

The Influence Of Principal Leadership In Improving Teacher Performance Through Motivation At Smpn Pasangkayu District

Choiriah Muslimah Nurdin ¹, Muhammad Rusydi ², Ahmad AC ³

¹²³ Muhammadiyah University of Makassar, Indonesia

Email: choiriahmuslimahnurdin30@gmail.com

Abstract

Keywords:

Principal leadership, Work motivation, Teacher performance, Public Junior High Schools SMPN in Pasangkayu Regency.

This study aims to analyze the influence of principal leadership on teacher performance through work motivation at public junior high schools in Pasangkayu Regency. The approach used was quantitative, with data collected through questionnaires distributed to 100 teachers from four schools: Public Junior High School 1 Pasangkayu, Public Junior High School 1 Bambalamotu, Public Junior High School 1 Bambaيرا, and Public Junior High School 4 Pasangkayu. Data analysis was conducted using the Structural Equation Modeling (SEM) method to test the direct and indirect effects between variables. The results of the study indicate that principal leadership has a positive and significant effect on teacher work motivation. Work motivation also has a positive and significant effect on teacher performance. Furthermore, principal leadership does not have a direct positive and significant effect on teacher performance, but it does have a positive and significant effect through work motivation as a mediating variable. These findings emphasize the importance of implementing a leadership style that supports, trains, and provides trust to teachers to improve their motivation and performance.

INTRODUCTION

Education plays a crucial role in developing superior and competitive human resources (Safriada et al., 2025). The educational process enables humans to optimally develop their abilities to face global challenges and changing times (Kareem et al., 2025). The quality of education is a key indicator of the success of national development because it serves as a means of developing the nation's character and morals (Nurhidayat & Sobirin, 2025). Teacher performance plays a strategic role in determining the quality of education because teachers are the direct implementers of the learning process in schools (Sliwka et al., 2024).

Data from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) in 2025 shows that the number of active teaching and administrative staff in Indonesia reached more than 5.7 million. This number reflects the enormous potential of human resources for improving the quality of national education. However, the large number of teaching staff does not fully guarantee that the quality of learning is optimal and equitable across all levels of education (Kemendikbudristek, 2025).

Tabel 1. Data on Active Educators and Education Personnel in Indonesia 2025

No	Type of Education	Number of Education Units
1	KB / Equivalent	425.230
2	TK / Equivalent	606.813
3	TPA (Childcare Center)	13.799
4	SPS (Early Childhood Education Unit)	111.059
5	SD / Equivalent	2.534.713

6	SMP / Equivalent	998.263
7	SMA / Equivalent	480.884
8	SMK / Equivalent	456.108
9	SLB / Equivalent (Special School)	44.575
10	DIKMAS (Community Education)	99.658
Total		5.771.102

Sumber: Kemendikbudristek (2025)

Teachers' work capability, as a form of human resource quality, can be seen when they are able to make a maximum contribution to the school in carrying out their activities. Human resource development practices are one factor whose impact can be tested (Rusydi et al., 2024). Work capability reflects the quality of the team's human resources, enabling them to make a real contribution to the organization where they work. Therefore, the combination of the principal's leadership style, teacher motivation, and a collaborative culture within the school are believed to drive optimal teacher performance (Jam'an & Rusydi, 2025).

The phenomenon of teacher performance in Indonesia shows persistent inequality. The average score for the Teacher Competency Test (UKG) at the junior high school level in 2023 was still below 70 on a scale of 100. These results indicate the need to improve teacher professionalism in carrying out their duties. Data from the Pasangkayu Regency Education Office (2024) shows that some teachers still lack discipline, lack innovation in teaching, and do not optimally utilize digital technology. This situation demonstrates the need for principal leadership that can build work motivation and improve teacher performance overall.

According to the Islamic perspective, the values of trust, justice and accuracy in carrying out duties have been emphasized in the words of Allah SWT in the Al-Qur'an,

﴿ إِنَّ اللَّهَ يَأْمُرُكُمْ أَنْ تُؤَدُّوا الْأَمَانَاتِ إِلَىٰ أَهْلِهَا وَإِذَا حَكَمْتُمْ بَيْنَ النَّاسِ أَنْ تَحْكُمُوا بِالْعَدْلِ ۗ إِنَّ اللَّهَ نِعِمَّا يَعِظُكُمْ بِهِ ۗ إِنَّ اللَّهَ كَانَ سَمِيعًا بَصِيرًا ﴾

"Indeed, Allah commands you to deliver trusts to those entitled to them, and when you judge between people, you should judge with justice." (Quran, An-Nisa: 58).

