

The Influence of Teacher Competency and Principal Leadership on Teacher Performance in State Junior High Schools in Bangkinang District Kampar Regency

Erlinda¹, Zulher², Kasmawati³

^{1,2,3}Master of Management Study Program, Postgraduate STIE Bangkinang

Email: lerlinda349@gmail.com¹, zulher@stiebangkinang.ac.id², kasmawati@stiebangkinang.ac.id³

Keywords: Teacher

Competence, Principal

Leadership, Teacher

Performance.

Abstract

This study aims to examine the effects of teacher competence and principal leadership on teacher performance at UPT Public Junior High Schools throughout Bangkinang District. This study employed a quantitative approach. The research population consisted of 84 teachers, all of whom were selected as the sample using the total sampling technique. Data were collected through questionnaires, interviews, and documentation and were subsequently analyzed using multiple linear regression with the assistance of IBM SPSS Statistics version 29. The results showed that teacher competence had a positive and significant effect on teacher performance, as indicated by a calculated t-value of 3.219, which was greater than the critical t-value of 1.989, and a significance value of 0.002, which was less than 0.05. Principal leadership also had a positive and significant effect on teacher performance, as indicated by a calculated t-value of 7.900, which was greater than the critical t-value of 1.989, and a significance value of 0.001, which was less than 0.05. Simultaneously, teacher competence and principal leadership had a positive and significant effect on teacher performance, as indicated by a calculated F-value of 62.180, which was greater than the critical F-value of 3.109, and a significance value of 0.001, which was less than 0.05. The R-squared value of 0.606 indicates that the two variables collectively contributed 60.6% to teacher performance, while the remaining 39.4% was influenced by other variables not examined in this study.

INTRODUCTION

Education is a crucial factor in improving the quality of human resources. Schools, as formal educational institutions, are responsible for providing a focused, high-quality learning process that is capable of shaping students into knowledgeable, skilled, and disciplined individuals. Teachers play a crucial role in the implementation of education in schools because they interact directly with students during the learning process.

Teachers are not only responsible for delivering lesson material, but also for planning lessons, implementing the learning process, guiding students, managing the classroom, and assessing learning outcomes. This is in line with Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, which states that teachers are obliged to plan lessons, implement quality learning processes, and assess and evaluate learning outcomes. Therefore, teacher performance is a crucial element in determining the success of education in schools. According to Supardi (2013), teacher performance can be seen from their ability to develop lesson plans, implement lessons, establish interpersonal relationships, assess learning outcomes, and implement follow-up actions. In this study, teacher performance was also adjusted based on initial findings in the field, such as classroom discipline, variety of learning methods, completeness of learning materials, classroom management, and instilling student discipline.

One factor that can influence teacher performance is teacher competence. Teacher competence in this study refers to Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers and Regulation of the Minister of National Education Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competence, which explains that teacher competence includes pedagogical competence, personality competence, social competence, and professional competence. Mulyasa (2014) also explains that competence is an ability that teachers must possess to optimally carry out their professional duties. Teachers with good competence are better able to understand student characteristics, master subject matter, choose appropriate learning methods, and build good communication within the school environment.

In addition to teacher competence, principal leadership also plays a crucial role in improving teacher performance. The reference for principal leadership in this study is based on the Minister of National Education Regulation Number 13 of 2007 concerning Standards for School/Madrasah Principals, as well as the opinions of Mulyasa (2014) and Nawawi (2015), which emphasize that principals play a role in directing, coaching, supervising, motivating, and creating a conducive work climate. As educational leaders, principals are responsible for providing direction, motivation, coaching, supervision, and evaluation of teacher performance. Good principal leadership can create a conducive work environment, improve discipline, and encourage teachers to carry out their duties responsibly.

Research by Yeneda et al. (2026) shows that leadership plays a crucial role in improving organizational performance. These findings indicate that leadership effectiveness is one factor that can influence performance achievement. Although the study was conducted in a different organizational context, the results support the hypothesis that leadership also has the potential to influence teacher performance improvement in the school environment.

