



**THE INFLUENCE OF PRINCIPAL LEADERSHIP, WORK MOTIVATION,
WORK DISCIPLINE, AND SCHOOL CULTURE ON TEACHER PERFORMANCE
IN MAS IHYA ULUMUDDIN, SOUTH LABUHANBATU**

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Abstract

This research aims to determine the influence of school principal leadership, work motivation, work discipline, and school culture on teacher performance in Mas Ihya Ulumuddin. The total sample was 10 respondents. This research uses validity tests, reliability tests, classical assumption tests, multiple linear regression tests, t-tests, F tests, and coefficient of determination using SPSS 22. Based on the research results, it is known that the principal's leadership partially influences teacher performance, this can be seen from T calculated value $>$ T table ($4.309 > 2.228$), work motivation influences teacher performance, this can be seen from the calculated T value $>$ T table ($4.979 > 2.228$), work discipline influences teacher performance, this can be seen from the calculated T value $>$ T table ($4,601 > 2,228$), school culture influences teacher performance, this can be seen from the calculated T value $>$ T table ($5,081 > 2,228$). Simultaneously, the principal's leadership, work motivation, work discipline, and school culture influence teacher performance, this can be seen from the calculated F value $>$ F table.

Keywords: Principal Leadership, Work Motivation, Work Discipline, School Culture, Performance

INTRODUCTION

Nowadays the issue of education quality has become a core topic of discussion. The quality of education is generally associated with high levels of achievement as demonstrated by students' ability to achieve scores on tests and the ability of graduates to get and carry out work. In efforts to improve the quality of students, the thing that is of concern is how a teacher performs in the school. Teachers with good performance will help improve the quality of a student. Nowadays the issue of education quality has become a core topic of discussion. The quality of education is generally associated with high levels of achievement as demonstrated by students' ability to achieve scores on tests and the ability of graduates to get and carry out work.

In improving a teacher's performance, the leadership of a school principal is also an important factor that influences a teacher's performance. The duties and functions of a school principal are of course not least, one of which is as a motivator, which we interpret here as a motivator or motivator, namely how the school principal can encourage or mobilize subordinate teaching and educational staff in fulfilling their duties. This task can of course be completed on time and done as optimally as possible to achieve mutual success, namely success in implementing the school's vision and mission that has been mutually agreed upon (Harmendi et al., 2021). Researchers assess that at MAS Ihya Ulumuddin, the principal's leadership is dynamic and the principal carries out leadership democratically where all employees have freedom of opinion, the principal's leadership runs well, the principal ensures the comfort of all school residents by ensuring that the facilities and infrastructure are always good and adequate.

Creating motivation when working is also the formation of a teacher's performance. Motivation at work can have a good influence on forming a teacher's character in carrying out work. Work motivation is the provision of the driving force that creates a person's desire to work so that they want to work together, work effectively and be integrated with all their resources and efforts to achieve job satisfaction (Faslah & Savitri, 2017). Teachers with a good level of work motivation will create a pleasant learning atmosphere, this will of course have a positive impact on the development of students' personalities. At MAS Ihya Ulumuddin motivation at work is of great concern, this can be seen from providing motivation both morally and materially, morally is done by giving words of encouragement

and direction while materially is done by giving awards, money, and also allowances for teachers.

A teacher's performance must also be improved by commitment to work, namely through a teacher's discipline in work, work discipline will encourage a teacher to be professional in carrying out his duties as a teacher and this will create an increase in a teacher's performance at work. Work discipline is a very important part or variable in the development of human resource management, therefore discipline is needed in an organization to prevent negligence, deviation, or negligence and ultimately waste in carrying out work. Discipline is the awareness and willingness of an employee to obey all the rules and norms that exist in an organization (Jufrizen & Sitorus, 2021). All school members, especially teachers at MAS Ihya Ulumuddin, really pay attention to how disciplined their work is, always try to arrive on time, namely before 7.15, carry out daily pickets well, and make reports such as RPP every semester and daily RPP well.

School culture is a supporting factor for a teacher's effectiveness in carrying out their work. A good culture will also have a good impact on the progress of an organization in a school agency. A positive school culture will support teaching and learning activities that are more conducive and follow the government curriculum. School culture or work climate describes the atmosphere and working relationships between fellow teachers, teachers and school principals, teachers and other educational staff, and the Department in their environment. This is a manifestation of a conducive work environment. This kind of atmosphere is needed by teachers and school principals to carry out their work more effectively. School culture can be described through an attitude of mutual support (supportive), the level of friendship (collegial), the level of intimacy (intimate), and cooperation (cooperative) (Putri et al., 2023). Researchers assess that implementing school culture is done very well, this is from the habits carried out at MAS Ihya Ulumuddin such as the culture of interesting morning activities, reading short letters every Monday to Thursday, Friday and Saturday speeches, gymnastics and literacy as well as active scouting and Tahsin on Tuesdays and Thursdays.

