

## The Influence Of Principal Leadership and Competence On The Performance Of State Elementary School Teachers In Muara Telang District

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### Abstract

This study aims to analyze the influence of principal leadership and principal competence on the performance of public elementary school teachers in Muara Telang District, both partially and simultaneously. The research is motivated by the ongoing variation in teacher performance in the aspects of planning, implementation, and evaluation of learning, as well as the suboptimal implementation of academic supervision and teacher coaching by the principal. The study uses a quantitative approach with a survey method. The research population is all 114 public elementary school teachers in Muara Telang District, with a research sample of 89 teachers determined using the Slovin formula. Data collection is carried out through a Likert scale questionnaire that has been tested for validity and reliability. Data analysis techniques use simple linear regression and multiple linear regression with the help of the SPSS program version 26. The results of the study indicate that: (1) principal leadership influences teacher performance. (2) principal competence influences teacher performance. (3) principal leadership and principal competence influence teacher performance. These findings indicate that improving teacher performance requires synergy between effective principal leadership and adequate principal competence in managing schools and implementing continuous academic supervision.

### Keywords

Principal Leadership,  
Principal Competence,  
Teacher Performance,  
Elementary School

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## Introduction

Basic education is the primary foundation for human resource development. At this level, students are equipped with literacy, numeracy, character, and learning attitudes, which form the foundation for success in subsequent levels of education and throughout life. The quality of basic education is largely determined by the quality of the classroom learning process, as the classroom is the primary space for educational interaction between teachers and students. Therefore, teacher performance is a central factor in determining the success of educational delivery. Teacher performance is reflected in the ability to systematically plan learning, implement learning effectively, and assess and follow up on learning outcomes in accordance with educational standards. Teachers with optimal performance are able to create focused, meaningful learning that is oriented toward achieving student competencies. Conversely, low teacher performance has the potential to hinder the achievement of educational goals, reduce the quality of learning outcomes, and weaken the overall competitiveness of education (Mulyasa, 2021; Uno & Lamatenggo, 2020). Therefore, improving teacher performance is a key factor in efforts to improve the quality of basic education.

Teacher performance is not solely determined by individual factors, but is also influenced by the school management system and work climate established by the school leadership. In this context, the principal occupies a strategic position because he or she has the authority to establish operational policies, manage human resources, and oversee the implementation of learning. Effective principal leadership can create clear work directions, conducive communication, and a collaborative and professional work culture. Such leadership can increase teacher motivation, commitment, and performance. Conversely, ineffective leadership has the potential to reduce teacher morale, weaken professional development, and hinder the implementation of learning tasks (Sagala, 2019; Wahjosumidjo, 2020).

In addition to leadership, principal competence is also a fundamental factor in determining the quality of school management. Principal competence encompasses managerial, academic supervision, entrepreneurial, social, and personality aspects, as stipulated in national education policy. A principal with adequate competence will be able to systematically plan school programs, organize resources effectively, and conduct ongoing program evaluations. Specifically, in terms of academic supervision, the principal plays a role in mentoring teachers through learning observations, providing feedback, and following up with actions aimed at improving the quality of learning. With strong competence, the principal can act as a learning leader, not simply an administrator. Conversely, limited principal competence can lead to suboptimal managerial and academic supervision functions, resulting in less focused teacher performance development (Ministry of Education and Culture, 2018; Mulyasa, 2021).

In the context of national education, teacher performance issues are also related to the unequal distribution of teaching staff across regions. Data from the Central Statistics Agency (2024) shows that although the national student-to-teacher ratio is relatively ideal, significant disparities remain between provinces and regions. This disparity impacts teacher workloads, particularly in areas experiencing teacher shortages. High workloads have the potential to reduce teachers' opportunities for in-depth lesson planning, ongoing evaluation, and professional competency development. In such circumstances, the role of school principals becomes increasingly crucial in managing the division of tasks, establishing program priorities, and ensuring teacher performance is maintained through effective leadership and competency (BPS, 2024; OECD, 2023).

This situation is also reflected at the local level, including at public elementary schools in Muara Telang District. Initial observations indicate that there is still variation in teacher performance between

schools, particularly in aspects of lesson planning, evaluation implementation, and follow-up on learning outcomes. Some teachers have not yet developed complete learning materials according to standards, and learning outcome evaluations have not been carried out systematically and continuously. Furthermore, academic supervision by the principal has not been fully implemented in a programmatic and continuous manner, resulting in teacher performance development that tends to be incidental. This situation indicates that improving teacher performance at public elementary schools in Muara Telang District requires support from more effective school management, particularly through the leadership and competence of the principal.

Globally, numerous studies confirm that school leadership is one of the most influential factors affecting the quality of learning. Hallinger (2020) emphasizes the importance of *instructional leadership* in improving teacher learning practices, while Bush (2021) highlights the role of principal competency in creating a productive school culture. In many countries, principal leadership is viewed as a key variable in education reform, particularly in the context of improving the quality of learning and achieving higher educational standards. However, most research still examines principal leadership and competency separately or is conducted in urban settings. Research examining the simultaneous influence of principal leadership and competency on teacher performance in elementary schools within a sub-district context, particularly in non-urban areas, is still relatively limited. This indicates a research gap that needs to be filled to gain a more comprehensive and contextual understanding of the factors influencing teacher performance.

Furthermore, within the framework of national education policy, the Indonesian government, through various regulations and strategic programs, emphasizes the importance of improving the quality of teachers and principals. Programs such as the "Teacher Leader" (Guru Penggerak) and "Sekolah Penggerak" (Moving Teacher) position principals as learning leaders who are expected to mobilize the entire school ecosystem. This demonstrates that principal leadership and competence are not merely academic issues but also strategic policy agendas for improving the quality of national education. Therefore, research on the influence of principal leadership and competence on teacher performance has both theoretical and practical relevance.