Several previous studies have shown that teacher competence and principal leadership are closely related to teacher performance. Zubaidah's (2017) research showed that principal leadership and teacher competence had a positive and significant impact on teacher performance. Furthermore, Pianda (2018) also stated that teacher competence, work motivation, and principal leadership had a positive and significant impact on teacher performance. These research findings suggest that improving teacher performance can be achieved through enhancing teacher competence and strengthening the principal's leadership role.

Teachers are expected to carry out their duties professionally in accordance with the demands of educational development. However, a preliminary study conducted by researchers through interviews with principals at two public junior high schools in Bangkinang District revealed that teacher performance still needs improvement. This information was conveyed by the principals, referring to several school data sources, including teacher supervision results, observations of the learning process, accuracy of learning materials submission, and teacher and student disciplinary records.

The initial description of teacher performance based on the results of interviews with the principals at UPT SMP Negeri 2 Bangkinang and UPT SMP Negeri 3 Bangkinang can be seen in Table 1. As follows.

Table 1.

Initial Overview of Teacher Performance Based on Interviews with Principals at Public Junior High School Technical Implementation Units in Bangkinang District.

Nu	Teacher Performance Aspects	Target	UPT SMPN 2 Bangkinang	UPT SMPN 3 Bangkinang
1	Teachers enter the classroom on time according to the learning schedule.	100%	80%	65%
2	Teachers use a variety of learning methods.	100%	75%	73%
3	Teachers compile, complete, and collect learning materials on time.	100%	85%	80%
4	Teachers are able to manage the class to keep it orderly and conducive.	100%	90%	85%
5	Teachers instill the value of discipline in students.	100%	90%	85%
Average		100%	84%	78,60%

Based on Table 1, it is known that the average initial achievement of teacher performance at the UPT SMPN 3 Bangkinang was 78.60%, while at the UPT SMPN 2 Bangkinang it was 84% of the target of 100%. This condition indicates that teacher performance still requires attention, especially in terms of discipline, variety of learning methods, responsibility for learning tools, classroom management, and instilling disciplinary values in students.

Based on this description, the researcher is interested in conducting a study entitled "The Influence of Teacher Competence and Principal Leadership on Teacher Performance at UPT SMP Negeri in Bangkinang District." The objectives of this study are (1) To determine the influence of teacher competence on teacher performance at UPT SMP Negeri in Bangkinang District. (2) To determine the influence of principal leadership on teacher performance at UPT SMP Negeri in Bangkinang District. (3) To determine the influence of teacher competence and principal leadership together on teacher performance at UPT SMP Negeri in Bangkinang District.

METHOD

This study used a quantitative approach with an associative design to analyze the influence of teacher competency and principal leadership on teacher performance at the UPT SMP Negeri 1 Bangkinang, UPT SMP Negeri 2 Bangkinang, and UPT SMP Negeri 3 Bangkinang schools during April-June 2026.

The study population consisted of all 84 teachers at the three schools, consisting of 29 teachers at UPT SMP Negeri 1 Bangkinang, 33 teachers at UPT SMP Negeri 2 Bangkinang, and 22 teachers at UPT SMP Negeri 3 Bangkinang. All members of the population were used as the research sample using a total sampling technique (saturated sampling) so that the sample size equaled the population size.

The research data consisted of primary and secondary data. Primary data were obtained through questionnaires distributed to all respondents, while secondary data were obtained through interviews, documentation, and document review related to the research, including school profiles, number of teachers, and academic supervision results. Interviews with school principals were

conducted as part of a preliminary study to obtain an initial overview of the condition of teacher performance at each school.