The problem that the researcher will examine in this research is to see partially what the influence of the principal's leadership is on teacher performance, what the influence of work motivation is on teacher performance, what the influence of work discipline is on

teacher performance, what the influence of school culture is on teacher performance, and look at it simultaneously. What is the influence of the principal's leadership, work motivation, work discipline, and school culture on teacher performance.

The research aims to explain the influence of principal leadership, work motivation, work discipline, and school culture on teacher performance. The performance of teachers at MAS Ihya Ulumuddin needs to be researched to provide information on improving the quality of teaching and learning. So the title of the research being studied is the Influence of Principal Leadership, Work Motivation, Work Discipline, and School Culture on Teacher Performance at MAS Ihya Ulumuddin.

The research aims to find out in detail what the influence of the principal's leadership is on teacher performance at MAS Ihya Ulumuddin. To find out in detail what the influence of work motivation is on teacher performance at MAS Ihya Ulumuddin. Ulumuddin, To find out in detail what the influence of school culture is on teacher performance at MAS Ihya Ulumuddin. To find out simultaneously what influence the principal's leadership, work motivation, work discipline, and school culture have on teacher performance at MAS Ihya Ulumuddin.

REVIEW OF LITERATURE

Principal Leadership

Good school principal leadership must be able to strive to improve teacher performance because teacher performance is also a determinant of the high and low quality of education. Therefore, school principals have a big responsibility in educational organizations and to lead their organizations so that they can run well. The role of the school principal is as an educator, manager, administrator, supervisor, leader, innovator, and motivator (EMASLIM) (Setiyadi & Rosalina, 2021).

The head's leadership is a factor that is the key to success and sustainable development of school culture and the appearance of the school head must support it. The emergence of a school principal depends on one factor: the authority, character, skills, behavior, and flexibility of the principal. The principal's leadership has the function of empowering all human resources in the school (Romadhon & MS, 2021).

Harmendi et al (2021) defines leadership as a process in which one individual influence other group member towards achieving defined group or organizational goals, while a leader is an individual in a group or organization who has the most influence on other people. This means that it can be said that leadership is a process of inviting or persuading people around you to achieve common goals.

Principal leadership indicators according to (Harmendi et al., 2021): 1) Able to see problems holistically; 2) Able to arrange relationships between events dynamically; 3) Encourage and value education

Work Motivation

Work motivation is a condition or condition that encourages, stimulates, or moves a person to carry out a work task mandated to him so that he can achieve the goals of his organization (Jufrizen & Sitorus, 2021). According to (Hustia, 2020), motivation is a factor that encourages a person to carry out a certain activity, therefore motivation is often interpreted as a driving factor in a person's behavior.

Every organization certainly wants to achieve its goals. To achieve this goal, the role of the humans involved is very important. To move people to conform to what the organization desires, it is necessary to understand the motivation of the people who work in the organization because this motivation is what determines people's behavior at work, in other words, behavior is the simplest reflection of motivation (Nurdin & Djuhartono, 2021).

Indicators of work motivation according to (Hustia, 2020): 1) Physiological needs; 2) Sense of security; 3) The need for social relationships; 4) Need for recognition; 5) Actualization needs

Work Discipline

According to (Hustia, 2020) says discipline is an attitude of a person's willingness and readiness to obey and comply with the regulatory norms that apply around him. Arif et al (2020) suggests that work discipline is a person's willingness and willingness to obey and adhere to all regulatory norms that apply in the organization. Good employee discipline will accelerate the achievement of organizational goals while declining discipline will become a barrier and slow down the achievement of organizational goals.

Work discipline is a tool or means for an organization to maintain its existence. With high discipline, employees will obey all existing regulations, so that work can be carried out following predetermined plans (Prasetyo & Marlina, 2019).

Work Discipline Indicators according to (Hustia, 2020): 1) Comply with regulations; 2) Time effectiveness; 3) Responsibility; 4) Absenteeism rate

School Culture

According to (Dahlan et al., 2020) School culture is a pattern of values, principles, traditions, and habits that are formed over the long journey of the school, developed by the school over a long period, and become guidelines and are believed by all school members, thus encouraging the emergence of attitudes and behavior of the school community.

