

THE INFLUENCE OF THE PRINCIPALS' LEADERSHIP STYLE IN ISLAMIC EDUCATION MANAGEMENT ON TEACHERS' WORK MOTIVATION AND PERFORMANCES

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Abstrak: Guru dan staf menjadi kurang termotivasi untuk melakukan tugasnya dan menghasilkan kinerja yang buruk karena kurangnya kepemimpinan progresif kepala sekolah. Tujuan dari penelitian ini adalah untuk mengidentifikasi bagaimana gaya kepemimpinan kepala sekolah mempengaruhi semangat kerja karyawan dan hasil kinerjanya. Penelitian ini merupakan kuantitatif. Dua puluh satu pendidik dari MAS Al-Kifayah Riau dijadikan sampel untuk penelitian ini. Pengambilan sampel ini dilakukan dengan menggunakan metode yang dikenal dengan total sampling, dimana jumlah sampel sama dengan jumlah populasi. Penelitian ini menggunakan pendekatan kuesioner dan dokumentasi untuk pengumpulan data. Kuesioner yang dibagikan berguna untuk mengumpulkan informasi tentang gaya kepemimpinan kepala sekolah, motivasi kerja guru, dan rekaman dokumen yang berisi informasi tentang kinerja guru. Analisis korelasi product-moment digunakan untuk menguji hipotesis. Hasil penelitian menunjukkan bahwa meskipun ada hubungan antara gaya kepemimpinan kepala sekolah dan motivasi kerja, tidak ada hubungan antara gaya kepala sekolah dan kinerja guru.

Kata Kunci : : Kepemimpinan Kepala Sekolah; Motivasi Kerja; Kinerja guru

Abstract: Teachers and staff have become less motivated to do their jobs and produce poor results because of the principals' lack of progressive leadership. The purpose of this research is to identify how a principal's leadership style affects employee morale and classroom outcomes. This study is an example of research done after the fact. Twenty-one educators from MAS Al-Kifayah Riau made up the sample for this research. This sample was collected using a method known as total sampling, in which the sample size is equal to the population size. This study employs a non-test approach to data collection. Distributed questionnaires gathered information on principal leadership styles, teacher work motivation, and document recording gathered information on teacher performance. The product-moment correlation analysis can be used to test hypotheses. The results showed that while there was a correlation between the principal's leadership style and teachers' output, there was no such link between the principal's style and teachers' drive to succeed in the classroom.

Keywords: : Principal Leadership; Work motivation; Teacher

Introduction

Chapter I Article 1 paragraph (1) of Law Number 20 of 2003 concerning the National Education System states that education is a conscious and planned effort to create a learning and learning environment that enables students to actively develop their potential, including religious spiritual strength, self-control, personality, intelligence, noble character, and skills necessary for themselves, society, nation and state (Jemani et al., 2020). A study conducted by PISA (Program for International Student Assessment) confirms the low quality of education in Indonesia related to the budget and costs of education directly borne by the community, which have increased significantly from year to year. To build an educated and intelligent society, new innovations in education are needed (Ekowati et al., 2018).

In the field of education, the role of the school principal is very important in ensuring the effective management and success of educational institutions as a whole (Rusmaladi, Edi Harapan, 2021) . Leadership style is a method used by a leader to influence the behaviours of others. This reflects the behavioural norms applied by a person when trying to influence others (Yuneti et al., 2019) . Each leadership style has certain advantages and disadvantages. A leader will use a leadership style that suits his abilities and personality (Jemani et al., 2020) .

The key to the success of a leader in educational institutions or school principals in motivating teachers or their subordinates lies in their ability to understand work motivation factors and use them as effective drivers and triggers in improving performance (Ekowati et al., 2018) . Principals must also meet the needs of teachers in an effective way (Sentana & Wiyasa, 2021) . In theory, if the principal's leadership relationship is built and implemented properly, the teacher's work motivation will run optimally.