The research instrument was a questionnaire compiled based on the indicators of each variable and using a five-point Likert scale. The teacher competency variable (X_1) was operationalized through indicators of pedagogical competency, professional competency, personality competency, and social competency. The principal leadership variable (X_2) was operationalized through indicators of the ability to provide direction, carry out supervision, motivate teachers, make decisions, and build communication and a conducive work climate. Meanwhile, the teacher performance variable (Y) was operationalized through indicators of teacher discipline in learning, the use of varied learning methods, responsibility for preparing learning tools, the ability to manage the class, and instilling discipline values in students. The development of indicators refers to Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, Regulation of the Minister of National Education Number 13 of 2007 concerning Standards for School/Madrasah Principals, Regulation of the Minister of National Education Number 16 of 2007 concerning Standards for Academic Qualifications and Teacher Competencies, and is supported by the opinions of Mulyasa (2014), Usman (2013), Nawawi (2015), and Supardi (2013).

Before being used as a research instrument, the questionnaire was tested for validity and reliability. Validity was tested using Pearson Product Moment correlation, while reliability was tested using Cronbach's Alpha coefficient to ensure the instrument was suitable for data collection.

Data analysis used by researchers to analyze the influence/relationship between variables using multiple regression analysis, and coefficient of determination using IBM SPSS Statistics version 29. Before testing the hypothesis, the data was tested through classical assumption tests which include normality tests, multicollinearity tests, and heteroscedasticity tests to ensure the feasibility of the regression model. Furthermore, the analysis was carried out using multiple linear regression with the following equation.

$$Y = a + b_1X_1 + b_2X_2 + e$$

Description:

Y = Teacher performance

a = Constant

b_1 = Teacher competency regression coefficient

b_2 = Principal leadership regression coefficient

X_1 = Teacher competency

X_2 = Principal leadership

e = Error

Hypothesis testing was conducted using a t-test to determine the partial effect of each independent variable on teacher performance. The F-test was used to determine the simultaneous influence of teacher competence and principal leadership on teacher performance. Furthermore, the coefficient of determination was used to determine the extent of the independent variables' contribution in explaining the dependent variable.

Hypotheses

1) Partial Hypothesis

Hypothesis I

Ha :There is a significant influence of teacher competence on teacher performance in the UPT of Public Junior High Schools in Bangkinang District.

H₀ :There is no significant influence of teacher competence on teacher performance in the UPT of Public Junior High Schools in Bangkinang District.

Hypothesis II

H_a :There is a significant influence of principal leadership on teacher performance in the UPT of Public Junior High Schools in Bangkinang District.

H₀ :There is no significant influence of principal leadership on teacher performance in the UPT of Public Junior High Schools in Bangkinang District.

2) Simultaneous Hypothesis

Hypothesis III

Ha :There is a significant effect of teacher competence and principal leadership jointly on teacher performance at UPT SMP Negeri in Bangkinang District.

H₀ :There is no significant effect of teacher competence and principal leadership jointly on teacher performance at UPT SMP Negeri in Bangkinang District

RESEARCH RESULTS AND DISCUSSION

RESULTS

Instrument Testing

Before further data analysis, the research instrument was first tested through validity and reliability tests. This test aimed to ensure that each statement item used in the questionnaire was truly appropriate for measuring the research variables.

1) Validity Test

The validity test was conducted by comparing the calculated *r* value with the table *r* value at a 5% significance level. The number of respondents in this study was 84, so the table *r* value at a 5% significance level was 0.2146. A statement item was declared valid if the calculated *r* value was greater than the table *r* value.

Based on the data processing results, all statement items for the variables teacher competency (X1), principal leadership (X2), and teacher performance (Y) had calculated *r* values greater than 0.2146. Thus, all statement items were declared valid and could be used in further analysis.

2) Reliability Test

The reliability test was conducted using Cronbach's Alpha. An instrument was declared reliable if the Cronbach's Alpha value was greater than 0.60. The results of the reliability test can be seen in Table 2 below.