Organizational culture is a set of shared values, principles, traditions, and ways of working that influence the behavior and actions of organizational members (Santoso et al., 2018). According to (Amri et al., 2021), school culture is the dominant values supported by the school or the philosophy that guides school policies towards all elements and components of educational stakeholders, such as how to carry out work at school and the basic assumptions or beliefs held by school personnel. In the concept of effective schools, school culture is often referred to as a school atmosphere which is interpreted as how school residents think and act. School Culture Indicators according to (Amri et al., 2021): 1) Atmosphere; 2) Expectations according to performance; 3) Objective; 4) Educational content; 5) Educational Success

Teacher Performance

Teacher performance is an achievement achieved as a result of a teacher's work in carrying out the duties and responsibilities assigned to him, according to the authority and abilities he has (Rohman, 2020). Damanik (2019) stated that performance refers to the level of success in carrying out tasks and the ability to achieve predetermined goals, meaning that performance is said to be good or successful if the desired goals can be achieved well.

Teacher performance is a condition that shows the teacher's ability to carry out his duties and responsibilities at school while carrying out learning activities and can provide encouragement and influence to students so that learning objectives can be achieved and run well and according to expectations, which is shown in appearance, deeds and work performance (Muspawi, 2021). Teacher Performance Indicators according to (Muspawi,

2021): 1) Questioning skills; 2) Skills provide reinforcement; 3) Skills in carrying out variations; 4) Class management skills; 5) Guiding skills.

Conceptual Framework

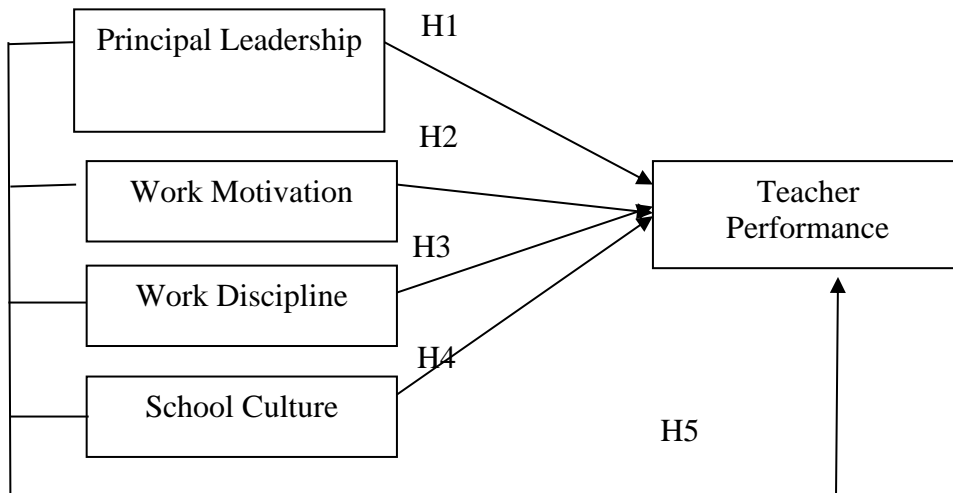


Figure 1
Conceptual Framework

RESEARCH METHOD

The type of research carried out is quantitative research methods. According to Sugiyono (2016), quantitative methods are research with problem characteristics in the form of a cause and effect relationship between two or more variables. Researchers can identify existing facts or events as influenced variables (dependent variables) and investigate the variables that influence them (independent variables). Quantitative research is approaches to empirical studies to collect, analyze and display data in numerical (number) form rather than narrative. This research is usually carried out if you want to get accurate results because it relies on calculations.

Population and Sample

According to Sugiyono (2016), the general population of the area where there is a research object, the researcher took 10 populations, namely the entire number of teachers, then the researcher used census sampling techniques (Margono, 2016), where if the population was less than 100, the entire population was used in the research, so that the

sample in The research that will be used as a reference for distributing the questionnaire is 10 people.

Data Analysis

Multiple linear analysis can be formulated as follows:

$$Y = \alpha + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + e$$

Where:

- Y = Teacher performance
- X1 = Principal leadership
- X2 = Work motivation
- X3 = Work discipline
- X4 = School culture
- α = Constant
- b1, b2, b3, b4 = Regression direction coefficient
- e = Standard Error

RESULTS AND DISCUSSION

Respondent Characteristics

Table 1
Description of Respondent Characteristics

Description Total Percentage (%)	
Gender Characteristics	Male 4 40.00 Female 6 60.00 Total 10 100
Age	< 30 years 6 60.00 > 30 years 4 40.00 Total 10 100
Last Education	elementary school- Junior high school- High School 1 10.00 Undergraduate 9 90.00
Total 10 100	