Empowering leadership is a leadership style that aims to provide autonomy, trust, and opportunity to employees in decision-making and task execution (Anggoro KR, 2025). Empowering leadership increases employee motivation to articulate their views by encouraging participatory decision-making, providing resources, encouraging involvement, and instilling self-confidence (Rusydi, 2025).

There are two major tasks that a leader or manager must carry out. First, ensuring that the strategy implementation process is carried out as well as possible, so that what has been previously formulated can be carried out properly as expected. Second, utilizing all human and non-human resources to support the implementation of all established strategy formulations (Ahmad AC, 2020). One of the main factors causing low education quality is related to the quality of educators themselves, which includes challenges to personal competence and skills in carrying out their duties (Rusydi, 2018). Therefore, improving the quality of education must be carried out comprehensively, encompassing aspects of leadership, motivation, culture, and educator competency development.

Principal leadership plays a central role in school management. Principals act as directors, mentors, and motivators for teachers to achieve educational goals (Mulyasa, 2012). The Situational Leadership Theory, developed by Hersey and Blanchard in Sunarti (2021), explains that leadership effectiveness is determined by a leader's ability to adapt their leadership style to the maturity and

readiness of their subordinates. Four leadership styles directing, coaching, supporting, and delegating provide a strategic framework for principals to motivate and direct teachers according to the circumstances they face.

Work motivation is a crucial factor influencing teacher performance. Motivation is a form of encouragement that makes an employee more enthusiastic in carrying out their work (Ramadhoni et al., 2023). Afandi (2018) defines motivation as a force that arises from within or outside a person that drives them to work diligently. Teachers with high motivation tend to be more disciplined, creative, and achievement-oriented (Fairos, 2025). Work motivation is used as a mediating variable in this study because it acts as a psychological mechanism that bridges the influence of principal leadership on teacher performance. Principal leadership is essentially an external factor that provides direction, support, and influence to teachers. This influence does not immediately have a direct impact on performance improvement, but first influences the teacher's internal condition in the form of encouragement, enthusiasm, and willingness to work optimally. This internal condition is reflected in work motivation (Nurhidayat & Sobirin, 2025).

Previous research supports the relationship between principal leadership, work motivation, and teacher performance. Pratikto's (2025) research showed that principal leadership significantly influences teacher work motivation and performance, with a total effect size of 0.723. Hanggara et al. (2025) found that work motivation mediates the relationship between principal leadership and teacher performance. Tankutay & Colak (2025) in Turkey demonstrated that empowering leadership increases teacher autonomy and academic optimism, which impacts performance. Panggabean & Yuliana (2025) in the Indonesian context also found a positive relationship between principal leadership and high school teacher performance.

Various previous studies have examined the relationship between principal leadership, work motivation, and teacher performance. However, a research gap remains that requires further study. Most previous research was conducted at the elementary and high school levels and focused on urban areas or regions with relatively advanced educational conditions. Research that specifically examines State Junior High Schools (SMPN) in developing areas such as Pasangkayu Regency is still limited, so that the results of previous research do not fully reflect the conditions of teacher leadership and performance in the region.

Gaps are also evident in the theoretical approaches used. Previous studies generally used transformational or transactional leadership theories to explain the influence of principal leadership on teacher performance. The use of Hersey and Blanchard's situational leadership theory in the educational context, particularly at the junior high school level, is still relatively rare. This is despite the fact that situational leadership theory emphasizes the importance of adapting leadership style to the level of teacher readiness and maturity, which is relevant to school conditions in areas with limited resources.

Empirical gaps are also demonstrated by differences in previous research results. Some studies found that principal leadership directly influences teacher performance, while others showed that this influence was insignificant or only occurred through mediating variables such as work motivation. These differing findings indicate the need for further examination of the role of work motivation as a mediating variable in the relationship between principal leadership and teacher performance.

The gaps in context, theory, and empirical findings underlie the need for this research. This study focuses on the influence of principal leadership on teacher performance through work motivation in public junior high schools in Pasangkayu Regency. The results are expected to

provide new empirical contributions and enrich the study of educational leadership, particularly in the context of junior high schools in developing regions.

The state of education in Pasangkayu Regency still faces challenges that require serious attention, particularly in terms of equity, performance, and quality of teaching staff. According to data from the Pasangkayu Regency Central Statistics Agency (2025) in the publication "Pasangkayu Regency in Figures 2025," the number of junior high school teachers is recorded at 845, spread across various sub-districts, with a total enrollment of 17,820 students. This ratio indicates that each teacher handles an average of more than 21 students, resulting in a relatively high teacher workload compared to other regencies in West Sulawesi Province (Pasangkayu Regency Central Statistics Agency, 2025). This condition is in line with the report of the Ministry of Education, Culture, Research, and Technology (2025) which highlighted the continued inequality in the distribution and competence of teachers in border areas such as Pasangkayu (Ministry of Education, Culture, Research, 2025).