Table 2.
Results of the Research Instrument Reliability Test

Nu	Variable	Cronbach's Alpha	Standar Reliabilitas	Information
1	Teacher Competence (X1)	0,898	0,60	Reliable
2	Principal Leadership (X2)	0,914	0,60	Reliable
3	Teacher Performance (Y)	0,908	0,60	Reliable

Based on Table 2, all variables have a Cronbach's Alpha value greater than 0.60. This indicates that the research instrument used has a good level of consistency and is suitable for data collection.

Classical Assumption Test

1) Normality Test

This data normality test uses the Kolmogorov-Smirnov and Shapiro-Wilk techniques. The rule states that if the significance level is <0.05 , the residual value is considered to be non-normally distributed. Conversely, if the significance level is >0.05 , the residual value is normally distributed. The results of the normality test can be seen in Table 3 below.

Table 3.
Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		84
Normal Parameters ^{a,b}	Mean	0,0000000
	Std. Deviation	3,11411481
Most Extreme Differences	Absolute	0,080
	Positive	0,080
	Negative	-0,071
Test Statistic		0,080
Asymp. Sig. (2-tailed) ^c		,200 ^d

Based on the results of the normality test in the table above, the significance value is 0.200 > 0.05 , so it can be concluded that the residual values are normal.

2) Multicollinearity

The multicollinearity test aims to determine whether there is a linear relationship between one independent variable and another. In multiple regression analysis, there will be two or more independent variables that are suspected of influencing the dependent variable (Sudarmanto, 2005).

Multicollinearity can be tested using the tolerance value with the Variance Inflation Factor (VIF). The VIF value can be calculated using the following formula:

$$VIF = \frac{1}{(1 - R^2)} = \frac{1}{Toleransi} = \text{nilai toleransi} > 0.1$$

- If the VIF is >10 , there is a multicollinearity problem among the independent variables.
- If the VIF is <10 , there is no multicollinearity problem among the independent variables.

The following are the results of the multicollinearity test for each construct or variable processed using SPSS, as shown in Table 4 below:

Table 4.
Multicollinearity

Coefficients ^a						
Model		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		Beta			Tolerance	VIF
1	(Constant)		1,674	0,098		
	Teacher Competence	0,255	3,219	0,002	0,778	1,286
	Leadership	0,625	7,900	0,000	0,778	1,286

a. Dependent Variable: Teacher Performance

Based on Table 4 above, the tolerance value for variables (X1) and (X2) is 1/0.778, resulting in 1.286. Generally, if the VIF is <10, there is no multicollinearity issue among the independent variables. Looking at all the models in this study, there were no multicollinearity issues.

3) Heteroscedasticity

This test aims to determine whether the regression model exhibits unequal variances from one observation to another. If the variance from one observation to another remains constant, heteroscedasticity has occurred.

Heteroscedasticity can be detected by examining the plot graph between the predicted values of the dependent variable, ZPRED, and the residuals, SRESID. If the pattern forms a certain pattern, heteroscedasticity is present; if it does not, heteroscedasticity is absent. A good regression model is one that does not exhibit heteroscedasticity.

Figure 1.
Heteroscedasticity Test

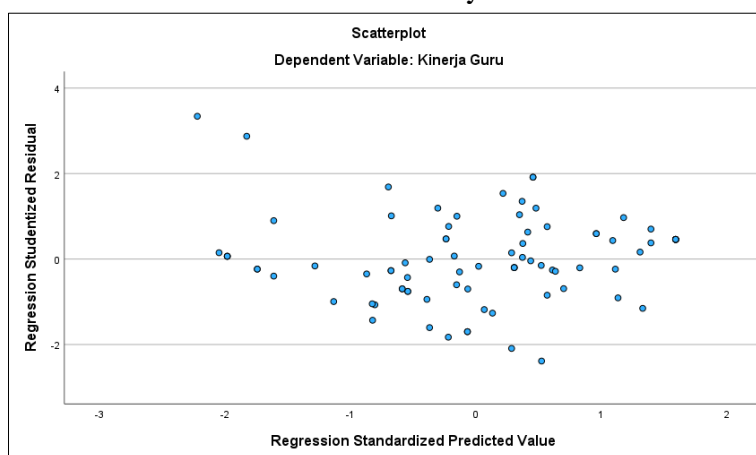


Figure 1 above shows that the points are randomly distributed, both above and below the number 0 on the Y-axis. This concludes that there is no heteroscedasticity in the regression model, thus making it suitable for predicting teacher competency (X1) and principal leadership (X2) on teacher performance (Y).