Based on the above description, the research entitled "The Influence of Principal Leadership and Competence on Teacher Performance of Public Elementary Schools in Muara Telang District" is relevant and important to conduct. This research aims to analyze and empirically test the influence of principal leadership and competence on teacher performance, both partially and simultaneously. Academically, this research is expected to strengthen the theoretical foundation regarding the relationship between leadership, competence, and performance in elementary education management. Practically, the research results are expected to form the basis for recommendations for improving school governance, strengthening academic supervision, and teacher development in Public Elementary Schools in Muara Telang District to improve the quality of elementary education sustainably.

## Methods

The method used in this study is a quantitative method with a survey approach. According to Sugiyono (2019), a quantitative research method is a research method based on the philosophy of positivism used to study a specific population or sample, data collection using research instruments, statistical data analysis, with the aim of testing predetermined hypotheses. The quantitative method was chosen because this study aims to objectively test the influence of independent variables on the dependent variable through statistical analysis. The survey approach was used to obtain empirical data

regarding principal leadership, principal competence, and teacher performance based on respondents' perceptions through questionnaire distribution.

The population in this study were all teachers of Public Elementary Schools in Muara Telang District, both class teachers and subject teachers, who were civil servants and non-civil servants and were actively teaching at the time the study was conducted. The sample in this study was a portion of the population of Public Elementary School teachers in Muara Telang District, selected to represent the entire population. The sample selection was carried out by considering the limitations of time, energy, and costs, but still prioritizing representation, so that the characteristics of the sample were expected to describe the condition of Public Elementary School teachers in Muara Telang District in general. Because the total population of teachers in Muara Telang District was 114 people, the researcher used a sampling technique to determine the number of samples.

The data collection technique in this study was carried out using a Likert-scale questionnaire instrument compiled based on indicators of each variable, namely principal leadership ( $X_1$ ), principal competence ( $X_2$ ), and teacher performance ( $Y$ ). The use of questionnaires is in accordance with the characteristics of quantitative research which aims to measure respondents' perceptions and attitudes in a structured and statistically analytic manner (Sugiyono, 2019). The research instrument that has been compiled is not directly used in the main study, but is first tested. This trial aims to ensure that the instrument is truly suitable for use, both in terms of validity, reliability, level of difficulty, discriminatory power, and readability. The data analysis techniques used in this study are Descriptive Statistics analysis, Inferential Statistics, Prerequisite Analysis Tests that include normality, multicollinearity, and linearity tests.

## Results and Discussions

### 1. Results

Based on the results of the validity and reliability tests conducted, it can be concluded that all research instruments on the variables of principal leadership, principal competence, and teacher performance meet the requirements as good research instruments. The instruments are declared valid because all items have a value  $r_{hitung} > r_{tabel}$ , and is declared reliable because it has a Cronbach's Alpha value greater than 0.70. With Thus, the instrument suitable for use in the process of collecting further research data.

#### a. Normality Test

**Table 1.** Normality Test Results

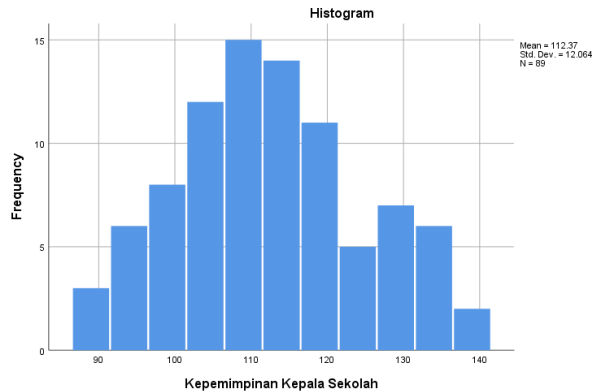
|                        | Kolmogorov-Smirnov <sup>a</sup> |    |                   | Shapiro-Wilk |    |      |
|------------------------|---------------------------------|----|-------------------|--------------|----|------|
|                        | Statistics                      | df | Sig.              | Statistics   | df | Sig. |
| Leadership Head School | .080                            | 89 | .200 <sup>*</sup> | .981         | 89 | .226 |
| Competence Head School | .076                            | 89 | .200 <sup>*</sup> | .972         | 89 | .053 |
| Teacher Performance    | .078                            | 89 | .200 <sup>*</sup> | .974         | 89 | .076 |

*Source: Processed data from SPSS version 26 in 2026*

Based on the results of the normality test using the Kolmogorov-Smirnov and Shapiro-Wilk methods, it is known that all research variables have a significance value (Sig.) greater than 0.05. In the Principal Leadership variable, the Kolmogorov-Smirnov Sig. value is 0.200 and the Shapiro-Wilk Sig.

value is 0.226. The Principal Competence variable obtains a Kolmogorov-Smirnov Sig. value of 0.200 and a Shapiro-Wilk Sig. value of 0.053. Furthermore, the Teacher Performance variable has a Kolmogorov-Smirnov Sig. value of 0.200 and a Shapiro-Wilk Sig. value of 0.076. Because all significance values are greater than the 0.05 level, it can be concluded that the data on the variables of Principal Leadership, Principal Competence, and Teacher Performance are normally distributed. Thus, the research data meets the assumption of normality and is suitable for use in parametric statistical analysis in the next stage. As for testing normality using the histogram seen in the image following This:

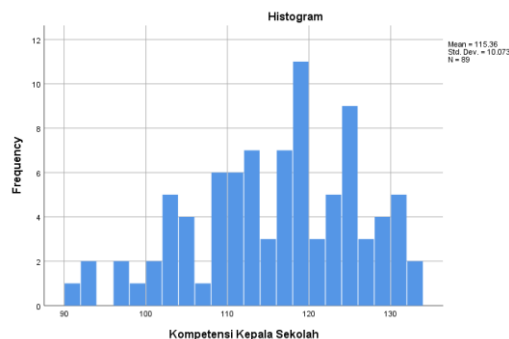
**Figure 1. Histogram of Principal Leadership**



*Source: Processed data from SPSS version 26 in 2026*

Based on the results of the normality test using a histogram on the Principal Leadership variable, the data distribution pattern formed a bell -*shaped curve* and the data distribution looked relatively symmetrical. The data frequency was concentrated at the middle value without any significant extreme deviations. The histogram output showed an average value ( *mean* ) of 112.37 with a standard deviation of 12,064 and a total of 89 respondents. Thus, it can be concluded that the data on the Principal Leadership variable is normally distributed so that it meets the assumption of normality and is suitable for use in parametric statistical analysis.