Monitoring results from the Pasangkayu Regency Education Office in 2024 showed that some teachers still face difficulties in developing Lesson Implementation Plans (RPP), using digital platforms in teaching and learning activities, and implementing assessments based on the Independent Curriculum. Academic supervision in 2024 also noted that approximately 34.7% of teachers had not yet achieved optimal performance standards, particularly in aspects of learning innovation, teacher team collaboration, and classroom administrative discipline (Pasangkayu, 2024). This fact indicates that the quality of education in Pasangkayu Regency still requires strengthening the dimensions of principal leadership and teacher work motivation to ensure sustainable improvement in learning quality.

Based on the description, there is a research gap regarding the influence of principal leadership on teacher performance through work motivation. Some studies have shown a significant influence, but other findings indicate that leadership does not always impact motivation or performance.

METHODS

This study employed a **quantitative explanatory research design** aimed at examining the effect of school principals' leadership on teachers' performance, with work motivation serving as a mediating variable. This design was considered appropriate to address the research questions, as it enables empirical testing of causal relationships among variables in a systematic and measurable manner. The study was conducted in public junior high schools (Sekolah Menengah Pertama Negeri/SMPN) located in Pasangkayu Regency, West Sulawesi Province, Indonesia, namely SMPN 1 Pasangkayu, SMPN 1 Bambaيرا, SMPN 1 Bambalamotu, and SMPN 4 Pasangkayu.

The population of this study comprised all teachers working in the four selected public junior high schools, totaling 100 teachers. Given the relatively small population size, a census (total sampling) technique was applied, in which all members of the population were included as research participants. This sampling approach was deemed appropriate to obtain comprehensive data and to minimize sampling bias.

Data were collected using a structured questionnaire developed based on established indicators of principals' leadership, work motivation, and teachers' performance derived from relevant literature. The questionnaire employed a numerical rating scale to capture teachers' perceptions quantitatively. To support the primary data, structured observations were conducted to obtain an overview of the school environment and organizational interactions, while document analysis was used to collect secondary data such as school profiles and teacher demographics.

The data recorded in this study were quantitative in nature, consisting of numerical scores obtained from the questionnaire responses, representing the levels of leadership, work motivation, and teachers' performance. The data were considered appropriate for measurement as they allowed statistical analysis of relationships among variables. The research procedures were conducted sequentially, beginning with instrument development and validation, followed by data collection and processing.

Data analysis was performed using Structural Equation Modeling (SEM), as this method allows for simultaneous testing of direct and indirect effects among variables within an integrated analytical model. The use of SEM was particularly suitable for examining the mediating role of work motivation in the relationship between principals' leadership and teachers' performance.

RESULTS AND DISCUSSION

Results

Reliability Test

Table 2. Reliability Test

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
<i>School Principal Leadership</i>	0,674	0,675	0,676	0,528
<i>Teacher Performance</i>	0,664	0,666	0,667	0,431
<i>Work Motivation</i>	0,651	0,654	0,657	0,413

The results of the reliability test were used to assess the internal consistency of the research instruments using Cronbach's Alpha and Composite Reliability. Overall, all three variables demonstrated reliability values above 0.60, indicating that the instruments were sufficiently reliable. The Principal Leadership variable showed a Cronbach's Alpha of 0.674 and a Composite Reliability of 0.676, with an AVE value of 0.528, which meets the criteria for convergent validity.

Meanwhile, the Teacher Performance and Work Motivation variables also exhibited acceptable reliability, with Cronbach's Alpha values of 0.664 and 0.651, and Composite Reliability values of 0.667 and 0.657, respectively. However, the AVE values for these two variables were below the recommended threshold of 0.50 (0.431 and 0.413), indicating that convergent validity had not been fully achieved. Therefore, while the research instruments can be considered reliable, improvements are still required in the indicators of the Teacher Performance and Work

Motivation variables to enhance their convergent validity.

Convergent Validity

Table 3. Convergent Validity

	School Principal Leadership	Teacher Performance	Work Motivation
X.C1	0,623611		
X.C2	0,595139		
X.C3	0,629167		
X.D1	0,604861		
X.D2	0,611806		
X.D3	0,608333		
X.G1	0,590972		
X.G2	0,602778		
X.G3	0,561111		
X.S1	0,608333		
X.S2	0,617361		
X.S3	0,610417		
Y1.B1			0,571528
Y1.B2			0,588889
Y1.B3			0,594444
Y1.F1			0,498611
Y1.F2			0,575
Y1.F3			0,492361
Y1.K1			0,605556
Y1.K2			0,522917
Y1.K3			0,534722
Y1.P1			0,53125
Y1.P2			0,459028
Y1.P3			0,415972
Y2.E1		0,527083	
Y2.E2		0,5625	
Y2.E3		0,5625	
Y2.K1		0,573611	
Y2.K2		0,555556	
Y2.K3		0,472917	
Y2.M1		0,573611	
Y2.M2		0,542361	
Y2.M3		0,548611	
Y2.P1		0,533333	
Y2.P2		0,533333	
Y2.P3		0,538194	
Y2.S1		0,5375	
Y2.S2		0,58125	
Y2.S3		0,554861	