Multiple Linear Regression Analysis

Multiple linear regression analysis was used to determine the direction and magnitude of the influence of teacher competency (X1) and principal leadership (X2) on teacher performance (Y) at the UPT SMP Negeri (State Junior High School) in Bangkinang District. This analysis was chosen because the study used two independent variables and one dependent variable. Data processing was performed using IBM SPSS Statistics version 29. Based on the data processing results, the multiple linear regression equation was obtained as follows:

$$Y = 9,262 + 0,253X1 + 0,588X2$$

Description:

Y = Teacher performance

X1 = Teacher competence

X2 = Principal leadership

9,262 = Constant

0,253 = Teacher competence regression coefficient

0,588 = Principal leadership regression coefficient

Based on this equation, it can be explained that the constant value of 9.262 indicates teacher performance when the teacher competency and principal leadership variables are held constant or have no value. In other words, without any improvement in teacher competency and principal leadership, teacher performance remains at its baseline value of 9.262.

The teacher competency regression coefficient of 0.253 indicates that teacher competency has a positive influence on teacher performance. This means that if teacher competency increases by one unit, teacher performance will increase by 0.253 units, assuming the principal leadership variable remains constant. This positive coefficient indicates that better teacher competency leads to better teacher performance. Good teacher competency can be seen in the teacher's ability to understand students, master subject matter, use learning methods, and demonstrate a professional attitude in carrying out tasks.

Furthermore, the principal leadership regression coefficient of 0.588 indicates that principal leadership also has a positive influence on teacher performance. This means that if the principal's leadership increases by one unit, teacher performance will increase by 0.588 units, assuming the teacher competency variable remains constant. This coefficient indicates that the better the principal's leadership, the better the teacher performance. Good principal leadership can be seen from the principal's ability to provide direction, supervise, motivate, make decisions, and create a conducive work environment.

Based on the regression coefficients, the principal leadership variable has a coefficient value of 0.588, while teacher competence has a coefficient value of 0.253. This indicates that principal leadership has a greater influence on teacher performance than teacher competence. Therefore, improving teacher performance at the UPT SMP Negeri (State Junior High School) in Bangkinang District is not only influenced by individual teacher abilities, but also by the principal's role in mentoring, directing, and motivating teachers.

Overall, the results of the multiple linear regression analysis indicate that teacher competence and principal leadership both have a positive influence on teacher performance. This means that if teacher competence and principal leadership are improved simultaneously, teacher performance at the UPT SMP Negeri (State Junior High School) in Bangkinang District will also improve.

Hypothesis Testing

1) t-Test (Partial Test)

The t-test is used to determine the partial effect of each independent variable on the dependent variable. With 84 respondents and 2 independent variables, the degrees of freedom are 81. At a 5% significance level, the t-table value is 1.989. The t-test results are shown in Table 5 below.

Table 5.
T-Test Results

Nu	Variable		t count	t table	Sig.	Information
1	Teacher Competence (X1)		3,219	1,989	0,002	Have a significant impact
2	Principal Leadership (X2)		7,900	1,989	0,001	Have a significant impact

Based on Table 5, the teacher competency variable has a calculated t-value of $3.219 > 1.989$, with a significance value of 0.002, less than 0.05. Therefore, teacher competency partially has a

positive and significant effect on teacher performance at the UPT SMP Negeri (State Junior High School) in Bangkinang District.