The principal's leadership style also plays a very important role in shaping the work motivation and performance of teachers in Islamic religious education (Hartawan, 2020) . Transformational, democratic, and supportive leadership styles tend to have a positive influence on teacher motivation, job satisfaction, and performance (Kustinayanti & Wiyasa, 2021) . On the other hand, transactional leadership may have a limited effect on intrinsic motivation and long-term commitment (Fitra, 2021) . By understanding the impact of different leadership styles, principals can manage Islamic educational institutions effectively and create an environment that encourages teacher excellence, student achievement, and the promotion of Islamic values (Sentana & Wiyasa, 2021) . This is especially true in the context of Islamic education, where the principal plays an important role in shaping the school's vision, mission and values. One important aspect of the principal's role is his leadership style, which can have a major impact on teacher work motivation and performance (Kwartarani, 2022)

The role of the principal has high expectations in improving teacher performance. The school principal needs to improve his managerial abilities because the progress or decline of a school is very dependent on the role of the school principal (Jaya, 2021) . The school principal motivates teachers to achieve good performance, and tries to increase and maintain teacher motivation to teach (Jaya, 2021) . It is intended that the teacher's motivation to teach continues to increase and be consistent from time to time because motivation provides encouragement that encourages a person to work enthusiastically, work effectively, and be integrated in an effort to achieve satisfaction (Jemani et al., 2020) . Thus, the principal has an important role in optimizing teacher performance.

According to the theory that the role of principal in task management is to gauge his ability to create a "teaching climate" by influencing, inviting, and encouraging teachers, students, and other staff to carry out their duties as intended, the principal has a role and responsibility in improving the quality of education. The principal's role in this activity is not limited to that of a motivator. The leader of a school is responsible for ensuring that all teachers are immersed in and accustomed to the institution's high standards. By empowering educators with decision-making power and increased responsibility in the classroom, a quality culture can be fostered and sustained (Hidayah et al., 2022).

By increasing teacher performance, quality educational results will be achieved in the future, which will play an important role in the progress of the nation and state (Rusmaladi, Edi Harapan, 2021) . The key to the nation's success lies in the country's ability to provide quality education for all its citizens by achieving the set goals (Kwartarani, 2022) . To achieve this goal, Government Regulation number 19 of 2005 concerning National Education Standards stipulates eight standards that must be met in the implementation of education.

Teachers in schools have a significant role and influence on the achievement of educational goals in schools, both through interaction with students and through the use of educational facilities (Hartawan, 2020) . However, in carrying out their duties and responsibilities as educators, the level of enthusiasm or work motivation possessed by teachers is very decisive. The success and success of implementing the educational process in schools will not be achieved if teachers do not have high or low work motivation.

The results of the researcher's interview with the Principal of the MAS Al-Kifayah school revealed that the work motivation and performance of teachers at MAS Al-Kifayah Riau were still low. This is marked by the fact that there are still many teachers who arrive late to school, do not come without permission, and are not

maximal in carrying out their obligations as teachers. However, the results of interviews with MAS Al-Kifayah Riau researchers found that the leadership style applied by the school principal and the work motivation provided had not been able to improve teacher performance effectively in the organization. This finding is in line with previous research by Nurmasyitah and Frelly stating that the principal's leadership style is similar to the military leadership style, where the teacher is more of an order taker and there is a gap in position between the principal and the teacher, so that teacher performance becomes less optimal or weak (Rusmaladi, Edi Harapan, 2021) . This statement was also reinforced by Mahyuddin & Yanti who stated that aspects of assessing learning outcomes or implementing learning had not reached optimal levels in teacher performance (Sentana & Wiyasa, 2021) . On the other hand, Pratiwi et al. suggests that optimal teacher performance is influenced by the principal's leadership style. (Iskandar, 2013)

Therefore, researchers are interested in conducting research to explore the influence of the principal's leadership style in the management of Islamic education on teacher work motivation and performance. The principal's leadership style plays an important role in the management of Islamic education, and can influence the work motivation and performance of teachers.

The purpose of this study was to investigate the influence of the principal's leadership style in Islamic education management on the work motivation and performance of teachers at MAS Al-Kifayah Riau. This study aims to understand how the principal's leadership style in the context of Islamic education in the school influences the teacher's work motivation. In addition, this study also wanted to analyse the impact of this leadership style on teacher performance, including aspects such as teaching quality, participation in school activities, and contribution to achieving educational goals in the school. Thus, this study aims to provide insights and recommendations that can assist in the development of principal leadership and increase work motivation and teacher performance at MAS Al-Kifayah Riau.