**Figure 2. Histogram of principal competencies**

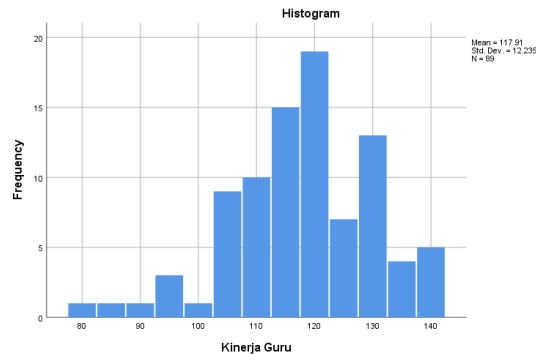


*Source: Processed data from SPSS version 26 in 2026*

Based on the results of the normality test using a histogram on the Principal Competence variable, the data distribution tends to form a bell -*shaped curve*. The frequency distribution of the data is concentrated at the midpoint and generally shows a relatively symmetrical pattern, although there is slight variation in some score intervals. Based on the histogram output, the average value ( *mean* ) was

115.36, the standard deviation was 10.073, and the sample size (N) was 89 respondents. The average value in the middle of the distribution and the histogram pattern resembling a bell curve indicate that the principal competency variable data tend to be normally distributed. Thus, it is concluded that the Principal Competence variable data meets the normal assumptions, so it is suitable for use in parametric statistical analysis.

**Figure 3.** Histogram of teacher performance



*Source: Processed data from SPSS version 26 in 2026*

Based on the results of the normality test using a histogram on the Teacher Performance variable, the data distribution pattern formed a bell *-shaped curve* and the data distribution looked relatively symmetrical. The data frequency was concentrated at the middle value without any significant extreme deviations. The histogram output showed an average value ( *mean* ) of 117.91 with a standard deviation of 12,235 and a total of 89 respondents. Thus, it can be concluded that the Teacher Performance variable data is normally distributed so that it meets the assumption of normality and is suitable for use in parametric statistical analysis.

### b. Linearity Test

**Table 2.** Linearity Test of X1 and Y

|                                                     |                |                          | Sum of Squares | df | Mean Square | F      | Sig. |
|-----------------------------------------------------|----------------|--------------------------|----------------|----|-------------|--------|------|
| Teacher Performance(Y)<br>Principal Leadership (X1) | Between Groups | (Combined)               | 6701.448       | 39 | 171,832     | 1,301  | .190 |
|                                                     |                | Linearity                | 2645,762       | 1  | 2645,762    | 20,032 | .000 |
|                                                     |                | Deviation from Linearity | 4055.686       | 38 | 106,729     | .808   | .751 |
|                                                     | Within Groups  |                          | 6471.833       | 49 | 132,078     |        |      |
|                                                     | Total          |                          | 13173.281      | 88 |             |        |      |

*Source : Result data processing questionnaire, SPSS program version 26*

The results of the linearity test between the Principal Leadership (X1) and Teacher Performance (Y) variables obtained a significance value of *0.000*. This value is smaller than 0.05 ( $0.000 < 0.05$ ), so it can be concluded that there is a linear relationship between the Principal Leadership and Teacher Performance variables. This shows that changes in the Principal Leadership variable tend to be followed by changes in the Teacher Performance variable linearly. Furthermore, in *the Deviation from Linearity section*, a significance value of 0.751 was obtained. This value is greater than 0.05 ( $0.751 > 0.05$ ),

indicating that there is no deviation from the linear relationship. Thus, the relationship model between Principal Leadership and Teacher Performance meets the linearity assumption. Based on these results, it can be stated that the data on the Principal Leadership (X1) and Teacher Performance (Y) variables are suitable for use in regression analysis or further analysis because they meet the linearity requirements.

**Table 3. Linearity Test of X2 and Y**

|                                                       |                           | Sum of Squares | df | Mean Square | F      | Sig. |
|-------------------------------------------------------|---------------------------|----------------|----|-------------|--------|------|
| Teacher Performance (Y)*<br>Principal Competence (X2) | Between Groups (Combined) | 7778.731       | 33 | 235,719     | 2,403  | .002 |
|                                                       | Linearity                 | 3196.020       | 1  | 3196.020    | 32,585 | .000 |
|                                                       | Deviation from Linearity  | 4582.711       | 32 | 143,210     | 1,460  | .107 |
|                                                       | Within Groups             | 5394.550       | 55 | 98,083      |        |      |
| Total                                                 |                           | 13173.281      | 88 |             |        |      |

Source : Result data processing questionnaire, SPSS program version 26

Based on the results of the linearity test between the Principal Competence (X2) and Teacher Performance (Y) variables, a significance value of 0.000 was obtained for the *Linearity component*. This significance value is smaller than the significance level of 0.05 ( $0.000 < 0.05$ ), thus indicating a significant linear relationship between principal competence and teacher performance. The test results on the *Deviation from Linearity component* obtained a significance value of 0.107. This value is greater than the significance level of 0.05 ( $0.107 > 0.05$ ), thus indicating that there is no deviation from the linear relationship. Thus, the relationship between the Principal Competence (X2) and Teacher Performance (Y) variables meets the linearity assumption. Furthermore, the test results for the *Between Groups (Combined) component* showed a significance value of 0.002, indicating that the relationship between the two variables is significant overall. Based on these results, it can be concluded that the Principal Competence variable has a linear relationship with the Teacher Performance variable, so linear regression analysis can be used to test the influence between variables in this study.