Furthermore, the principal leadership variable has a calculated t-value of 7.900, greater than 1.989, with a significance value of 0.001, less than 0.05. Therefore, principal leadership partially has a positive and significant effect on teacher performance at the UPT SMP Negeri (State Junior High School) in Bangkinang District.

2) F Test (Simultaneous Test)

The F test was used to determine the simultaneous effect of teacher competency and principal leadership on teacher performance. The results of the F test can be seen in Table 6 below.

Table 6.

F-Test Results

Model	F count	F table	Sig.	Information
Regression	62,180	3,109	0,001	Have a significant impact

Based on Table 6, the calculated F-value of 62.180 is greater than the F-table value of 3.109, with a significance value of 0.001, which is less than 0.05. Thus, teacher competence and principal leadership simultaneously have a positive and significant effect on teacher performance at the UPT SMP Negeri (State Junior High School) in Bangkinang District.

Coefficient of Determination

The coefficient of determination is used to determine the contribution of teacher competence and principal leadership in explaining teacher performance. The results of the coefficient of determination can be seen in Table 7 below:

Table 7.

Results of the Determination Coefficient

R	R Square	Adjusted R Square	Information
0,778	0,606	0,596	Strong contribution

Based on Table 7 obtained from the results of data processing using IBM SPSS Statistics version 29, the R Square value obtained was 0.606. This indicates that teacher competence and principal leadership contributed 60.6% to teacher performance at UPT SMP Negeri throughout Bangkinang District. Meanwhile, the remaining 39.4% was influenced by other factors not examined in this study, such as work motivation, work discipline, work environment, facilities and infrastructure, school culture, and reward systems.

DISCUSSION

The results of the study indicate that teacher competence has a positive and significant effect on teacher performance at the Junior High School Technical Implementation Units (UPTs) in Bangkinang District. This is evidenced by the calculated t-value of 3.219, which is greater than the t-table of 1.989, and the significance value of 0.002, which is less than 0.05. Therefore, the hypothesis that teacher competence influences teacher performance is accepted.

Teacher competence is a crucial factor in the implementation of learning tasks. Teachers with good competence are better able to understand student characteristics, develop lesson plans, choose appropriate learning methods, master teaching materials, and assess student learning outcomes. This competence also encourages teachers to be more disciplined, responsible, and able to create a more effective learning environment.

These findings indicate that improving teacher performance at the Junior High School Technical Implementation Units (UPTs) in Bangkinang District can be achieved by improving

teacher competence, including pedagogical, professional, personality, and social competencies. The better a teacher's competence, the better their ability to carry out learning tasks.

The results of the study indicate that principal leadership has a positive and significant effect on teacher performance at UPT SMP Negeri throughout Bangkinang District. This is evidenced by the calculated t-value of 7.900, which is greater than the t-table of 1.989, and a significance value of 0.001, which is less than 0.05. Thus, the hypothesis stating that principal leadership influences teacher performance can be accepted.

Principal leadership plays a crucial role in encouraging teachers to optimally perform their duties. A principal who is able to provide direction, supervise, motivate, make appropriate decisions, and build effective communication will create a conducive work climate. This can enhance teacher morale, discipline, and responsibility in implementing learning.

The results of this study indicate that principal leadership is a significant factor in improving teacher performance. The better the leadership implemented by the principal, the better the teacher performance at the school.

The results indicate that teacher competence and principal leadership jointly have a positive and significant effect on teacher performance at the UPT SMP Negeri (State Junior High School Technical Implementation Unit) in Bangkinang District. This is evidenced by the calculated F-value of 62.180, which is greater than the F-table of 3.109, and the significance value of 0.001, which is less than 0.05.

The R-square value of 0.606 indicates that teacher competence and principal leadership contribute 60.6% to teacher performance. This means that these two variables play a significant role in explaining changes in teacher performance. Meanwhile, the remaining 39.4% is influenced by other factors not examined in this study.