Method

This study uses a correlational ex post facto research design. Teacher performance and teacher work motivation are the dependent variable (Y) in this study, with the principal's leadership style (X) as the independent variable. Twenty one full-time educators from MAS Al-Kifayah Riau constituted the study population. Researchers used the total sample methodology so that the sample was 21 educators from MAS Al-Kifayah Riau to participate in this study. Questionnaires and document recording are non-test instruments used in this study.

By using total sampling, researchers will obtain data and information from all teachers in the school. The advantage of using total sampling is that the research results can cover the entire population and provide a comprehensive picture of the influence of the principal's leadership style on the work motivation and performance of teachers in the school.

The questionnaire used in this study is a Likert scale with five choices. Using a Likert scale, the questionnaire consists of it aims to collect information on school leadership and teacher motivation, and the record document collects information on teacher performance based on the results of teacher performance assessments previously assessed by school principals. To ensure its validity and reliability as a research instrument, the researchers developed it independently based on theories, variables and indicators relevant to the topics discussed. Based on Franklin's theory, there are three main leadership styles; authoritarian leadership, democratic leadership, and laissez-faire leadership (Kustinayanti & Wiyasa, 2021) . Teacher performance is also divided into 3 dimensions, namely planning lessons, carrying out quality learning processes, and carrying out learning evaluations (Jemani et al., 2020) . According to Siagian, motivation is divided into two categories; intrinsic motivation, a pure motivation that arises from within the individual to achieve the goals, and (2) extrinsic motivation, a motivation that arises as a result of encouragement from outside. They becomes a measurement framework teacher work motivation in this study (Kwartarani, 2022) .

Pearson product moment used to analyze the data. Normality and homogeneity tests were carried out before data analysis was carried out. The Liliefors test was used to check the normality of the data, while the Bartlett test was used to check homogeneity.

Findings and Discussion

Descriptive data

Three factors were examined in this study: principal leadership, teacher motivation, and class performance. In Table 1 the researcher presents the specific findings of this study. Based on information obtained from a questionnaire given to MAS Al-Kifayah Riau teachers and careful document review. The data obtained is presented in Table 1 using the results of descriptive statistical tests which characterize the data in such a way that it is easy to observe.

Table 1 variables' descriptive data

Variable	N	Range	Minimum	Maximum	Means	std. Deviation	Variances
	Statistics	Statistics	Statistics	Statistics	Statistics	Statistics	Statistics
Leadership	21	3.10	1.30	4.40	3.3143	.20181	.855
Motivation	21	83.00	27.00	110.00	63.1905	4.90705	505,662
performance	21	72.00	24.00	96.00	67.1905	4.42376	410,962
Valid N (listwise)	21						

Analysing the data presented in Table 1, the researcher has calculated the maximum, minimum, average, variance, and standard deviation scores for principal leadership types, work motivation, and teacher performance using descriptive analysis. The data undergoes a series of pre-tests to ensure its quality, checking for things like normality in the distribution, linearity and multicollinearity. This pre-test investigation was carried out with the help of IBM SPSS Statistics 25.0. The normality test uses the Kolmogorov Smirnov formula to determine whether the examined data follows a normal distribution or not. The significance level for this test is 0.05%. The results of the normality test show that all variables are normally distributed.

The Influence between Principal's Leadership Style and Teacher's Work Motivation

Next, do a hypothesis test to determine whether there is a relationship between the principal's leadership style and the teacher's work motivation. The statistical test results can be seen from the data in table 2;

Table 2. Results of the Statistical Test of the Principal's Leadership Style and Teacher's Work Motivation

Model		Sum of Squares	df	MeanSquare	F	Sig.
1	Regression	20410960	1	20410960	118,842	.000 ^b
	residual	5667712	33	171,749		
	Total	26078671	34			

Table 2 shows that $p = 0.00$. This explains that there is a significant influence of the principal's leadership style and teacher's work motivation. This is shown from the p score. H_a is accepted if $p < 0.05$. from table 2 it can be seen that the p value is less than 0.05, $P = 0.000 < 0.05$ then H_a is accepted. To find out how much influence the principal's leadership style and teacher's work motivation can see from table 3;

Table 3. The Strong Influence of the Principal's Leadership on Teacher Work Motivation

Summary models				
Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.936 ^a	.799	.790	16.41219

The R square value is used to determine how much influence the principal's leadership style has and the teacher's work motivation. R square is 0.799. So, the influence of the principal's leadership style and teacher's work motivation is 79.9%.

