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The Influence of Principal Leadership, School Culture, and Technology Use on Elementary School Teacher Performance in Batu Ampar District

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Abstract

This research aims to determine the effect of school principal leadership on teacher performance, the influence of school culture on teacher performance, the influence of technology utilization on teacher performance, and the simultaneous influence of school principal leadership, school culture, and technology utilization on the performance of elementary school teachers in Batu Ampar District. This research is a quantitative study using a survey method. The population of this study consists of 223 elementary school teachers in Batu Ampar District, Batam City, Riau, Indonesia. The sample size was determined using the Stratified Random Sampling method with Slovin's formula. Data collection was conducted using questionnaires distributed to all samples. Data were analyzed using descriptive analysis, correlation, and regression analysis using IBM SPSS Statistic version 27. The results of the study indicate that: 1) school principal leadership has a positive and significant effect on the performance of elementary school teachers in Batu Ampar District, 2) school culture has a positive and significant effect on the performance of elementary school teachers in Batu Ampar District, 3) technology utilization has a positive and significant effect on the performance of elementary school teachers in Batu Ampar District, and 4) school principal leadership, school culture, and technology utilization simultaneously have a positive and significant effect on the performance of elementary school teachers in Batu Ampar District.

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INTRODUCTION

Education constitutes a vital human right and serves as the cornerstone for sustained growth, peace, and stability. The 2016 Global Education Monitoring (GEM) report by UNESCO highlighted

that quality, inclusive, and egalitarian education is a fundamental objective of the 2030 Sustainable Development Goals (SDGs). Nevertheless, a significant overhaul of the education system is required to realize this potential. Education is essential for empowering individuals, alleviating poverty, and stimulating economic progress. An indicator of educational success is teachers' performance, particularly in elementary school (Romadhon & Zulela, 2021; Yunus et al., 2021).

The efficacy of teachers, encompassing both the quality and volume of their effort, significantly influences student learning outcomes, particularly in the disciplines of science and mathematics (Juniarti et al., 2020; Mariana, 2021). Enhancing teacher performance in Batam City, particularly in Batu Ampar District, presents a significant challenge. The Batam City Government is dedicated to enhancing educational quality by designating nearly 20% of its budget for education and executing the *Program Guru Penggerak* for teacher professional development.

Nonetheless, issues persist in teacher effectiveness, including the inconsistency of teachers' educational backgrounds and the insufficient integration of technology in instruction. Jaliah et al., (2020) delineated ten factors that can enhance teachers' performance, encompassing work motivation, job interest, recognition of accomplishments, developmental opportunities, principal support, positive interpersonal relationships, engagement in study groups, and access to library resources.

Principal leadership significantly influences the enhancement of teacher performance. Windasari et al., (2022) defines primary leadership as the act of influencing others' activities to attain educational objectives. The study by (Pratiwi & Warlizasusi, 2023) demonstrates that principal leadership positively and significantly affects teacher performance, indicated by a regression coefficient (β) of 0.412 and a significance level (p) of 0.000. A one-unit increase in principal leadership will enhance teacher performance by 0.412 units.

The culture of a school positively influences teacher performance. Ramazan & Hanifi, (2017) discovered that school culture significantly affects teacher performance, evidenced by a regression coefficient (β) of 0.382 and a significance level ($p < 0.05$). The association between teacher performance and school culture is significant, with a coefficient of $r = 0.597$.

The integration of technology in education entails utilizing digital technologies to enhance instruction. Prasojo et al., (2020) demonstrated that the utilization of information and communication technology positively influences teacher performance, evidenced by a regression coefficient ($\beta = 0.423$, $p < 0.001$). Despite numerous studies investigating the determinants of teacher performance, a comprehensive analysis examining the simultaneous effects of principal leadership, school culture, and technology utilization on the performance of elementary school teachers in Batu Ampar District, Batam City, remains absent. This study seeks to analyze the impact of these three variables on teacher performance, which is anticipated to inform policy development aimed at enhancing educational standards in primary schools. These findings are anticipated to enhance comprehension of the factors affecting teacher effectiveness, enabling the implementation of strategic measures to elevate educational quality in the region.