The outer loading values of the indicators for the three research variables Principal Leadership, Work Motivation, and Teacher Performance were examined to assess indicator reliability. Overall, most indicators demonstrated loading values above 0.50, indicating that they were sufficiently adequate in representing their respective latent constructs.

For the Principal Leadership variable, all indicators showed outer loading values ranging from 0.561 to 0.629, indicating acceptable contributions to the construct. In contrast, the Work Motivation variable exhibited more varied loading values, with most indicators ranging between

0.49 and 0.60. Several indicators ($Y1.F1 = 0.498$, $Y1.F3 = 0.492$, and $Y1.P3 = 0.416$) fell below the recommended threshold of 0.50, suggesting weaker contributions and explaining the low AVE value of this construct.

Similarly, the Teacher Performance variable showed outer loading values ranging from 0.47 to 0.58. Although most indicators exceeded 0.50, some indicators with marginal values indicated suboptimal contributions, which is consistent with the AVE value below 0.50. Overall, while most indicators demonstrate acceptable reliability, indicators with low outer loading values require further evaluation or refinement to improve convergent validity and the overall quality of the measurement model.

Discriminant Validity

Table 4. Discriminant Validity

	<i>School Principal Leadership</i>	<i>Teacher Performance</i>	<i>Work Motivation</i>
<i>School Principal Leadership</i>	0.872		
<i>Teacher Performance</i>	0.449	0.788	
<i>Work Motivation</i>	0.860	0.495	0.771

The results show that the square root of the AVE values on the diagonal (0.872, 0.788, and 0.771) are higher than the inter-construct correlations presented off the diagonal. This indicates that discriminant validity has been achieved. The Principal Leadership variable demonstrates a strong correlation with Work Motivation (0.860); however, its square root of AVE remains higher than the correlation value. Teacher Performance also shows moderate correlations with the other two variables, but these correlations are still lower than its diagonal AVE value. Overall, the results confirm that the three research constructs exhibit adequate discriminant validity, indicating that each construct is conceptually distinct and does not overlap with the others.

Structural Model Assessment

Table 5. Structural Model Assessment

	R-square	R-square adjusted
<i>Teacher Performance</i>	0.248	0.232
<i>Work Motivation</i>	0.739	0.736

The R-square values indicate the extent to which the independent variables explain the variance of the dependent variables. For **Teacher Performance**, the R-square value of 0.248 and the adjusted R-square of 0.232 indicate that approximately 24.8% of the variance in teacher performance is explained by the variables included in the model, while the remaining variance is influenced by other factors not examined in this study. This level of explanatory power can be categorized as low to moderate. Meanwhile, **Work Motivation** shows an R-square value of 0.739 and an adjusted R-square of 0.736, indicating that 73.9% of the variance in work motivation is explained by its predictor variable. This value is considered high, suggesting that the model has strong predictive power for the work motivation construct.

Hypothesis Testing

Table 6. Hypothesis Testing

H1 P	Hypothesis Statement	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/ STDEV)	P values	Ket
H1	Principal Leadership → Work	0.860	0.861	0.024	36.419	0.000	Accepted (Significant)
	Motivation Work	0.420	0.447	0.135	3.115	0.002	Accepted (Significant)
H2	Motivation → Teacher Performance	0.088	0.090	0.135	0.654	0.513	Rejected (Not Significant)
H3	Principal Leadership → Teacher Performance	0.361	0.385	0.115	3.125	0.002	Accepted (Significant, Mediation Effect)
H4	Principal Leadership → Work Motivation → Teacher Performance						

The hypothesis testing results indicate that principal leadership does not have a significant direct effect on teacher performance ($O = 0.088$; $p = 0.513$), suggesting that leadership alone is insufficient to improve teacher performance without the support of other factors. However, principal leadership has a strong and significant effect on work motivation ($O = 0.860$; $p = 0.000$), indicating that better leadership is associated with higher levels of teacher motivation. In addition, work motivation has a significant effect on teacher performance ($O = 0.420$; $p = 0.002$), implying that more motivated teachers tend to demonstrate better performance. Therefore, these findings confirm that work motivation serves as a full mediator, whereby principal leadership enhances teacher performance indirectly through increased work motivation rather than through a direct effect.

