

THE EFFECT OF PRINCIPAL LEADERSHIP ON WORK CLIMATE AND TEACHER PERFORMANCE

Melyana R Pugu *¹

Universitas Cenderawasih
puguratana@yahoo.com

Siminto

IAIN Palangka Raya
siminto@iain-palangkaraya.ac.id

Muthmainnah Mursidin

Universitas Islam Makassar
muthmainnahmursidin.dty@uim-makassar.ac.id

Abstract

This study aims to investigate the effect of principal leadership on work climate and teacher performance using the literature review method. The results show that principal leadership plays a vital role in creating a conducive work climate, which significantly affects teacher performance. Inclusive and participatory leadership styles, such as transformational leadership, are associated with increased teacher motivation and commitment, which in turn improves the quality of teaching and learning. Research also shows that effective principals are able to identify and overcome challenges in the working climate, improve collaboration among teachers and implement policies that support teachers' professional development. Thus, principal leadership has an impact not only on improving teacher performance but also on creating a positive and supportive work environment.

Keywords: principal leadership, work climate, teacher performance.

Introduction

Education has a central role in developing quality human resources, where teachers play a key role in delivering education (Fiteriadi et al., 2024). Teacher performance, which can be defined through teaching ability, judgment, and interaction with students, directly affects the quality of education. In this case, the principal's leadership becomes an important factor that affects not only school management but also teacher performance and the overall work climate (Fitriani et al., 2024). Work climate, which includes teachers' perceptions of their work environment including the relationships between collaborators, facilities and support they receive, has a direct impact on teachers' motivation and job satisfaction, which in turn affects their performance (Pradiptya et al., 2022).

¹ Correspondence author.

Leadership in education plays a crucial role in determining the success of educational institutions and students' academic performance. Effective leadership not only creates a clear vision and direction for the school, but also builds a supportive environment for teachers and students, promotes a positive learning culture, and stimulates innovation and continuous improvement (Andriansyah et al., 2023). By directly influencing the organizational climate, principal leadership has a significant impact on teachers' motivation, job satisfaction, and ultimately, their teaching performance (Norlatipah, 2022). Therefore, developing effective leadership is not only important for achieving high learning outcomes, but also essential for ensuring that the school as a whole can respond effectively to contemporary educational challenges and prepare students with the skills they need to succeed in the future.

Principal leadership has various dimensions, including how principals interact with their staff, how they guide teachers' professional development, and how they build a vision for the school (N. C. Dewi et al., 2020).

Principals play a central role in shaping a positive work climate in schools, as they serve as leaders who set the tone for interactions, values and expectations in the educational environment. Through effective leadership practices, including open and inclusive communication, recognizing and rewarding achievement, and promoting teamwork and professional development, principals can create a supportive and motivating environment (Pardosi & Utari, 2022). Such an environment not only promotes well-being and job satisfaction among staff but also stimulates greater commitment and dedication to the school's vision. By focusing on strengthening interpersonal relationships, building trust, and providing necessary support, principals effectively lay the foundation for a constructive work climate where teachers feel valued and equipped to develop professionally, which directly contributes to improved teaching performance and better educational outcomes (Kavgacı, 2023).

Work climate is a critical factor affecting teacher performance, creating the foundation for teaching effectiveness and employee well-being in the school environment. A positive work climate, characterized by collaborative support, open communication, recognition of success, and access to resources and professional training, directly increases teachers' motivation and job satisfaction (Hifza & Aslan, 2020). This, in turn, contributes to increased teacher engagement in the teaching and learning process and continuous professional development, which is crucial for the improvement of education quality. Therefore, strengthening a positive work climate not only benefits teachers in terms of their emotional and professional well-being but also facilitates students' academic achievement through improved teaching quality (Patriah et al., 2022).