### c. Multicorrelarity Linearity Test

**Table 4. Multicorrelarity Linearity Test**

| Model                    | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. | Collinearity Statistics |       |
|--------------------------|-----------------------------|------------|---------------------------|-------|------|-------------------------|-------|
|                          | B                           | Std. Error | Beta                      |       |      | Tolerance               | VIF   |
| (Constant)               | 33,988                      | 13,642     |                           | 2,491 | .015 |                         |       |
| 1 Leadership Head School | .290                        | .101       | .286                      | 2,865 | .005 | .805                    | 1,243 |
| Competence Head School   | .445                        | .121       | .366                      | 3,661 | .000 | .805                    | 1,243 |

Source : Result data processing questionnaire, SPSS program version 26

Based on the results of the multicollinearity test on the regression model, it is known that the Principal Leadership and Principal Competence variables each have a *Tolerance value* of 0.805 and a *Variance Inflation Factor (VIF)* value of 1.243. *tolerance* value greater than 0.10 and a VIF value less than 10 indicate that there is no multicollinearity between the independent variables. This indicates that the Principal Leadership and Principal Competence variables do not have a high correlation, thus not causing interference in the regression model used. Thus, it can be stated that the regression model in this study has met the multicollinearity assumption. Therefore, multiple linear regression analysis can be used to test the influence of the Principal Leadership and Principal Competence variables on Teacher Performance.

#### d. Hypothesis Testing

Based on the explanation above, there are three hypotheses that will be tested, namely: First Hypothesis (Partial Hypothesis of Variable X1 to Y). Based on the hypothesis proposed in this study, there is a significant influence between principal leadership (X1) on teacher performance (Y).

**Table 5.** Results of Partial Simple Regression Analysis Coefficients of Principal Leadership on Teacher Performance

| Model | Unstandardized Coefficients |            | Standardized Coefficients | t    | Sig.  |      |
|-------|-----------------------------|------------|---------------------------|------|-------|------|
|       | B                           | Std. Error | Beta                      |      |       |      |
| 1     | (Constant)                  | 66,835     | 10,985                    |      | 6,084 | .000 |
|       | Principal Leadership        | .455       | .097                      | .448 | 4,676 | .000 |

Source : Result data processing questionnaire, SPSS program version 26

Based on results analysis simple linear regression, obtained equality regression as following :

$$Y = 66.835 + 0.455X_1$$

Equality the show that variables Leadership Head School (X1) has influence positive to Teacher Performance variable (Y). The constant value of 66.835 contains meaning that if variables Leadership Head School considered constant or worth zero, then Teacher Performance scores are predicted of 66.835. Constant value the show that without existence increase in variables leadership head school, permanent teacher own level performance base as big as mark the. Coefficient regression variables Leadership Head School of 0.455 indicates direction positive relationship. This means that every improvement One units on variables Leadership Head School will followed with increase in Teacher Performance by 0.455 units, with assumptions other variables are considered remains. This result indicates that the more Good leadership head school, then the more teacher performance is also high.

Based on partial test results (t-test), obtained mark thitung amounting to 4.676 with level significance of 0.000. Significance value the more small from level established significance namely 0.05 ( $0.000 < 0.05$ ). With Thus, the hypothesis null ( $H_0$ ) is rejected and the hypothesis alternative ( $H_a$ ) is accepted. This is means that variables Leadership Head School influential in a way significant on Teacher Performance.

Besides that, the Standardized Coefficients Beta value of 0.448 shows that influence Leadership Head School on Teacher Performance is in the category moderate and have direction connection positive. The beta value also indicates that changes in leadership head school give sufficient contribution means to improvement teacher performance. With thus, it can concluded that Leadership Head School



own influence positive and significant on Teacher Performance. Increasingly effective head school in operate function leadership, such as give direction, motivation, supervision, and coaching to the teacher, then will the more the quality also increases teacher performance in carry out duties and responsibilities the answer is at school.

**Table 6.** Coefficient Results Determinant Leadership Head School On Teacher Performance

| Model | R                 | R Square | Adjusted R Square | Standard Error of the Estimate |
|-------|-------------------|----------|-------------------|--------------------------------|
| 1     | .448 <sup>a</sup> | .201     | .192              | 11,000                         |

*Source : Result data processing questionnaire, SPSS program version 26*

Based on the results of the simple linear regression analysis in the Model Summary table, a correlation coefficient (R) of 0.448 was obtained. This value indicates a positive relationship between the Principal Leadership variable and Teacher Performance. This positive relationship implies that better principal leadership tends to be followed by improved teacher performance. The coefficient of determination ( *RSquare* ) value of 0.201 indicates that the Principal Leadership variable contributes 20.1% to the Teacher Performance variable. Thus, it can be interpreted that 20.1% of the variation in Teacher Performance changes can be explained by the Principal Leadership variable, while the remaining 79.9% is influenced by other factors outside the research model that were not examined in this study. Furthermore, the *Adjusted R Square* value of 0.192 indicates that after adjusting for the sample size and the number of variables in the model, the Principal Leadership variable's ability to explain variations in Teacher Performance is 19.2%. This value indicates that the regression model used has moderate explanatory power. As for the value *Std. Error of the Estimate* of 11,000 indicates level error regression model prediction to Teacher Performance variables.

The smaller the standard error of estimate value, the better the regression model's ability to predict the dependent variable. Therefore, the regression model used in this study is considered sufficiently good in explaining the influence of headteacher competence on the performance of public primary school teachers in Muara Telang District. Hypothesis testing was conducted to determine whether headteacher competence has a significant influence on teacher performance. The null hypothesis ( $H_{02}$ ) states that there is no significant influence between headteacher competence and the performance of public primary school teachers in Muara Telang District. In contrast, the alternative hypothesis ( $H_{a2}$ ) states that there is a significant influence between headteacher competence and the performance of public primary school teachers in Muara Telang District.