The teacher's work motivation and job satisfaction can be significantly influenced by the quality of his leadership. Principals, as leaders in the classroom, can exert a significant influence on their teachers through the example they set. Uses insights from *the Self-Determination Theory (SDT)* and *the Expectancy Theory*. These theories examine how the principal's leadership style can influence teacher motivation. We can learn more about how various leadership styles can increase or stifle teacher motivation by exploring these theories (Ulum et al., 2020)

Principals can gain insight into how their leadership style affects teacher morale by looking through the (SDT) lens. Those whose needs for autonomy, competence, and relatedness are satisfied are more likely to be motivated, as SDT postulates. Principals who use a democratic or transformational leadership style often advocate for greater class autonomy for their teachers. They value teachers' professional judgment and involve them in the decision-making process, inviting their input and responding to their feedback. These administrators understand that the best way to motivate teachers is to give them responsibility and freedom in the classroom. When educators are respected, they are more likely to go beyond their work (Jaya, 2021).

However, teachers' freedom of action can be limited under autocratic leaders as they are not given a voice in decision making. This can reduce job satisfaction because employees feel less responsible for their work environment. If teachers feel they have little control over their work, they may become disinterested and less likely to put in the extra effort.

The way principals lead can also influence how teachers feel about their own abilities in the classroom. Leaders who change their organizations provide encouragement, direction, and tools to teachers to improve their skills (Hartawan, 2020). They have high standards and provide useful criticism to help educators develop. These leaders increase teacher motivation by increasing their competency and self-efficacy through fostering a culture of continuous learning and development.

Feeling connected to others and belonging to a group means having a strong need for belonging. Teachers are more likely to cooperate and develop positive relationships with each other in classrooms led by transformational leaders. These leaders fulfill teachers' need for relatedness by fostering a sense of camaraderie and common goals, which in turn motivate teachers to work harder (Ekowati et al., 2018). By analyzing the relationship between effort, performance, and results, the relationship between the principal's leadership style and teacher motivation. According to this theory, people are motivated to take action when they anticipate that the action will lead to beneficial consequences. Teachers benefit from principals using a transformational leadership style because they are provided with clear goals and assurance of support. They support educators with tools and training to help them meet those standards. These principals inspire their staff to give their full work by trusting them and encouraging a growth mindset.

However, when a leader uses an autocratic or transactional management style, it can convey the impression that employees are being rewarded for their compliance or for meeting certain criteria, rather than their own efforts and skills. If educators feel there is a lack of fairness or a weak link between their efforts and the results they seek, their motivation may diminish.

Leaders with a transformational mindset monitor teacher progress and provide constant feedback. They help people feel good about themselves by celebrating their successes and recognizing their efforts. These leaders inspire educators to go beyond their work by emphasizing a performance-driven culture (Kwartarani, 2022). Good principals draw a direct line between the work of teachers and the results they produce. Teachers are given opportunities for advancement in their careers, public recognition, and other forms of meaningful recognition for their hard work. These leaders increase teacher motivation by demonstrating that effort and persistence pay off with positive consequences.

The principal's approach to leadership has far-reaching and complex effects on the level of teacher engagement in the classroom. Both Self-Determination Theory and Expectancy Theory emphasize the importance of meeting teachers' psychological needs for autonomy, competence, and relatedness. The ability of school principals to promote teacher autonomy, competence, and self-efficacy, as well as positive social relations, depends on the adoption of a transformational or democratic leadership style. As a result, teachers invest more in their work, have higher levels of job satisfaction, and provide better outcomes for their students. Principals who have a solid understanding of these theories will be better equipped to create a stimulating workplace that encourages and inspires staff members to do their best work.

Influence between the Principal's Leadership Style and Teacher Performance

Next, a hypothesis test was carried out to determine whether there is a relationship between the principal's leadership style and the teacher's work motivation. The results of the statistical test can be seen from the data in table 4;

Table 4. Results of the Statistical Test of the Principal's Leadership Style and Teacher Performance

ANOVA ^a						
Model		Sum of Squares	Df	MeanSquare	F	Sig.
1	Regression	18239999	1	18239999	76,789	.200 ^b
	residual	7838672	103	237,536		
	Total	26078671	103			

Table 2 shows that $p = 2.00$. This explains that there is no significant effect of the principal's leadership style on teacher performance. This is shown from the p score. H_a is accepted if $p < 0.05$. from table 2 it can be seen that the p value is greater than 0.05, then H_a is rejected.