These findings indicate that improving teacher performance depends not only on individual teacher abilities but also on the principal's leadership. Teachers with strong competencies will more easily carry out their duties professionally. Furthermore, a principal who is able to provide support, direction, supervision, and motivation will help teachers work more focused and responsibly. Therefore, efforts to improve teacher performance need to be carried out simultaneously by improving teacher competency and strengthening principal leadership.

CONCLUSION

Based on the research results and discussion outlined above, the following conclusions can be drawn:

1. Teacher competence partially has a positive and significant effect on teacher performance at the Junior High School Technical Implementation Units (UPTs) in Bangkinang District. This is evidenced by the calculated t-value of 3.219, which is greater than the t-table value of 1.989, with a significance value of 0.002, which is less than 0.05.
2. Principal leadership partially has a positive and significant effect on teacher performance at the Junior High School Technical Implementation Units (UPTs) in Bangkinang District. This is evidenced by the calculated t-value of 7.900, which is greater than the t-table value of 1.989, with a significance value of 0.001, which is less than 0.05.
3. Teacher competence and principal leadership simultaneously have a positive and significant effect on teacher performance at the Junior High School Technical Implementation Units (UPTs) in Bangkinang District. This is evidenced by the calculated F value of 62.180, which is greater than the F table of 3.109, with a significance value of 0.001, which is less than 0.05.
4. The influence of teacher competence and principal leadership on teacher performance is 60.6%, while the remaining 39.4% is influenced by other factors not examined in this study, such as

work motivation, work discipline, work environment, facilities and infrastructure, school culture, and reward systems.

BIBLIOGRAPHY

- Arikunto, S. 2014. *“Research Procedures: A Practical Approach”*. Jakarta: Rineka Cipta.
- Iskandar. 2014. *“Educational and Social Research Methodology”*. Jakarta: Gaung Persada Press.
- Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers.
- Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System.
Jakarta: Department of National Education.
- Margono, S. 2014. *“Educational Research Methodology”*. Jakarta: Rineka Cipta.
- Ministry of National Education, Republic of Indonesia. 2003.
- Mulyasa, E. 2014. *“Teacher Competency Standards and Certification”*. Bandung: Remaja Rosdakarya.
- Nawawi, H. 2015. *“Effective Leadership”*. Yogyakarta: Gadjah Mada Press.
- Pianda, D. 2018. *“Teacher Performance: Teacher Competence, Work Motivation and Principal Leadership”*. Sukabumi: CV Jejak.
- Regulation of the Minister of National Education of the Republic of Indonesia Number 13 of 2007 concerning Standards for School/Madrasah Principals.
- Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies.
- Sudarmanto, R. G. 2005. *“Multiple Linear Regression Analysis with SPSS”*. Yogyakarta: Graha Ilmu
- Supardi. 2013. *“Teacher Performance”*. Jakarta: Raja Grafindo Persada.
- Supriyatno, Arie, Subiyanto, & Tawil. 2016. *“The Influence of Educator Certification, Teacher Competence and Principal Leadership on High School Teacher Performance.”* Journal of the Educator Profession of the Indonesian Association of Education Graduates Jawa Tengah, 3(2), 171–181.
- Usman, M. U. 2013. *“Becoming a Professional Teacher”*. Bandung: Remaja Rosdakarya.
- Yeneda, S., Marantika, A., & Kasmawati, K. (2026). *“The Influence of Human Resources, Accountability and Organizational Commitment on Budget Performance with Leadership Style as a Moderating Variable”*. Al-Isyraq, 9(1), 71–96.
- Zubaidah, R.A. 2017. *“The Influence of Principal Leadership and Teacher Competence on Teacher Work Motivation and its Implications on Teacher Performance in Public Junior High Schools in Palembang City”*. Jurnal Ecoment Global, 1(2), 8–20. <https://doi.org/10.35908/jeg.v1i2.200>