**Table 7.** Results of Partial Simple Regression Analysis Coefficients of Principal Competence on Teacher Performance

| Model | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|-------|-----------------------------|------------|---------------------------|-------|------|
|       | B                           | Std. Error | Beta                      |       |      |
| 1     | (Constant)                  | 48,891     | 13,123                    | 3,726 | .000 |
|       | Principal Competence        | .598       | .113                      | .493  | .000 |

*Source : Result data processing questionnaire, SPSS program version 26*

Based on the results of the simple linear regression analysis in the coefficients table, the following regression equation is obtained:

$$Y = 48.891 + 0.598X$$

The regression equation shows that the constant of 48.891 means that if the Principal Competence variable has a fixed value or is equal to zero, then Teacher Performance is predicted to have a value of 48.891. This constant indicates the existence of a baseline value of Teacher Performance before being influenced by the Principal Competence variable. regression coefficient value for the Principal Competence variable is 0.598, which is positive. This indicates that every one-unit increase in Principal Competence will increase Teacher Performance by 0.598 units. Thus, Principal Competence has a direct relationship with Teacher Performance, meaning that the better the principal's competence, the higher the teacher performance. *Standardized coefficient (Beta)* value of 0.493 indicates that Principal Competence has a fairly strong influence on Teacher Performance. A positive Beta value indicates that an increase in Principal Competence will be followed by an increase in Teacher Performance.

Furthermore, based on the results of the partial test (t-test), the calculated t-value was 5.279 with a significance value of 0.000. This significance value is smaller than the significance level of 0.05 ( $0.000 < 0.05$ ), so it can be concluded that Principal Competence has a significant effect on Teacher Performance. Thus, the research hypothesis stating that there is an influence of Principal Competence on Teacher Performance is declared accepted. The results of this study indicate that principal competence is a crucial factor in improving teacher performance. A principal with good competence is able to effectively carry out managerial, supervisory, and coaching functions, thereby creating a conducive work environment and increasing teacher motivation and professionalism in carrying out teaching tasks. Therefore, improving principal competence is a key priority in efforts to improve the quality of education in schools.

**Table 8.** Coefficient Results Determinant Competence Head School On Teacher Performance

| Model | R                 | R Square | Adjusted R Square | Standard Error of the Estimate |
|-------|-------------------|----------|-------------------|--------------------------------|
| 1     | .493 <sup>a</sup> | .243     | .234              | 10,709                         |

Source : Result data processing questionnaire, SPSS program version 26

Based on the results of the simple linear regression analysis in the *Model Summary table*, a correlation coefficient (R) value of 0.493 was obtained. This value indicates that the relationship between Principal Competence and Teacher Performance is in the moderate category and has a positive direction. This indicates that the better the Principal Competence, the more likely Teacher Performance will improve. The coefficient of determination ( *R Square* ) value of 0.243 indicates that the Principal Competence variable is able to contribute an influence of 24.3% on Teacher Performance. Thus, Teacher Performance can be explained by Principal Competence by 24.3%, while the remaining 75.7% is influenced by other variables outside the research model that were not examined in this study.

Furthermore, the *Adjusted R Square value* of 0.234 indicates that after adjusting for the sample size and the number of research variables, the contribution of Principal Competence to Teacher Performance was 23.4%. This value illustrates that the regression model used in this study has a fairly good ability to explain the relationship between Principal Competence and Teacher Performance. The *Std. Error of the Estimate* value of 10.709 indicates the level of error in predicting the regression model

for the Teacher Performance variable. The smaller the standard error of the estimate, the better the regression model's ability to predict the dependent variable. Thus, the regression model used in this study can be said to be quite adequate to explain the influence of Principal Competence on the Performance of Public Elementary School Teachers in Muara Telang District.

#### e. Simultaneous Multiple Linear Regression Analysis (F-Test)

**Table 9.** Results of Multiple Regression Analysis Coefficients F Test

| Model | Sum of Squares | df        | Mean Square | F        | Sig.   |
|-------|----------------|-----------|-------------|----------|--------|
| 1     | Regression     | 4065.504  | 2           | 2032,752 | 19,194 |
|       | Residual       | 9107.777  | 86          | 105,904  |        |
|       | Total          | 13173.281 | 88          |          |        |

*Source : Data results processing questionnaire, SPSS program version 26)*

Based on the results of the ANOVA test in multiple linear regression analysis, the *F count value* was obtained at 19.194 with a significance value of 0.000. This significance value is smaller than the significance level of 0.05 ( $0.000 < 0.05$ ), so the regression model used in this study was declared significant. Thus, it can be concluded that the variables of principal leadership and principal competence have an effect on the Performance of Public Elementary School Teachers in Muara Telang District. The analysis results show that the *Sum of Squares Regression* value of 4065.504 illustrates the large variation in teacher performance that can be explained by the variables of principal leadership and principal competence. Meanwhile, the *Residual Sum of Squares* value of 9107.777 indicates the variation in teacher performance that is influenced by other factors outside the research model. The *Total Sum of Squares* value of 13173.281 represents the total variation in teacher performance variables.

*Mean Square Regression* value of 2032.752 is greater than the *Mean Square Residual* of 105.904. This indicates that the regression model has a good ability to explain the relationship between the independent and dependent variables. In other words, principal leadership and principal competence together make a significant contribution to improving teacher performance. Substantively, the results of this study indicate that the better the principal's leadership and competency, the higher the teacher performance. Principals who are able to effectively carry out leadership functions, along with strong managerial, professional, social, and supervisory competencies, will create a conducive work environment that can encourage teachers to perform more optimally in carrying out their teaching tasks. Thus, the research hypothesis which states that "there is an influence of principal leadership and principal competence on the performance of elementary school teachers in Muara Telang District" can be accepted.

**Table 10.** Results of the Determinant Coefficient of Principal Leadership and Competence on Teacher Performance

| Model | R                 | R Square | Adjusted R Square | Standard Error of the Estimate |
|-------|-------------------|----------|-------------------|--------------------------------|
| 1     | .556 <sup>a</sup> | .309     | .293              | 10,291                         |

*(Source : Data results processing questionnaire, SPSS program version 26)*

Based on the results of the multiple linear regression analysis in the Model Summary table, a correlation coefficient (R) of 0.556 was obtained. This value indicates that the relationship between the

variables of principal leadership and principal competence with teacher performance is in the moderate or fairly strong category. This indicates that improvements in principal leadership and principal competence tend to be followed by improvements in the performance of public elementary school teachers in Muara Telang District. The coefficient of determination (*R Square*) value of 0.309 indicates that 30.9% of the variation in teacher performance can be explained by the principal's leadership and principal's competence variables simultaneously. Meanwhile, the remaining 69.1% is influenced by other variables outside the research model that were not examined in this study, such as work motivation, work environment, work discipline, organizational culture, facilities and infrastructure, and other factors.