This research delineates issues pertaining to the efficacy of elementary school teachers in Batu Ampar District, encompassing the impact of principal leadership, institutional culture, and the application of technology. These three characteristics significantly influence teacher motivation and

enhance teaching efficacy. This study examines the concurrent impact of the three variables on teacher performance to identify viable enhancement measures. The objectives of this research are as follows:

- a. To assess the impact of principal leadership on the performance of primary school teachers in Batu Ampar District
- b. To assess the impact of school culture on the performance of primary school teachers in Batu Ampar District
- c. To assess the impact of technology usage on the effectiveness of primary school teachers in Batu Ampar District
- d. To assess the simultaneous impact of principal leadership, school culture, and technology utilization on the performance of elementary school teachers in Batu Ampar District.

METHODS

This research employs a quantitative methodology to examine the impact of principal leadership, school culture, and technology use on teacher performance in elementary schools within Batu Ampar District. Rudini (2017) asserts that quantitative research is inferential, deriving results from hypothesis testing using empirical data acquired through measurement. Asserted that this technique encompasses population and sample, employing research equipment for data collecting and statistical analysis to evaluate the formulated hypotheses.

This study seeks to assess the impact of each independent variable (leadership, school culture, and technology utilization) on the dependent variable (teacher performance) both individually and collectively. A descriptive quantitative methodology is employed to systematically convey data and analytical outcomes. This research was carried out at all public and private elementary schools in Batu Ampar District, Riau Islands, during a duration of two months, specifically November and December 2024.

The research population comprised all elementary school teachers in Batu Ampar District, totaling 223 individuals. Sampling was executed via a stratified random sampling technique, wherein the population is segmented into homogeneous strata, and samples are randomly selected from each stratum. The Slovin formula indicated that the best sample size is 143 individuals.

The research variables include independent variables (X1: principal leadership, X2: school culture, X3: technology utilization) and a dependent variable (Y: teacher performance). Data collecting methods were executed using surveys and document analysis. The questionnaire employed a Likert scale to assess respondents' opinions, incorporating both positive and negative inquiries. The instrument's validity was assessed by a criterion validity test, and its reliability was evaluated using the Cronbach's Alpha formula.

Data analysis was conducted utilizing descriptive and inferential statistics. The analytical procedure encompasses data cleansing, normalization, and data characterization. The normality test employed the Kolmogorov-Smirnov method, determining the data to be normal if the significance value exceeded 0.05. The multicollinearity assessment was conducted to identify a significant correlation among independent variables, employing the Variance Inflation Factor (VIF) metric. A VIF

exceeding 10 indicates a multicollinearity issue. The heteroscedasticity test was conducted to identify variance inequality in the regression model's residuals, utilizing the dispersion plot and the Glejser test.

Hypothesis testing was conducted using simple regression to examine the link between independent and dependent variables. The simple regression equation is represented as $[Y = a + bX]$, where (Y) denotes the dependent variable, (X) signifies the independent variable, (a) represents a constant, and (b) indicates the regression coefficient. The multiple regression test assesses the concurrent impact of independent factors on the dependent variable. The coefficient of determination (R^2) is used to describe the contribution of independent variables to the dependent variable. The study employed IBM SPSS Statistics software version 27 to enhance data analysis and processing. This study seeks to elucidate the impact of principal leadership, school culture, and technology use on teachers' performance.