Table 2
Instrument Quality Test Results

Validity Test					Reliability	
Variable	Item No	R Count	R Table	Information	Cronbach Alpha	Information
Principal Leadership	1	,605	0.497	Valid	0.704	Reliable
	2	,551	0.497	Valid		
	3	,621	0.497	Valid		
	4	,453	0.497	Valid		
	5	,650	0.497	Valid		
	6	,540	0.497	Valid		
Work Motivation	1	,596	0.497	Valid	0.760	Reliable
	2	,511	0.497	Valid		
	3	,653	0.497	Valid		
	4	,621	0.497	Valid		
	5	,562	0.497	Valid		
	6	,605	0.497	Valid		
	7	,590	0.497	Valid		
	8	,687	0.497	Valid		
	9	,720	0.497	Valid		
	10	,562	0.497	Valid		
Work Discipline	1	,562	0.497	Valid	0.638	Reliable
	2	,452	0.497	Valid		
	3	,599	0.497	Valid		
	4	,653	0.497	Valid		
	5	,509	0.497	Valid		
	6	,650	0.497	Valid		
	7	,599	0.497	Valid		
	8	,670	0.497	Valid		
School Culture	1	,599	0.497	Valid	0.705	Reliable
	2	,487	0.497	Valid		
	3	,652	0.497	Valid		
	4	,691	0.497	Valid		
	5	,762	0.497	Valid		
	6	,650	0.497	Valid		
	7	,632	0.497	Valid		
	8	,652	0.497	Valid		
	9	,606	0.497	Valid		
	10	,580	0.497	Valid		
Teacher Performance	1	,605	0.497	Valid	0.765	Reliable
	2	,551	0.497	Valid		
	3	,621	0.497	Valid		
	4	,692	0.497	Valid		

	5	,581	0.497	Valid		
	6	,660	0.497	Valid		
	7	,750	0.497	Valid		
	8	,650	0.497	Valid		
	9	,609	0.497	Valid		
	10	,550	0.497	Valid		

Source: Processed Data (2024)

Statistical Description Test Results
Classic Assumption Test Results

Table 3
Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residuals
N		1000
Normal Parameters, b	Mean	0E-7
	Std. Deviation	,87945599
Most Extreme Differences	Absolute	,127
	Positive	,046
	Negative	-,127
Kolmogorov-Smirnov Z		,550
Asymp. Sig. (2-tailed)		,678

The assumption of normality has met the criteria, namely the Asymp.Sig (2-tailed) residual value is greater than 0.05, so it can be stated that the data in this study are statistically normally distributed and if the Asymp.Sig (2-tailed) is smaller than 0.05 then data is distributed abnormally. Because the residual value of Asymp.Sig (2-tailed) in the table below is $0.678 > 0.05$ or greater than 0.05, the data in this research is distributed normally.

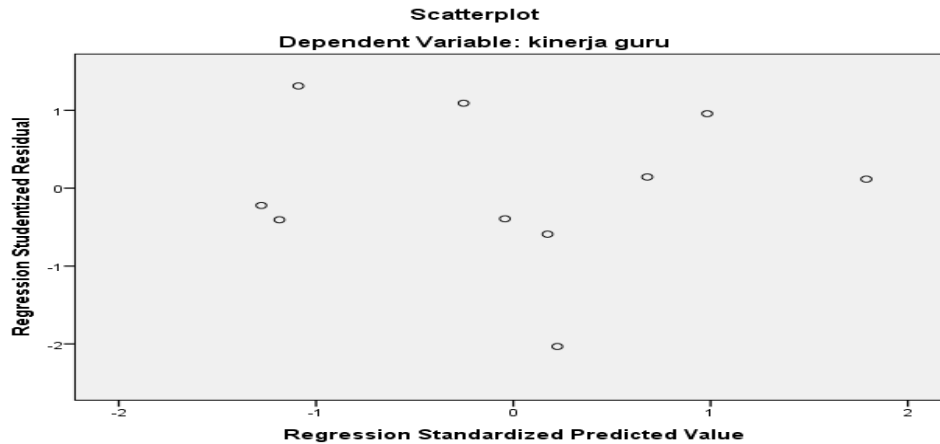


Figure 2
Heteroscedasticity Test
 Source: Primary Data (2024)

The data above shows that the heteroscedasticity test is in accordance with the provisions because the graph value shows that the data is spread evenly without any elements of forming a model.