Furthermore, the *Adjusted R Square* value of 0.293 indicates that after adjusting for the number of independent variables in the model, the contribution of principal leadership and principal competence to teacher performance was 29.3%. This value indicates that the regression model used has a fairly good ability to explain variations in teacher performance. As for the value *Standard Error of the Estimate* of 10,291 shows level error regression model prediction to variables teacher performance. Increasingly small mark *Std. Error of the Estimate*, then the more Good regression model capability in predict variables dependent. With Thus, the regression model used in study This can stated Enough representative For explain influence leadership head school and competency head school to performance of public elementary school teachers in Muara Telang District.

## 2. Discussion

This study aims to analyze the influence of principal leadership and principal competence on the performance of elementary school teachers in Muara Telang District. Specifically, this study has three main objectives, namely: (1) to determine the influence of principal leadership on teacher performance, (2) to determine the influence of principal competence on teacher performance, and (3) to determine the influence of principal leadership and competence on the performance of elementary school teachers in Muara Telang District. The purpose of this study also emphasizes the importance of the principal's role as an educational leader in improving the quality of the learning process in elementary schools. Principals function not only as educational administrators but also as learning leaders responsible for directing, coaching, and improving teacher professionalism. Hallinger (2020) explains that principals play a strategic role in improving school effectiveness through instructional leadership, academic supervision, and creating a school culture that supports educational quality improvement.

In addition to leadership, principal competence is also a crucial factor in improving teacher performance. According to Minister of National Education Regulation No. 13 of 2007, principals must possess personality, managerial, entrepreneurial, supervisory, and social competencies to effectively carry out leadership duties. These competencies enable principals to manage schools professionally, carry out academic supervision, and provide ongoing teacher development. Rahmawati and Putra (2021) state that principal competence, particularly in managerial and supervisory aspects, is closely related to improving learning effectiveness and teacher performance.

This research is also motivated by empirical conditions at a public elementary school in Muara Telang District, which indicate that teacher performance is still suboptimal, particularly in aspects of lesson planning, implementation, and evaluation. Furthermore, the principal's academic supervision and teacher development have not been optimal and sustainable. These conditions indicate the need to strengthen the leadership and competency of principals as an effort to improve the quality of basic education.

Thus, this research is expected to provide theoretical contributions in the development of educational management science as well as practical contributions to improving the quality of leadership and competency of school principals in improving the performance of elementary school teachers in Muara Telang District. The tool used in this study uses a quantitative approach with a survey method to analyze the influence of principal leadership and principal competence on the performance of public elementary school teachers in Muara Telang District. implemented against 89 public elementary school teachers who were made as sample study. The main tools used in study This is instrument questionnaire or compiled questionnaire based on indicator variables research. Instruments used For obtain data regarding teacher perceptions of leadership head school, competence head school, and teacher performance. Compilation instrument refers to the indicator theoretical that has been explained in Chapter II so that the data obtained in accordance with objective study.

Instrument study use Likert scale with five alternatives answers, namely strongly agree, agree, undecided, no agree, and strongly disagree agree. Use Likert scale aims For measure attitudes, perceptions, and opinions respondents to phenomenon social in a way systematic and quantitative. According to Sugiyono, Likert scale is used For measure attitudes, perceptions, and opinions individual or group to variables study in a way measurable. Variables leadership head school measured through indicator ability head school in give motivation, direction, communication, decision making decisions, teacher development, and implementation supervision academic. Variable competence head school measured based on five dimensions competence head school according to Minister of National Education Regulation Number 13 of 2007, namely competence personality, managerial, entrepreneurial, supervisory, and social. While that, variable teacher performance is measured through indicator planning learning, implementation learning and evaluation learning in accordance with guidelines Teacher Performance Assessment (PKG).

#### **a. Influence Leadership Head School on the Performance of Public Elementary School Teachers in Muara Telang District**

Research result show that leadership head school influential positive and significant to the performance of elementary school teachers in Muara Telang District. This proven through partial test results (t-test) which obtained mark thitung amounting to 4,676 with level significance of 0.000. Significance value the more small than level significance of 0.05, so that hypothesis alternative that states there is influence leadership head school to teacher performance is accepted. In addition that, value coefficient regression of 0.455 indicates that every improvement leadership head school will followed by an increase teacher performance. Coefficient value determination ( $R^2$ ) of 0.201 indicates that leadership head school give contribution by 20.1% against variation teacher performance. Findings study This show that quality leadership head school own role important in increase teacher's ability in planning, implementing, and evaluating learning. Head capable schools operate function leadership in a way effective will create atmosphere conducive work, providing clear direction, building good communication, as well as do coaching and supervision in a way sustainable. Condition the encourage teachers to Work more disciplined, professional and responsible answer in carry out task learning.

In a way theoretical, results study This in line with draft leadership education that places head school as leader learning. Hallinger (2020) confirms that head school own role strategic in increase quality learning through determination objective academic, supervision learning, as well as creation culture supportive schools improvement quality education. Bush (2021) also stated that leadership head effective schools will increase teacher motivation and commitment in carry out task professional. In context study this, leadership head school reflected through ability head school in communicate vision

school, coordinate teacher's task, giving motivation, as well as carry out supervision academic in a way directed. Head capable schools operate functions the with Good will influence behavior teacher work so that teachers are more directed in compile device learning, carrying out the learning process in a way effective, and do evaluation learning in a way systematic.

Research result this also supports theory management education that states that leadership is factor external influences performance individual in organization. In environment school, teachers need consistent direction, support and supervision to be able to operate task learning optimally. Therefore that, the more effective leadership head school, then the more high level teacher performance. In a way empirical, results study This in line with research by Mukti and Suyanto (2021) which found that leadership head school influential positive to school teacher performance basic research the explain that head communicative and participatory schools capable increase motivation teacher work and discipline. Research results this also supports findings of Nugroho and Santoso (2022) which stated that leadership head school own influence dominant to improvement teacher performance through creation environment conducive work.