Teacher performance is a key determinant of education quality, as teachers play a direct role in guiding, instructing and inspiring students for optimal learning achievement. Effective teachers not only deliver educational content clearly and

comprehensively, but also act as facilitators of critical and creative thinking, encouraging students to go beyond memorization of facts to deeper understanding (Perrone, 2020). Teachers also influence students' interest and motivation to learn, set high expectations, and provide constructive feedback, all of which are important for students' intellectual and emotional growth (Ramlah et al., 2023). Thus, systematic improvement of teacher performance is key in lifting the overall standard of education, ensuring students are given the best opportunity to progress according to their full potential and, ultimately, contributing to the ideal of making educational institutions the breeding ground for competent and innovative future generations (Sinulingga et al., 2023).

Thus, this study aims to fill the gap by investigating how principals' leadership can influence teachers' work climate and their performance at school. Exploring the relationship between principal leadership, work climate and teacher performance will provide important insights for the development of leadership strategies in schools and help ensure that the educational environment promotes educator and student success.

Research Methods

The study in this research uses a literature review. The literature research method is an important approach in academia that relies on existing written sources to investigate and analyze a particular topic (Firman, 2018). The process involves collecting, identifying, and analyzing various data from relevant literacy, including books, scientific journals, conference papers, and theses, related to the research problem being examined (Suyitno, 2021). The purpose of this method is to provide an overview of the research stages, collect evidence, arguments, and theories that have been put forward in previous studies so that they can be used to support the research being carried out (Junaid, 2018). In context, literature studies allow researchers to identify gaps in previous research, strengthen the theoretical framework, or determine the research methods to be used (Kim et al., 2024).

Results and Discussion

Principal Leadership and Work Climate

Principal leadership is the ability of individuals who serve as principals to direct, motivate, and coordinate teachers and school staff in achieving established educational goals. It includes developing an educational vision, formulating strategies, making decisions and implementing policies that facilitate a productive and innovative learning environment (Hifza, Suhardi, et al., 2020). Meanwhile, the work climate in the school environment relates to the shared perceptions and experiences of teachers and staff towards the internal atmosphere of the school, including the level of collaboration, professional support, emotional safety and availability of resources. A positive work climate is considered an important element that influences job satisfaction, staff

retention, teaching performance, and the overall quality of learning and education processes (HASANAH et al., 2023). Thus, principal leadership and work climate are closely interrelated concepts, with effective leadership serving as a catalyst for creating and maintaining a supportive and positive work climate.

Principal leadership has a significant role in creating and maintaining a positive work climate in the school environment, which is a crucial factor for the success of educational institutions. Effective principals use a variety of leadership styles, such as transformational and participatory, to influence, motivate and support teachers and staff, thus creating an environment conducive to learning, collaboration and innovation (Anisah et al., 2020). They set a clear vision, communicate expectations, empower teachers, and value and recognize individual contributions, all of which contribute to a more inclusive and supportive work climate. This positive work climate not only increases job satisfaction and staff retention but also directly influences attitudes and teaching methods, leading to improved student learning outcomes and overall school achievement (Mastuti & Ardi, 2024).

Principal leadership has a significant impact on teachers' working conditions, creating a good or bad environment depending on the way leadership is applied. Effective leadership styles, such as transformational leadership, can stimulate teacher motivation and engagement, strengthen teamwork and promote continuous professional development. This contributes to the creation of supportive working conditions, where teachers feel valued, supported and have the resources they need to teach effectively (Price, 2020). Principals who listen to teachers' needs, provide constructive feedback and support innovation in teaching are likely to increase teachers' job satisfaction, reduce their stress levels and strengthen their commitment to the school. Thus, strong and responsive principal leadership is key to creating positive working conditions that not only benefit teachers but also have a direct impact on students' education and well-being (Indrasari et al., 2023).

A number of leadership strategies can be implemented by principals to create a conducive working climate in schools. One of the most effective strategies is the implementation of participative leadership where the principal encourages the involvement of all school stakeholders in the decision-making process (Astuti et al., 2023). This involves actively listening to input from teachers, staff, students and parents and integrating their views into school policies and practices. By actively involving them, principals not only increase transparency and a sense of ownership, but also increase commitment and motivation among teachers and staff. This method also allows principals to better understand the needs and challenges faced by members of the school community, thus enabling more responsive and effective policy making (Mayasari, 2021).