RESULT AND DISCUSSION

Teacher performance data were collected via a questionnaire of 30 items, categorized into six indicators: personal quality, classroom management and organization, learning planning, teaching implementation, learning assessment, and professionalism. Each question uses a Likert scale ranging from 1 (never) to 5 (always), yielding a minimum score of 30 and a maximum score of 150. The gathered data were subsequently organized in Excel and analyzed with IBM SPSS Statistics version 27. The descriptive analysis revealed an average teacher performance score of 140.76, a median of 141.00, and a mode of 141. A standard deviation of 5.109 signifies a rather minor variation in scores. The value range is 36, with a minimum of 114 and a maximum of 150, suggesting that most responders exhibit strong performance scores. This report presents an optimistic assessment of teacher performance in educational institutions. Data regarding principal leadership were collected via a questionnaire comprising 27 items pertaining to the principal's competence. The results indicated a minimum score of 27 and a maximum score of 135. The descriptive analysis results indicate that the principal's leadership average score is 126.20, with a median of 126.60 and a mean of 127. The standard deviation of 5.560 signifies that the respondents' scores are rather uniform, indicating consistency in the evaluation. The obtained range of values is 33, with a minimum of 102 and a maximum of 135. This research presents an affirmative assessment of the principal's leadership, suggesting that most respondents regard the principal's ability as proficient. This data is crucial for comprehending the efficacy of leadership in enhancing overall school performance. Data regarding school culture were collected via a questionnaire of 18 questions, addressing factors such as constructive habits, expectations, social interactions, decision-making, curricular activities, and positive discipline. The minimum score was 18 and a maximum score was 90. The descriptive analysis indicates that there are 143 genuine respondents, with no missing data. The average score of school culture was 84.44, with a median of 84.67 and a mode of 85. The standard deviation of 3.492 signifies a modest dispersion of scores, indicating consistency in the evaluation. The scoring range was 26, with a minimum of 64 and a maximum of 90. This analysis presents an optimistic view of school culture, revealing that most respondents perceive the school's culture to be at a commendable level, which is crucial for fostering a conducive learning environment.

Data regarding technology utilization were collected via a questionnaire of 15 questions that addressed indicators of Technological Knowledge, Pedagogical Knowledge, and Content Knowledge. Each item employs a Likert scale ranging from 1 to 5, with a minimum score of 15 and a maximum score of 75. The descriptive analysis revealed that there were 143 genuine respondents, with no missing data. The mean score for technology utilization was 70.34, with a median of 70.64 and a mode of 71. The standard deviation of 3.118 signifies that the respondents' scores are rather uniform, indicating consistency in evaluating technology utilization in educational institutions. The obtained range of values was 25, with a minimum of 50 and a maximum of 75. This investigation presents an optimistic view of technology usage, revealing that most respondents perceive the integration of technology in education as satisfactory, which is crucial for fostering successful and innovative teaching and learning methodologies. Normality testing was conducted to verify that the data originated from a normally distributed population, employing the Kolmogorov-Smirnov method. The study revealed an Asymp. Sig. value (2-tailed) of 0.072, exceeding 0.05, therefore indicating that the data adheres to a normal distribution.

The purpose of multicollinearity analysis is to identify the presence of a significant correlation among independent variables. The test findings indicate the tolerance values and Variance Inflation Factors (VIF) for each variable: Principal Leadership (Tolerance: 0.651, VIF: 1.537), School Culture (Tolerance: 0.480, VIF: 2.082), and Technology Utilization (Tolerance: 0.535, VIF: 1.868). All values satisfy the requirements, indicating no evidence of multicollinearity among the independent variables.

The heteroscedasticity test was performed to assess the disparity of residual variances in the regression model. The Scatterplot results exhibit a random data distribution centered around zero, lacking a discernible pattern, which signifies the absence of heteroscedasticity. The Glejser test indicates the Sig coefficient values for each variable: Principal Leadership (0.319), School Culture (0.481), and Technology Utilization (0.816), all exceeding 0.05. Consequently, it can be inferred that there is an absence of heteroscedasticity among the independent variables.

1. Regression Analysis

A straightforward regression analysis was performed to evaluate the influence of independent variables on the dependent variable, specifically instructor performance. The outcomes of the regression analysis are presented in the subsequent table.