Besides that, the result study This relevant with research by Rukmini and Daryanto (2022) which concluded that leadership transformational head school influential significant to teacher performance. Principal capable schools give inspiration, motivation, and role model to the teacher will push improvement professionalism and responsibility teacher's answer in carry out learning. Findings study This show that conditions at Muara Telang District Public Elementary School show importance strengthening leadership head school. Based on results observation beginning in research, still found implementation supervision academics that are not yet optimal and teacher development that tends to be poor Not yet done in a way sustainable. Therefore that, head school need increase quality his leadership, especially in aspect coaching professional teacher, communication organization, decision making decisions and implementation supervision academic.

Contribution value by 20.1% shows that leadership head school No the only one influencing factors teacher performance. There are still other external factors research that also influence teacher performance, such as motivation work, culture organization school, environment work, facilities and infrastructure, discipline work, and competence individual teachers. Although thus, leadership head school still become factor important Because head school is driving force main in manage all over source Power school. With Thus, the results study This emphasize that leadership head school own influence to performance of elementary school teachers in Muara Telang District. Increasingly Good head school operate function leadership, then the more good teacher performance in carry out task learning.

#### **b. Influence Competence Head School on the Performance of Public Elementary School Teachers in Muara Telang District**

Research result show that competence head school influential positive and significant to the performance of elementary school teachers in Muara Telang District. This proven through partial test results (t-test) which obtained mark thitung amounting to 5,279 with level significance of 0.000. This value is smaller than the 0.05 significance level, so the alternative hypothesis is accepted. The regression coefficient of 0.598 indicates that every increase in principal competence will be followed by an increase in teacher performance. Furthermore, the coefficient of determination ( $R^2$ ) of 0.243 indicates that principal competence contributes 24.3% to the variation in teacher performance. The results of this study indicate that principal competence is a crucial factor in supporting improvements in teacher performance. Principals with strong competencies, including personality, managerial, entrepreneurial, supervisory, and social skills, tend to be more capable of managing their schools effectively and

developing teachers professionally. These competencies enable principals to systematically carry out school organizational functions, thereby creating working conditions that support improved learning quality.

Theoretically, the results of this study align with Minister of National Education Regulation No. 13 of 2007, which emphasizes that school principals must possess five competency dimensions: personality, managerial, entrepreneurial, supervisory, and social competencies. These five competencies serve as the foundation for effectively carrying out leadership and school management duties. A competent principal is not only capable of managing school administration but also of mentoring teachers through academic supervision and ongoing professional development. The results of this study also support the opinion of Rahmawati and Putra (2021), who stated that principals' managerial competence is closely related to improving the effectiveness of school management and teacher performance. Principals who are able to develop work programs, organize teacher tasks, monitor, and evaluate school programs will create a more focused and measurable work system. This will assist teachers in carrying out their teaching tasks more effectively.

In the context of this research, principal competence is reflected in their ability to carry out academic supervision, provide feedback to teachers, build collaboration, and create innovation in school management. Supervisory competence is a crucial aspect because planned and ongoing academic supervision can help teachers improve the quality of learning. The results of this study also align with research by Sumarni and Kustiawan (2020), which found a significant relationship between principal competence and elementary school teacher performance. This study explains that principals with strong managerial competence are able to improve teacher professionalism through systematic school program management. Furthermore, the results of this study support Yuliani's (2023) research, which states that principals' managerial competence is significantly related to improved teacher discipline and learning quality. Principals who are able to effectively manage school resources will influence the quality of teachers' work in developing lesson plans, implementing learning, and evaluating learning outcomes. Study this is also relevant with research by Fatimah and Harun (2023) which emphasizes importance competence supervision head school in increase teacher professionalism. Head schools that regularly carry out coaching, observation learning and action carry on supervision capable increase teacher motivation and ability in manage learning.

Findings study This show that competence head school at Muara Telang District Public Elementary School need Keep going improved, especially in the aspect of managerial and supervisory academic. Based on condition empirical in the field, still there is implementation supervision academics who have not running optimally and not yet done in a way sustainable. Therefore that, the increase competence head school become need important in effort increase quality education base. Contribution value by 24.3% shows that competence head school own enough influence means to teacher performance, although Still there is other factors that influence teacher performance outside study this. Factors the including motivation teacher work, culture organization schools, facilities and infrastructure education, environment work, and competence professional teachers. With Thus, the results study This emphasize that competence head school own influence to performance of elementary school teachers in Muara Telang District. Increasingly Good competence head school in manage and develop school, then the more good teacher performance in carry out task learning.

### **c. Influence Leadership and Competence Head School on the Performance of Public Elementary School Teachers in Muara Telang District**

The results of this study show that principal leadership and principal competence have a positive and significant influence on the performance of public elementary school teachers in Muara Telang District. This is proven by the simultaneous test results, which show an F-count value of 19.194 with a significance level of 0.000. Since the significance value is lower than 0.05, the alternative hypothesis is accepted. This means that principal leadership and principal competence simultaneously influence teacher performance. The coefficient of determination value of 0.309 indicates that both variables contribute 30.9% to variations in teacher performance, while the remaining 69.1% is influenced by other factors outside the model, such as work motivation, school culture, work environment, teacher discipline, facilities, welfare, professional commitment, and individual teacher characteristics.

These findings confirm that teacher performance is not only shaped by the principal's leadership ability but also by the principal's competence in managing the school, conducting academic supervision, building communication, and supporting teacher professional development. Effective leadership without adequate competence may not produce optimal school management. Conversely, strong competence requires leadership capacity so that school policies, supervision programmes, and professional development activities can be implemented effectively. This finding is consistent with modern educational leadership theory, which positions the principal as both an instructional leader and an educational manager who is responsible for directing, motivating, supervising, and developing teachers (Bush, 2020; Leithwood et al., 2020; Daulay et al., 2024).