In addition, transformational leadership can be very influential in improving the work climate. Through this type of leadership, principals act as visionary leaders who

inspire and motivate staff to reach their full potential (Sleiman, 2022). Transformational principals emphasize the importance of a shared vision, encourage innovation, and instill positive values that support personal and professional growth. This strategy also includes recognizing and rewarding individual contributions, which can boost morale and job satisfaction. Through leadership that is accompanied by warmth, support and motivation, principals can build a work climate that is not only conducive but also feels more like a community that supports shared success (Zega et al., 2022).

Effective principals also prioritize open and efficient communication, a critical strategy in maintaining a conducive work climate. By ensuring that communication channels are always open and accessible, principals reinforce trust and transparency among all school members (Adams, 2021). Communicative principals often hold regular meetings with staff to discuss progress, issues and future learning strategies. By encouraging the formulation of constructive feedback from both teachers and staff, principals can more quickly identify and address issues that may disrupt the school's working climate (Dutta & Sahney, 2021).

Another important strategy is continuous professional development. Principals should advocate and support various forms of professional development, including workshops, seminars and conferences, which not only equip teachers and staff with new skills but also strengthen teamwork bonds and enhance pedagogical effectiveness (Qadarsih et al., 2023). By investing in their career development, principals demonstrate their commitment to the personal growth of staff members and the continued quality of education. Recognition of individual efforts and achievements can increase self-esteem and job satisfaction among teachers, while promoting a more positive and productive work dynamic in schools (RAHMAWATI, 2022).

Principal Leadership and Teacher Performance

The principal's leadership style has a significant influence on improving teacher performance. For example, transformational leadership exercised by principals can strongly motivate teachers to go beyond standard expectations and innovate in their teaching (Hifza, Juliana, et al., 2020). This type of leadership creates visionaries who can inspire teachers by formulating and communicating a clear vision of the educational goals to be achieved. Principals who adopt a transformational leadership style usually emphasize the importance of continuous professional development and provide adequate support and resources to facilitate this growth (Maisinur & Rosidin, 2022). By instilling trust and supporting teachers in their competency development, principals not only improve individual performance but also foster a creative and innovative environment at school (Supriatna, 2021).

In addition, the participative leadership style of the principal also positively impacts teacher performance by strengthening teamwork and effective communication. In this leadership model, principals often seek input from teachers and

consider their suggestions in decision-making. This creates a sense of ownership and shared responsibility for the educational outcomes implemented (Yani et al., 2021). Principals who practice participatory leadership usually succeed in creating a more democratic atmosphere where every teacher feels valued and the importance of their contribution to the school is recognized. This approach increases teachers' motivation and dedication, which directly impacts on improving their performance in educating and managing the classroom, enriching students' learning experience (Yulita et al., 2023).

From a broader perspective, the influence of the principal's leadership style on improving teacher performance reflects the integral relationship between effective leadership and the development of educational quality. Principals who successfully demonstrate flexibility in their leadership style, adjusting approaches based on context and staff needs, can create favorable conditions for teachers' professional growth and, ultimately, improved student learning quality (Janiah et al., 2023). This suggests that leadership at the school level is not just about administration and management, but significantly about inspiring and leading teachers to reach their full potential. This requires principals to not only have a clear vision but also good interpersonal and communication skills to rally and motivate their team of teachers (Situmorang et al., 2022).

In conclusion, principals' leadership styles play a critical role in determining the direction and performance of teachers in an educational setting. Leadership styles such as transformational and participative have shown significant contributions to improving teacher motivation, commitment and performance. Effective principals know the importance of forming strong connections with teachers, encouraging professional development and fostering a positive collaborative work environment. By focusing on teachers' well-being and professional growth, principals can inspire change that impacts not only teachers but also students, by creating dynamic, innovative and inclusive learning environments. It is therefore important for principals to continuously develop their leadership capabilities to meet the changing demands of education and improve teacher performance and overall educational outcomes.