The findings in this study contradict those of previous research. Principals can have a significant impact on teacher performance by providing motivation and direction that helps them reach their full professional potential. In this article, we'll look at how a principal's leadership style can influence a teacher's job, touching on how things like motivation and feedback can have a direct impact on an educator's ability to do their job well. The principal's approach to leadership has a significant impact on classroom outcomes. Principals have a significant impact on the efficiency and success of their teaching staff through their leadership, drive and vision. It has been found that different leadership styles can have different effects on class performance. Let's look at some examples of leadership philosophies and the results they tend to produce (Sentana & Wiyasa, 2021) .

Leadership that inspires followers and brings positive change is an example of transformational leadership. Teachers thrive when their principal adopts a transformational leadership style, which is characterized by high expectations, mentoring, and opportunities for growth. Transformational leadership has been shown to increase teacher effectiveness in various studies. Transformative leaders can improve teacher performance and encourage CPD by providing a stimulating and supportive workplace. The principal's role in guiding and improving teaching practice in schools is at the heart of the concept of "instructional leadership". Principals who emphasize instructional leadership work closely with teachers, offer feedback on their methods, and organize opportunities for professional growth. According to research (Hallinger & Heck), this type of leadership has a beneficial effect on class results. Improved teaching practices and student outcomes are the result of principals actively engaging in instructional leadership. Educators and administration work together to solve problems and make decisions in a distributed leadership model. Principals who practice distributed leadership give their faculty members more choices by involving them in important decision-making, encouraging their involvement, and rewarding their expertise. Teacher performance and job satisfaction increase under this type of leadership (Hamdan et al., 2021) . Principals can increase teacher productivity by creating a more collegial and supportive work environment through an equal distribution of leadership responsibilities. Transactional leadership requires communicating and reinforcing expectations, rewarding good performance, and holding underachievers accountable for their actions. While transactional leadership can keep things running smoothly and hold people accountable, it has had mixed results in terms of improving class performance. When combined with transformational leadership, transactional leadership can improve teacher effectiveness, according to several studies.

According to Yu, Leithwood, & Jantzi, if transactional leadership is overemphasized, a culture of compliance can develop, hindering teachers' ability to make their own decisions and their motivation from within (Handayani et al., 2020) . It is clear that the principal's leadership style has a significant impact on class results. Different types of leadership, such as transformational, instructional, distributed, and transactional, have

different effects on classroom outcomes. Principals can improve classroom instruction and student outcomes through the adoption of instructional and transformational leadership styles. Teacher effectiveness is boosted when distributed leadership is adopted because it encourages teamwork and personal investment. Excessive emphasis on a transactional approach can hinder teacher autonomy and intrinsic motivation, but transactional leadership can have positive effects when combined with transformational leadership. Principals must reflect on their own leadership style and make necessary adjustments to cultivate an arrangement that allows teachers to reach their full potential and excel in the classroom.

Conclusion

.The results of the Statistical Test of the Principal's Leadership Style and Work Motivation proved that there was a significant influence of the principal's leadership style and teacher's work motivation. So, the influence of the principal's leadership style and teacher's work motivation is 79.9%. Principals, as leaders in schools, can exert a significant influence on their teachers through the examples they set. These theories examine how the principal's leadership style can influence teacher motivation. Leadership style can grow or eliminate teacher motivation.

Principals can gain insight into how their leadership style affects teacher morale by looking through the SDT theory. Principals who use a democratic or transformational leadership style often advocate for greater classroom autonomy for their teachers. These leaders increase teacher motivation by increasing their competence and self-efficacy through fostering a culture of continuous learning and development. These leaders meet teachers' need for connectedness by cultivating a sense of camaraderie and shared purpose, which in turn motivates teachers to work harder.

By analyzing the relationship between the relationship between the principal's leadership style and teacher motivation. Teachers benefit from principals using a transformational leadership style because they are provided with clear goals and assurance of support. These leaders inspire educators to go beyond their work by emphasizing a performance-driven culture. The ability of school principals to promote teacher autonomy, competence, and self-efficacy, as well as positive social relations, depends on the adoption of a transformational or democratic leadership style.

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