The significant influence of principal leadership on teacher performance indicates that teachers tend to perform better when principals are able to provide clear direction, build motivation, strengthen academic supervision, create effective communication, and develop a positive school climate. Leadership practices that are participative, communicative, transformational, and instructional can encourage teachers to improve lesson planning, classroom management, learning implementation, and assessment practices. This finding is in line with Arina et al. (2023), who found that participative principal leadership and work climate influence teacher performance. It also supports Nasution and Sri (2025), who showed that principal communication and psychological climate significantly affect teacher performance. In this context, principal leadership is not merely administrative authority but a strategic mechanism for shaping teacher commitment, discipline, and professional responsibility.

The findings also show that principal competence contributes significantly to teacher performance. Principal competence includes personality, managerial, entrepreneurial, supervisory, and social competence. These competencies enable principals to manage school resources, design improvement programmes, conduct supervision, support teachers' professional growth, and solve organisational problems. Daulay et al. (2024) explain that managerial competence and achievement motivation support principal leadership effectiveness. Similarly, Budi (2026) shows that academic supervision improves teachers' pedagogical competence, especially in lesson planning and instructional implementation. This confirms that principal competence directly supports the quality of school management and indirectly strengthens teacher performance through supervision, coaching, and continuous improvement.

Academic supervision is one of the most important mechanisms linking principal competence with teacher performance. Supervision helps teachers identify weaknesses in teaching practice, receive constructive feedback, and improve classroom instruction. The findings of this study are supported by Awam et al. (2023), who found that principal academic supervision and teachers' pedagogical competence contribute to teacher performance. Hambali (2025) also emphasises that academic



supervision management requires systematic planning, implementation, follow-up, and evaluation. Anshori and Andayani (2025) further show that principal academic supervision management can improve teachers' pedagogical competence when it is conducted continuously and collaboratively. Therefore, academic supervision should not be treated as a formal administrative routine, but as a professional development process that improves the quality of teaching.

The simultaneous influence of principal leadership and competence found in this study is consistent with the view that school improvement requires both leadership capacity and managerial competence. Leadership provides direction, influence, motivation, and school vision, while competence ensures that school programmes are managed professionally and systematically. Rudiantna (2025) found that principal leadership, teacher competence, and school culture influence teacher job satisfaction and teacher performance. Maharani et al. (2025) also reported that principal leadership, organisational culture, and teacher commitment are significant determinants of teacher performance. These studies strengthen the argument that teacher performance is influenced by a combination of leadership, competence, organisational climate, and teacher-related factors.

Transformational and instructional leadership also provide an important theoretical explanation for the findings of this study. Transformational leadership encourages teachers to work with commitment, innovation, and shared responsibility, while instructional leadership focuses directly on teaching quality, curriculum implementation, academic supervision, and learning outcomes. Roesminingsih and Windasari (2025) found that transformational leadership improves teacher performance through professional learning communities. Rahayu (2026) also showed that principal transformational leadership has a significant influence on teacher performance. Meanwhile, Nellitawati et al. (2024) found that instructional leadership and work commitment jointly influence teacher performance. These findings confirm that principals need to combine inspirational leadership with instructional support to improve teacher effectiveness.

The result of this study also supports Nurabadi et al. (2021), who found that instructional, transformational, and spiritual leadership affect elementary school teachers' performance and student achievement. This means that principal leadership should not be understood in a narrow administrative sense. Principals need to build a school culture that encourages discipline, trust, responsibility, collaboration, and innovation. Fauzi et al. (2024) show that principal leadership plays an important role in improving education quality through school transformation programmes. Suryaman et al. (2024) also found that principal change leadership supports e-learning effectiveness through teacher commitment and teacher attitudes towards change. These findings are relevant because elementary schools increasingly require principals who can lead change, support digital adaptation, and maintain teacher work commitment.

The contribution value of 30.9% indicates that principal leadership and principal competence are important predictors of teacher performance, although they are not the only determinants. The remaining 69.1% suggests that future models need to include other variables, such as teacher motivation, school culture, work discipline, organisational support, professional learning communities, teacher welfare, and infrastructure. Zebua (2025) found that principal leadership style and work motivation significantly influence teacher performance. Widodo (2024) shows that leadership based on cultural intelligence can strengthen school governance and teacher performance. Karacabey et al. (2022) also explain that principal leadership influences teacher professional learning through collective teacher efficacy and teacher trust. Therefore, teacher performance should be understood as the result of interaction between leadership, competence, motivation, organisational culture, and teacher professional capacity.

The practical implication of this study is that improving the quality of public elementary education in Muara Telang District requires simultaneous strengthening of principal leadership and principal competence. Principal development programmes should focus on instructional leadership, managerial competence, academic supervision, school communication, collaborative decision-making, and teacher professional development. Principals also need to strengthen their ability to motivate teachers, build a positive school culture, encourage learning innovation, and conduct supervision that is planned, objective, constructive, and sustainable. From a policy perspective, education authorities need to design continuous principal training, strengthen supervision systems, provide adequate facilities, and develop performance monitoring mechanisms that support teacher improvement. Thus, the better the quality of principal leadership and competence, the higher the possibility of improving teacher performance in carrying out professional duties as educators.

## Conclusion

This study concludes that principal leadership and principal competence influence the performance of public elementary school teachers in Muara Telang District, both partially and simultaneously. Effective principal leadership improves teacher performance through clear direction, motivation, academic supervision, effective communication, and the creation of a conducive school climate. Principal competence also contributes to teacher performance through personality, managerial, entrepreneurial, supervisory, and social competencies that support effective school management and continuous teacher development. Simultaneously, leadership and competence strengthen each other, as effective leadership becomes more impactful when supported by strong competence, while principal competence produces better results when implemented through leadership practices that mobilise all school resources to improve planning, teaching implementation, and learning evaluation.

Future research is recommended to examine other factors that may affect teacher performance, such as work motivation, school culture, teacher professionalism, digital literacy, and organisational support, using broader samples and different education contexts. For practitioners, principals should strengthen instructional leadership, academic supervision, communication, and continuous professional development programmes for teachers. Teachers should also actively participate in school improvement programmes to enhance their professional performance. At the policy level, education authorities need to strengthen principal development programmes, provide sustainable leadership and managerial training, improve supervision systems, and ensure institutional support so that principal leadership and competence can contribute more effectively to improving teacher performance in public elementary schools.

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