Table 1. Results of the Regression Analysis

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1 (Constant)	30,923	9,653		3,203	,002
Principal Leadership	,247	,067	,258	3,708	,000
School Culture	,502	,125	,325	4,016	,000
Technology Utilization	,508	,130	,299	3,898	,000

a. Dependent variable: Teacher’s Performance

The regression analysis results indicate that all independent factors exert a positive and substantial influence on teacher performance, with each variable exhibiting a significance value below 0.05. The principal leadership variable exhibits a significance coefficient of 0.000 and a t-value of 3.708, surpassing the t-table value of 1.97669, with a β coefficient of 0.258. Consequently, it is concluded that there is a positive and significant effect of principal leadership on the performance of elementary school teachers in Batu Ampar District, leading to the rejection of H0 and acceptance of H1. The School Culture variable exhibits a significance coefficient of 0.000, a t-value of 4.016, and a β coefficient of 0.325, indicating a positive and significant relationship between school culture and the performance of elementary school teachers in Batu Ampar District, leading to the rejection of H0 and acceptance of H2. Simultaneously, the utilization of technology exhibits a significance coefficient of 0.000, a t count of 3.898, and a β coefficient of 0.299, indicating a positive and significant impact on teacher performance. This suggests a positive and significant correlation between technology utilization and the performance of elementary school teachers in Batu Ampar District, leading to the rejection of H0 and the acceptance of H3. The multiple linear regression analysis yielded an intercept of 30.923, indicating the value of teacher performance when all independent variables are zero. A one-unit increase in the Principal Leadership variable enhances teacher performance by 25.8%, School Culture by 32.5%, and Technology Utilization by 29.9%. The resultant multiple linear regression equation is:

$$[Y = 30,923 + 0,258X_1 + 0,325X_2 + 0,299X_3]$$

In conclusion, there exists a favorable and significant correlation among principal leadership, school culture, and the integration of technology on teacher performance in elementary schools within Batu Ampar District, leading to the rejection of H0 and the acceptance of H4.

2. Analysis of Variance (ANOVA)

The analysis of variance was conducted using the F Test and was used to assess the simultaneous impact of independent variables on the dependent variable, specifically instructor performance. The F Test was calculated using IBM SPSS Statistics version 27, referencing the ANOVA table. According to the analysis of variance (ANOVA) results, a significance value below 0.05 indicates that all independent factors have a substantial impact on the dependent variable.

Table 2. Model Significance Test (F Test)

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	5817,350	3	1939,117	59,666	,000 ^b
Residual	4517,403	139	32,499		
Total	10334,753	142			

a. Dependent Variable: Teacher’s Performance

b. Predictors: (Constant), Technology Utilization, Principal Leadership, School Culture

The calculated Fcount is 59.666, above the Ftable value of 2.67 (with degrees of freedom v1: k-1 = 3 and v2: n-k = 139). The conditions for this test are satisfied, specifically a significance value less than 0.05 and Fcount exceeding Ftable. The study indicates that the independent variables examined—principal leadership, school culture, and technology utilization—collectively make a substantial influence on teacher performance.

3. Coefficient of Determination

The Determination Coefficient (R^2) test assesses the extent to which variation in the dependent variable is elucidated by the independent variable.

Table 3. Coefficient of Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,750 ^a	,563	,553	5,70082

a. Predictors: (Constant), Technology Utilization, Principal Leadership, School Culture

The Adjusted R Square value of 0.553 indicates that the principal’s leadership, school culture, and technology utilization collectively account for 55.3% of teacher performance, with the remaining 44.7% attributable to factors outside the scope of this research.

4. The Influence of Principal Leadership on Teachers’ Performance

The principal leadership in the Batu Ampar District at the elementary school level is generally classified as commendable, as indicated by an average score of 126.20 and a mean of 127, in contrast to the highest score of 150. The primary leadership tool was developed in accordance with Perdirjen GTK Number 7327 of 2023, encompassing personality, social, and professional qualities. These survey items evaluate the principal’s capacity to inspire teachers, cultivate a learning environment, and administer resources. The analysis results indicate that survey items like "the principal exemplifies professional ethics" and "the principal empowers teachers to enhance learning quality" effectively identify pertinent leadership traits and contribute to the enhancement of teacher performance.

