Comparison between perceptions of teachers and head teachers of special and regular schools. *Global Social Sciences Review*, 4(4), 40-50.  
[https://doi.org/10.31703/gssr.2019\(iv-iv\).40](https://doi.org/10.31703/gssr.2019(iv-iv).40)
- Soraya, S., & Supadi, S. (2023). The influence of multicultural leadership and teacher professionalism on the performance of junior high school teachers. *Journal of Education Research and Evaluation*, 7(2), 60782.  
<https://doi.org/10.23887/jere.v7i2.60782>

- Soroño, A., & Quirap, M. (2023). School heads' instructional leadership and teachers' performance. *International Journal of Research Publications*, 100(125), 1520234916. <https://doi.org/10.47119/ijrp1001251520234916>
- Sumihardi, S. (2020). The contribution of the headmaster leadership and the school climate to the teacher performance in elementary school at Batang Natal district of Mandailing Natal regency. *Advances in Social Science, Education and Humanities Research*, 454, 11. <https://doi.org/10.2991/assehr.k.200217.011>
- Sumual, M., & Tanjung, R. (2024). Influence leadership head school to performance high school teacher in Minahasa regency. *International Journal of Innovative Technology and Exploring Engineering (IJITEE)*, 3(3), 197. <https://doi.org/10.62711/ijite.v3i3.197>
- Syamsudin, S. & Syihab, U. (2013). Pengaruh Kepemimpinan Kepala Madrasah terhadap Kinerja Guru dan Prestasi Belajar Siswa Madrasah Tsanawiyah Negeri Cimanggis Kota Depok. *Tawazun: Jurnal Pendidikan Islam*, 6.
- Verralesmana, R., & Supriyadi, S. (2021). The influence of principal leadership and teacher working group activities on teacher performance at state of elementary school cluster III district Kayuagung. *Advances in Social Science, Education and Humanities Research*, 540, 40. <https://doi.org/10.2991/assehr.k.210716.040>
- Waruwu, H. (2019). The implementation of servant leadership in improving teachers' performance at elementary school. *Proceedings of the International Conference on Research, Education and Management*, 53. <https://doi.org/10.2991/icream-18.2019.53>
- Yuliana, L., & Nurhasanah, S. I. (2021). Pemanfaatan Perpustakaan Sekolah oleh Guru pada Masa Pembelajaran Daring Utilization of School Libraries by Teachers during the Online Learning Period. *Jurnal Manajemen Pendidikan*, 3(2), 131–143.
- Yunita, Yelvia, and E. T. P. (2014). Pengaruh Kepemimpinan Kepala Sekolah dan Budaya Organisasi terhadap Kinerja Guru SMA Negeri 1 Simpang Empat. *E-Jurnal Apresiasi Ekonomi*, 2(3).