DISCUSSION

The Effect of Principal Leadership on Teacher Motivation

The results of this study indicate that principal leadership has a positive and significant effect on teachers' work motivation, with an Original Sample (O) value of 0.860, a T-statistic of 36.419, and a p -value of 0.000. These findings suggest that the more effective the principal's leadership, the higher the level of teachers' work motivation.

This result supports transformational leadership theory proposed by Bass and Avolio (as cited in Rusydi et al., 2025), which emphasizes that leaders who provide role modeling, inspirational motivation, intellectual stimulation, and individualized consideration are able to enhance followers' intrinsic motivation.

In the school context, such leadership behaviors encourage teachers to be more committed and enthusiastic in performing their professional duties. Consistent with this finding, Abdurokhim (2025) found that principal leadership significantly influences teacher motivation in elementary schools, while Pratikto (2025) highlighted the role of school leadership in fostering

teacher motivation through a supportive work environment.

Importantly, this study offers a new empirical insight by demonstrating that in public junior high schools in Pasangkayu Regency, the influence of principal leadership on teacher motivation is particularly strong ($O = 0.860$). This indicates that leadership plays a decisive role in stimulating teachers' work motivation, even in conditions characterized by limited facilities and a relatively small number of teachers.

The Effect of Work Motivation on Teacher Performance

The analysis indicates that work motivation has a positive and significant effect on teacher performance, with an Original Sample (O) value of 0.420, a T -statistic of 3.115, and a p -value of 0.002. This finding suggests that teachers with higher levels of work motivation tend to demonstrate better performance, particularly in lesson planning, mastery of subject matter, classroom management, and the evaluation of learning outcomes.

This result is supported by previous studies. Lahat et al. (2023) demonstrated that teacher motivation significantly improves performance in vocational schools, while Pratikto (2025) emphasized the importance of motivation as a key factor in determining teacher success at the senior high school level. These findings reinforce the role of motivation as a critical internal driver of teacher effectiveness across different educational settings.

Importantly, this study extends previous theoretical and empirical work by showing that in public junior high schools in Pasangkayu Regency, teachers' work motivation can serve as a strong performance driver even under conditions of limited teaching staff. This highlights the importance of school leadership that is capable of fostering and sustaining teacher motivation to enhance overall teacher performance.

The Effect of Principal Leadership on Teacher Performance

The findings indicate that the direct effect of principal leadership on teacher performance is not significant ($O = 0.088$; $p = 0.513$). This result differs from several previous studies, such as Pratikto (2025) and Lahat et al. (2023), which reported a significant direct influence of leadership on teacher performance. This discrepancy highlights an important research gap, suggesting that in certain contexts—such as public junior high schools in Pasangkayu Regency—leadership alone is insufficient to improve teacher performance. Without adequate teacher motivation, leadership practices do not translate into performance outcomes.

Accordingly, this finding challenges traditional management and leadership theories that assume leadership has a direct impact on performance. The results of this study demonstrate that the effectiveness of school principals in improving teacher performance depends largely on their ability to stimulate and sustain teachers' work motivation, rather than merely exercising administrative control or supervision.

Field evidence from interviews with several teachers in public junior high schools in Pasangkayu Regency further supports this interpretation. Teachers reported that principals' leadership practices have not had a significant impact on improving their performance. Guidance and coaching provided by principals were perceived as predominantly administrative and did not directly address the quality of classroom instruction. Although academic supervision was conducted, it was often not accompanied by continuous follow-up or mentoring, limiting its impact on teaching competence. In daily practice, teachers tended to rely more on personal experience and peer collaboration than on direct instructions from school principals.

The Effect of Principal Leadership on Teacher Performance through Work Motivation

The results further indicate that principal leadership has a significant indirect effect on teacher performance through work motivation ($O = 0.361$; $p = 0.002$), with work motivation functioning as a full mediator. This finding implies that principal leadership is effective in improving teacher performance only when it successfully enhances teachers' work motivation. Principals who provide clear direction, support, recognition, and create a positive work climate are able to increase teachers' motivation, which is subsequently translated into improved performance.

This finding is consistent with the study of Endrawati et al. (2025), which demonstrated that teacher motivation mediates the relationship between principal leadership and teacher performance at the senior high school level, emphasizing the crucial role of motivation as the primary mechanism linking leadership and teacher performance. Humanistic, supportive, and inspirational leadership strategies encourage higher levels of teacher motivation, commitment, creativity, and productivity.