The regression test findings indicate that the principal’s leadership (variable X1) has a regression coefficient of 0.258 and a probability value of 0.000, which is highly statistically significant, along with a calculated t value significantly exceeding the t table value. The principal’s leadership positively influences teacher performance by 25.8%. Effective leadership encompasses the principal’s capacity to guide, motivate, and inspire educators to enhance their performance.

This finding aligns with the research by Ulfathmi et al. (2021), which demonstrated that principal leadership positively influences teacher performance, evidenced by a regression coefficient of 0.412. Siswanto asserted that principals exhibiting robust leadership can foster a work environment conducive to teachers fulfilling their responsibilities efficiently.

Furthermore, research by Hallinger (2011) demonstrates that principals, as instructional leaders, significantly contribute to establishing a shared vision, offering strategic direction, and inspiring teachers to attain educational objectives. This study reinforces the notion that good principal leadership encompasses not just administrative oversight but also offers ethical and professional support to educators, consequently enhancing teacher motivation and performance.

In Batu Ampar District, the principal’s capacity to employ a collaborative and empowering leadership style is essential. Principals that communicate effectively, offer positive comments, and facilitate teacher professional development will significantly enhance teacher performance and educational quality. Consequently, principals must enhance their involvement in facilitating teacher professional development, including specialized training in technology, which yielded significant results in the present research.

5. The Influence of School Culture on Teachers' Performance

The school culture in the Batu Ampar sub-district at the elementary level is a significant factor in enhancing teacher performance, as demonstrated by an average survey score of 84.44 and a mode score of 85, in contrast to the maximum score of 90. The survey instrument was created based on the indicators established by Daryanto and Karim (2017), encompassing positive habits, expectations, interpersonal relationships among school constituents, social interactions, decision-making processes, curricular and extracurricular activities, and positive discipline. The impact of school culture encompasses elements such as "school members routinely greet one another amicably each day" and "teachers offer guidance in a manner that honors students," indicating that the school culture evaluated through the survey accurately represents the actual school environment that fosters positive outcomes.

The research's findings indicated that school culture significantly enhances teacher performance, evidenced by a regression coefficient of 0.325 and a minimal significance value of 0.000. The computed t value of 4.016 exceeds the t table value of 1.97669, indicating that school culture accounts for 32.5% of teacher performance.

This research's findings align with Somprach et al. (2015), which shown that school culture significantly positively affects teacher performance, evidenced by a regression coefficient of 0.382. The study emphasized that a school culture fostering collaboration, innovation, and camaraderie might enhance teacher motivation and excitement for work.

This finding aligns with research by Fullan (2016), which indicated that a collaborative and supportive school culture fosters professional cooperation among instructors, therefore cultivating an inventive and conducive learning environment.

In the context of the survey site in Batu Ampar, a supportive school culture may manifest through the principal's initiatives to foster positive traditions, including the recognition of teachers, enhancing relationships among school constituents, and promoting active teacher participation in decision-making processes. This culture enhances teachers' dedication to their responsibilities and fosters a profound sense of belonging to the school, ultimately elevating teacher performance. Initiatives to enhance school culture may concentrate on cultivating shared values, facilitated by regular discussion forums, Subject Teacher Deliberations (MGMP), or teacher working groups (KKG).

6. The Influence of Technology Utilization on Teachers' Performance

The utilization of technology by educators in the Batu Ampar sub-district at the elementary school level is notably high, with teachers demonstrating commendable proficiency in using technology to enhance the learning process, despite the presence of potential areas for future advancement. The technology utilization instrument was created based on the TPACK model (Mishra & Koehler, 2006), which encompasses technical knowledge (TK), technological pedagogy (PK), and technological content (CK). This research effectively assessed instructors' capacity to incorporate technology into learning along with educational needs, as indicated by a mean value of 71, an average value of 70.64, and a maximum value of 75.

The research's results demonstrate that technology usage positively and significantly impacts teacher performance, as indicated by a regression coefficient of 0.299, a significance value of 0.000 (less than 0.05), and a calculated t value of 3.898 (exceeding the t table value of 1.97669). Technology accounts for 29.9% of teacher performance and is a crucial element in enhancing educational efficacy.