Table 4
Multiple Linear Analysis
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2,481	3,326		1,338	,038
1 School Principal Leadership	.153	,183	.131	2,836	,000
Work Motivation	.122	.124	.143	2,985	.017
Work Discipline	,183	,178	,189	3,029	.013
School Culture	,768	,140	,851	5,503	,000

Source: Primary Data (2024)

$$Y = 2.481 + 0.153 (X1) + 0.122 (X2) + 0.183 (X3) + 0.768 (X4)$$

It means: 1) The regression coefficient for principal leadership shows a positive relationship with teacher performance with a coefficient value of 0.153; 2) The regression

coefficient for work motivation shows a positive relationship with teacher performance with a coefficient value of 0.122; 3) The regression coefficient for work discipline shows a positive relationship with teacher performance with a coefficient value of 0.183; 4) The regression coefficient of 0.768 shows a positive relationship to teacher performance with a coefficient value of 0.153.

Partial Test

Table 5
Partial Test
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2,481	3,326		1,338	,038
1 School Principal Leadership	.153	,183	.131	2,836	,000
Work Motivation	.122	.124	.143	2,985	.017
Work Discipline	,183	,178	,189	3,029	.013
School Culture	,768	,140	,851	5,503	,000

Source: Primary Data (2024)

It means: 1) The test results for X1 are 2.836, t table 2.228 (t count > t table). So ho is rejected and ha is accepted; 2) The test results for X2 are 2.985, t table 2.228 (t count > t table). So ho is rejected and ha is accepted; 2) The test results for X3 were 3.029, t table 2.228 (t count > t table). So ho is rejected and ha is accepted; 3) The test results for X4 were 5.503, t table 2.228 (t count > t table). So ho is rejected and ha is accepted.

Anova Test

Table 6
Simultaneous Test
ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	26,139	4	6,535	14,453	.006b

Residual	2,261	5	,452		
Total	28,400	9			

Source: Primary Data (2024)

The research results show that the calculated f value is greater than the f table value with a significant value of 0.000 which is smaller than 0.005. This shows that simultaneous testing has a positive and significant effect.

Determinant

Table 7
Determinants
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.959a	.920	.857	.672

Source: Primary Data (2024)

The final result of the research is that the independent variable influences 0.857 or 85.70% and the rest is influenced by other supporting factors.

Discussion

The principal's leadership has a positive and significant effect on teacher performance

The test results for x1 are 2.836, t table 2.228 (t count > t table). So ho is rejected and ha is accepted, this is in line with research conducted by (Budiman, 2016) which says that leadership will have an influence on teacher performance with a determination value of 0.576 or 57.60%.

Work motivation has a positive and significant effect on teacher performance

The test results for x2 are 2.985, t table 2.228 (t count > t table). So ho is rejected and ha is accepted. This is in line with research conducted by (Dharma, 2015) which states that work motivation has a positive and significant effect with a t test value of 5.737 > 1.765, namely the t table value.

Work discipline has a positive and significant effect on teacher performance

The test results for x3 are 3.029, t table 2.228 (t count > t table). So ho is rejected and ha is accepted. This is in line with research conducted by (Sarah, 2020) which states that

work discipline has a positive and significant effect with a t-test value of $3.034 > 2.350$, namely a t-table value and an f-table value of 15.324

School culture has a positive and significant effect on teacher performance

The test results for x4 are 5.503, t table 2.228 (t count > t table). So H_0 is rejected and H_a is accepted. This is in line with research conducted by (Kelen, 2019) which states that school culture will influence teacher performance with a determination value of 0.880 or 88.00%.

The principal's leadership, work motivation, work discipline, and school culture have a positive and significant effect on teacher performance

The research results show that the calculated f value is greater than the f table value with a significant value of 0.000 which is smaller than 0.005. This shows that simultaneous testing has a positive and significant effect. The final result of the research is that the independent variable influences 0.857 or 85.70% and the rest is influenced by other supporting factors.

CONCLUSION

The conclusion in this research are: 1) The principal's leadership variable has a positive and significant influence on teacher performance at MAS Ihya Ulumuddin. This is based on the partial test carried out; 2) The work motivation variable has a positive and significant influence on teacher performance at MAS Ihya Ulumuddin, this is based on the partial test carried out; 3) The work discipline variable has a positive and significant influence on teacher performance at MAS Ihya Ulumuddin, this is based on the partial test carried out; 4) The school culture variable has a positive and significant influence on teacher performance at MAS Ihya Ulumuddin. This is based on the partial test carried out; 5) The variables of principal leadership, work motivation, work discipline and school culture have a positive and significant influence on teacher performance at MAS Ihya Ulumuddin. This is based on the partial test carried out.

It is hoped that the research can provide input in efforts to improve teacher performance and study related factors that can be used as input in providing performance improvements.

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