Therefore, school principals should be viewed not only as formal leaders but also as psychological drivers who foster teachers' motivation. By strengthening teachers' motivational states, principals can more effectively achieve improvements in teacher performance and overall educational quality

CONCLUSION

Overall, the findings of this study indicate that principal leadership has a positive and significant effect on teachers' work motivation. Principals who are able to act as role models, provide inspirational motivation, encourage creativity, and pay attention to teachers' individual needs can effectively enhance teachers' work motivation. Furthermore, work motivation has a positive and significant effect on teacher performance, indicating that motivated teachers tend to perform better in lesson planning, subject mastery, classroom management, and the evaluation of learning outcomes.

However, the direct effect of principal leadership on teacher performance is not significant, suggesting that leadership alone is insufficient to improve teacher performance without adequate motivational support. Importantly, work motivation mediates the relationship between principal leadership and teacher performance, meaning that leadership influences performance primarily through its ability to enhance teachers' motivation. Overall, work motivation serves as a key mechanism linking principal leadership and improved teacher performance. Therefore, leadership strategies should place greater emphasis on motivational aspects to achieve optimal teacher performance and enhance the overall quality of education.

REFERENCE

- Abdurokhim, A. (2025). Pengaruh Gaya Kepemimpinan dan Kompensasi Terhadap Kinerja Pegawai. *Inkubis: Jurnal Ekonomi Dan Bisnis*, 2(1), 1–17. <https://doi.org/10.59261/inkubis.v2i1.11>
- Ahmad AC. (2020). *Manajemen Strategis* (p. 12). Nas Media Pustaka.
- Afandi, P. (2018). *Manajemen sumber daya manusia: Teori, konsep, dan indikator* (p. 18). Zanafa Publishing.

- Agie Hanggara, Yeyen Suryani, & Iskandar. (2025). Efek Mediasi Lingkungan Kerja Dan Motivasi Kerja Pada Pengaruh Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru. *Jurnal Lensa Pendas*, 10(2), 305–316. <https://doi.org/10.33222/jlp.v10i2.5101>
- Agus Salim, Abd Rahman Rahim. (2016). *Manajemen dan Aplikasi* (p. 23-24). Lembaga Perpustakaan dan Penerbit Universitas Muhammadiyah Makassar.
- Anggoro KR, M. Y. A. R. (2025). Organizational Justice Among Multinational Company Employees: How Empowering Leadership, Employee Engagement and Employee Retention Affect Employee Well-Being. *East Asian Journal of Multidisciplinary Research*, 4(6), 2365–2384. <https://doi.org/10.55927/eajmr.v4i6.188>
- Ardi. (2000). *Manajemen Kepemimpinan Modern* (p. 34). Rosdakarya.
- Azkiyah, S., Cahyani, B. H., & Yulia, Y. (2023). Peran Kepemimpinan Kepala Sekolah dalam Upaya Meningkatkan Disiplin Kerja Guru di Sekolah Dasar. *Journal of Innovation and Teacher Professionalism*, 1(3), 152–165. <https://doi.org/10.17977/um084v1i32023p152-165>
- Badan Pusat Statistik Kabupaten Pasangkayu. (2025). *Kabupaten Pasangkayu dalam angka 2025*. <https://pasangkayukab.bps.go.id>
- Devana, S., Bukhori, M., & Murtianingsih, M. (2025). Pengaruh Gaya Kepemimpinan Situasional Kepala Sekolah Terhadap Kinerja Guru melalui Motivasi di SD SPK. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, 8(3), 3560–3567. <https://doi.org/10.54371/jiip.v8i3.7026>
- Dewi, R. K. (2025). Kepemimpinan Kepala Sekolah dalam Meningkatkan Kinerja Guru. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 11(1), 1–14. http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbeco.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484_Sistem_Pembetunngan_Terpusat_Strategi_Melestari
- Fairos, S. (2025). The Mediating Effect of Spirituality on the Relationship Between Principal Leadership and Pre-Services Teacher Efficacy in Open Distance Learning (ODL). *Asian Association of Open Universities Journal*. <https://doi.org/10.1108/AAOUJ-10-2024-0138>
- Fan, Y., & Du, M. (2024). Unpacking the effect of principal empowerment on teacher job satisfaction: The Mediation of organizational learning and teacher organizational identification in China. *International Journal of Educational Research*.
- Griffin. (2004). *Manajemen* (p. 27). Erlangga
- Haryaka, U. (2024). Strategi Kepemimpinan Kepala Sekolah dalam Meningkatkan Kinerja Guru di SMA Budi Luhur Kota Samarinda. *Jurnal Ilmu Manajemen Dan Pendidikan*, 4(1), 61–72. <https://jurnal.fkip.unmul.ac.id/index.php/impian/article/view/3350>
- Hasmin. (2021). Manajemen Sumber Daya Manusia: Konsep dan penerapannya dalam organisasi modern. *Jurnal Ilmu Manajemen Dan Bisnis*.
- He, P., Guo, F., & Abazie, G. A. (2024). School principals' instructional leadership as a predictor of teacher's professional development. *Asian-Pacific Journal of Second and Foreign Language Education*, 9(1). <https://doi.org/10.1186/s40862-024-00290-0>
- Jam, A., & Rusydi, M. (2025). *Analysis of the Influence of Empowering Leadership and Organizational Culture through Work Satisfaction on Performance in the Office of the Regent of Enrekang*. 5(3), 600–607.
- Joseph F. Hair, William C. Black, Barry J. Babin, dan R. E. A. (2021). *Multivariate Data Analysis (8th ed.)*. Cengage Learning.
- Kalsum, N., Putri, K., Rojak, A., & Digital, U. T. (2025). *Meningkatkan Kinerja Guru Di Sd Negeri Pasirwaru*. 202–211.
- Kandemir, A. (2025). The mediating function of organizational commitment in the relationship between teachers' job satisfaction and principals' empowering leadership. *Acta Psychologica*, 260(October), 105715. <https://doi.org/10.1016/j.actpsy.2025.105715>
- Kareem, J., Patrick, H. A., & Prabakaran, N. (2025). Exploring the factors of learning organization in school education: the role of leadership styles, personal commitment,