This research's findings align with those of Prasojo et al. (2020), demonstrating that information technology positively and significantly influences teacher performance, evidenced by a regression coefficient of 0.423. Technology enables educators to create more engaging, efficient, and interactive instructional materials, hence enhancing student learning results.

With the TPACK (Technological Pedagogical Content Knowledge) paradigm, Mishra & Koehler (2006) brought to light the fact that successful technology integration requires a synergy between technological knowledge, pedagogy, and content. The findings of this study indicate that innovative educators have the potential to improve their efficiency in formulating, carrying out, and evaluating instructional strategies.

As a result of the increasing need for education that is based on digital platforms, the technology utilization is improving in the Batu Ampar District. One of the most important things that can be done to improve teacher effectiveness is to make sure that there is adequate technical infrastructure and to prioritize extensive training in the application of technology in education.

7. The Simultaneous Influence of Independent Variables on Teachers' Performance

Multiple regression analysis indicates that principal leadership, school culture, and technology utilization exert a favorable and significant impact on teacher performance. The calculated F value of 59.666 exceeds the F table value of 2.67, and the significance value of 0.000 is less than 0.05 for a sample of 143 individuals. The derived regression equation is $Y = 30.923 + 0.258X_1 + 0.325X_2 + 0.299X_3$. The F test analysis conducted using IBM SPSS Statistics version 27 yielded an Adjusted R-squared value of 0.553, indicating that the three variables collectively account for 55.3% of teacher performance, with the remaining influence attributed to other factors.

This finding aligns with the idea stated by Romadhon & Zulela, (2021); Yunus et al., (2021) which asserts that an organization's success, including that of schools, is contingent upon a confluence of internal elements such as principal leadership, organizational culture, and technological adaptability.

In Batu Ampar District, these findings underscore the necessity for a comprehensive strategy to enhance teacher performance (Mariana, 2021; Seriyanti et al., 2021). Collaboration among principals, teachers, and other stakeholders in overseeing principal leadership, school culture, and technology implementation is crucial for establishing a quality educational ecosystem. Teacher performance enhancement initiatives must incorporate concurrent interventions across all three dimensions, including technological training, a collaborative culture, and transformative principal leadership (Kaiman et al., 2020; Russamsi et al., 2020).

This study demonstrates its originality through its methodology, theoretical framework, and regional focus (Imansyah et al., 2020; Jaliah et al., 2020). A notable characteristic is the amalgamation of three critical variables principal leadership, school culture, and technology utilization into a unified, comprehensive study model (Haq et al., 2020; Juniarti et al., 2020). This study highlights the significant influence of the concurrent interplay of these three variables on teacher performance, unlike previous studies that frequently analyze these variables independently. This strategy provides an extensive perspective and improves understanding of the factors influencing teacher effectiveness, especially in elementary education.

CONCLUSIONS

Based on the results of this study, it can be concluded that school principal leadership, school culture, and technology utilization have a positive and significant effect on the performance of elementary school teachers in Batu Ampar District. Individually, school principal leadership, school culture, and technology utilization were found to enhance teacher performance. Moreover, these three factors simultaneously contribute significantly to improving teacher performance in the district. Therefore, effective management in leadership, a supportive school culture, and efficient use of

technology can be key factors in enhancing the quality of teacher performance in elementary schools in Batu Ampar District.

CONFLICTS OF INTEREST STATEMENT

The authors have no conflict of interest to declare. The co-author has seen and agree with the contents of the manuscript and there is no financial interest to report. There is no financial interest to disclose. We certify that the submission is original and not under review by any other publication.

AUTHOR CONTRIBUTIONS

Study concept and design: Marusaha MP Siahaan. Acquisition of data: Nurtanio Agus Purwanto. Analysis and interpretation of data: Nurtanio Agus Purwanto. Drafting the manuscript: Marusaha MP Siahaan. Critical revision of the manuscript for important intellectual content: Nurtanio Agus Purwanto. Statistical analysis: Marusaha MP Siahaan.

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