- and organizational culture. *Central European Management Journal*, 33(2), 232–251. <https://doi.org/10.1108/CEMJ-12-2023-0457>
- Kasapoglu Tankutay, H., & Colak, I. (2025). How school principals' empowering leadership influences teacher autonomy: The mediating role of teachers' academic optimism. *British Educational Research Journal*, 51(3), 1255–1270. <https://doi.org/10.1002/berj.4125>
- Kemendikbudristek. (2025). *Data Pendidik dan Tenaga Kependidikan per 3 Mei 2025*. <https://www.kemendikdasmen.go.id/>
- Kementerian Pendidikan, Kebudayaan, Riset, dan T. (2025). *Data Induk Satuan Pendidikan (Dapodik)*. <https://dapo.kemdikbud.go.id>
- Khaulah, S., Komariah, A., & Kurniady, D. A. (2024). Integrity and Professionalism Driven Visionary Leadership of School Principals for Enhancing School Quality. *Tadbir: Jurnal Studi Manajemen Pendidikan*, 8(2), 417–436. <https://doi.org/10.29240/jsmp.v8i2.11501>
- Kuncoro, M. (2021). *Metode riset untuk bisnis & ekonomi: Bagaimana meneliti dan menulis tesis* (Edisi ke-5). BPFE.
- Lahat, M. A., Marthanti, A. S., & Santosa, J. (2023). Pengaruh Kepemimpinan dan Lingkungan Kerja Terhadap Kinerja Guru SMK di Jakarta Selatan Melalui Motivasi Kerja Sebagai Variabel Intervening. *Ilmu Ekonomi Manajemen Dan Akuntansi*, 4(1), 226–244. <https://doi.org/10.37012/ileka.v4i1.1627>
- Mangkunegara, A. P. (2013). *Manajemen sumber daya manusia perusahaan*(p. 223). Remaja Rosdakarya.
- Meli Jenica Panggabean, & Lia Yuliana. (2025). The Influence of Principal Leadership, Teacher Training and Work Motivation on State Vocational School Teachers' Performance in Indragiri Hilir District. *International Journal of Educational Technology Research*, 3(1), 243–254. <https://doi.org/10.59890/ijetr.v3i1.456>
- Mulyasa, H. E. (2012). *Manajemen dan kepemimpinan kepala sekolah* (p. 181). Bumi Aksara.
- Nurhidayat, N., & Sobirin. (2025). Kepemimpinan Kepala Sekolah dalam Meningkatkan Kinerja Guru. *Jurnal Global Futuristik*, 3(1), 8–15. <https://doi.org/10.59996/globalistik.v3i1.696>
- Nurwiyanto, N., Abdullah, G., & Nyoman, N. A. (2022). Pengaruh Kepemimpinan Kepala Sekolah, Motivasi Kerja, dan Budaya Sekolah, terhadap Kinerja Guru Sekolah Dasar di Kecamatan Pulosari Kabupaten Pemalang. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, 5(12), 5775–5781. <https://doi.org/10.54371/jiip.v5i12.1259>
- Ozdogru, M., Doguş, Y., & Akyurek, M. İ. (2025). The Mediating Role of the Principal–Teacher Relationship in Innovative School Leadership and Teacher Professional Learning According to Turkish Teachers' Perceptions. *Behavioral Sciences*, 15(4). <https://doi.org/10.3390/bs15040450>
- Pasangkayu, D. P. K. (2024). *Laporan Kinerja Guru dan Supervisi Akademik Tahun 2024*. <https://www.scribd.com/document/911602286/Evaluasi-Hasil-Supervisi>
- Pratikto, E. J. (2025). *Pengaruh Kepemimpinan Kepala Sekolah dengan Mediasi Motivasi Kerja Guru dalam Meningkatkan Kinerja Guru Sekolah Dasar Di Kecamatan Tengaran Kabupaten Semarang*. 10(September), 244–255.
- Ramadhoni, B., Paramita, A., & Rahmi, S. (2023). *Human Resource Development and Motivation for Performance through Work Discipline of State Civil Apparatus*. 2671–2678. <https://doi.org/10.46254/au01.20220563>
- Rusydi, M. (2025). Empowering leadership and employee voice in Makassar's state-owned enterprises. *Acta Commercii*, 25(1), 1–9. <https://doi.org/10.4102/ac.v25i1.1415>
- Rusydi, M., Muhdar, H. M., & Djafar, F. (2025). Islamic Institution Management: How Transformational Leadership Affects Employee Creativity and Its Implications on Entrepreneurial Behaviour. *Journal of Chinese Human Resources Management*, 16(3), 85–102. <https://doi.org/10.47297/wspchrmWSP2040-800505.20251603>
- Rusydi, M., Naidah, N., Arniati, A., Sulaiman, S., & Warda, W. (2024). *The Impact Of Organizational Culture And Human Resource Development Practice on Knowledge Transfer Performance Through The Mediation of Knowledge Assets*. 10(2), 746–756.

- Safrida, R., Besar, A., & Besar, A. (2025). *Kepemimpinan Kepala Sekolah dalam Meningkatkan Kinerja Guru di Sekolah Dasar (SD) Negeri Garot Aceh Besar*. 11(April), 110–114.
- Samsudin. (2015). *Manajemen Sumber Daya Manusia* (p. 7). Pustaka setia.
- Sari, D. P. (2025). Pengaruh Kepemimpinan Kepala Sekolah dan Lingkungan Kerja terhadap Kinerja Guru dengan Motivasi Kerja sebagai Variabel Intervening di SMP Negeri 1 Surakarta. *Jurnal Manajemen Pendidikan*, 8(2), 210–220.
- Sariakin, S., Yeni, M., Usman, M. Bin, Mare, A. S., Munzir, M., & Saleh, M. (2025). Fostering a productive educational environment: the roles of leadership, management practices, and teacher motivation. *Frontiers in Education*, 10(February).
<https://doi.org/10.3389/educ.2025.1499064>
- Sinambela, L. P. (2021). *Metodologi Penelitian Kuantitatif*. Graha Ilmu.
- Siswanto. (2010). *Pengantar manajemen*. PT Bumi Aksara.
- Sliwka, A., Klopsch, B., Beigel, J., & Tung, L. (2024). Transformational leadership for deeper learning: shaping innovative school practices for enhanced learning. *Journal of Educational Administration*, 62(1), 103–121. <https://doi.org/10.1108/JEA-03-2023-0049>
- Sugiyono. (2022). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Suhardi. (2023). *Metodologi penelitian: Konsep dan aplikasi dalam penelitian ilmiah*. Deepublish.
- Sunarti, C. (2021). Analisis Gaya Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Pendidik Smk Negeri 1 Palasah Kabupaten Majalengka. *Jurnal Dialogika Manajemen Dan Administrasi*, 2(02), 85–98. <https://doi.org/10.31949/dialogika.v2i02.2179>
- Sunyoto, D. (2015). *Penelitian Sumber Daya Manusia* (p. 57). Buku seru.
- Syanan, V. A., & Magdalena, P. (2023). Pengaruh Budaya Organisasi dan Disiplin Kerja terhadap Kinerja Karyawan dengan Komitmen Organisasi Sebagai Variabel Intervening (Studi Pada Kantor Kecamatan Bojongsari, Kota Depok, Jawa Barat). *Equilibrium Point : Jurnal Manajemen dan Bisnis*, 6(2), 37–49. <https://doi.org/10.46975/ebp.v6i2.489>
- Viona, D. R., & Begawati, N. (2023). Pengaruh Disiplin dan Lingkungan Kerja Terhadap Kinerja Karyawan Hotel Ranah Bundo Padang. *Ekasakti Matua Jurnal Manajemen*, 1(2), 104–111. <https://doi.org/10.31933/emjm.v1i2.826>
- Windiawan, W., Hartinah, S., & Habibi, B. (2024). Pengaruh Kepemimpinan Transformasional dan Motivasi Kerja Kepala Sekolah terhadap Kinerja Guru di SD. *Journal of Education Research*, 5(3), 2892–2903. <https://doi.org/10.37985/jer.v5i3.1387>