To motivate and support teachers' professional development, principals can adopt several strategic approaches. One of these is through recognition and appreciation of teachers' achievements and efforts. Effective principals routinely identify and celebrate teachers' successes, either in public forums such as school meetings or through more intimate personal recognition. This shows teachers that their hard work is valued and noticed, which positively influences their motivation to continue professional development (Hutagaluh et al., 2020). In addition, principals can support teachers' professional development by providing access to ongoing learning opportunities such as workshops, seminars and conferences. Encouraging participation in professional networks or study groups is also an effective way to support their teachers' growth (Wardani et al., 2022).

On the other hand, a more personalized approach in supporting teachers' professional development involves providing constructive and ongoing feedback (Yanti et al., 2022). Principals who show an active interest in individual teachers' career development-by setting common goals, providing feedback on teaching practices, and discussing professional development plans-can build strong working relationships. This approach not only increases trust and confidence between principals and teachers, but also encourages self-reflection and continuous professional growth (Mayasari, 2021). By using data from performance evaluations to tailor and design relevant professional development opportunities, principals can target the specific needs of teaching and learning, providing relevant resources and necessary support for teachers to face challenges and utilize their full potential (Ofrita, 2022).

Relationship between Work Climate and Teacher Performance

The work climate within the school environment plays a crucial role in determining the extent to which teachers can improve their performance. A positive and supportive work climate, characterized by open communication, mutual respect and collaboration, significantly facilitates teacher performance. In such an atmosphere, teachers feel empowered, valued and supported by both the principal and their peers (Daheri et al., 2023). This creates intrinsic motivation for teachers to improve their teaching practices, engage in professional development, and innovate in learning. In contrast, a negative work climate-which may be characterized by conflict, lack of support, and poor communication-can inhibit teachers' motivation, affect their job satisfaction, and thus reduce performance and teaching effectiveness (Istarina et al., 2021).

Furthermore, a positive work climate supports the establishment of professional learning communities where teachers can share best practices, reflect on teaching challenges and develop collaborative solutions to problems. This allows teachers not only to develop professionally but also to improve student learning outcomes through more effective and innovative teaching approaches (Deslihanida et al., 2021). On the other hand, a negative work climate can lead to professional isolation and competition rather than cooperation among teachers, thus reducing opportunities for continuous learning and professional growth (Rosmawati et al., 2022). Therefore, maintaining a positive and supportive work climate is not only important for teacher well-being and satisfaction but also key to achieving optimal teacher performance and overall student learning success.

To improve the working climate to support teacher performance, a comprehensive strategy involving the active participation of all school members is needed. The initial approach can start by strengthening communication between principals and teachers, as well as among teachers themselves (Wahyudi et al., 2024). Creating open and effective communication channels - whether through regular

meetings, constructive feedback systems or digital platforms - promotes transparency and builds trust. Organizing regular brainstorming sessions and workshops where teachers can share their ideas, successes and challenges in teaching is also important. This not only fosters a sense of community and collegial support but also stimulates learning innovation (Pratiwi & Warlizasusi, 2023). In addition, policies that promote work-life balance are key, giving teachers adequate time for rest and recovery, thus minimizing the risk of burnout and improving their overall well-being (N. Dewi et al., 2023).

Furthermore, recognizing and rewarding teachers' achievements can go a long way in boosting teacher motivation and morale. This could be in the form of formal appreciation before the school or special awards for teachers who demonstrate innovation and commitment to learning. This approach shows that teachers' efforts and contributions are valued, strengthening their commitment to quality teaching (Deluma et al., 2020). In addition, providing access to relevant and meaningful professional development opportunities-such as trainings, conferences and advanced studies-gives teachers the tools to improve their performance and promote personal and professional growth. By promoting a healthy, supportive and collaborative work climate, schools can create a conducive environment for teachers to thrive and, in turn, improve teaching performance to achieve maximum student learning outcomes (Harry et al., 2023).

In conclusion, a positive and supportive work climate within the school environment plays an important role in promoting teacher performance. Through strategies that strengthen communication, provide collaborative support, implement recognition and rewards, and provide access to professional development opportunities, the work climate can be enhanced. A good work climate not only increases teachers' motivation and job satisfaction but also facilitates their professional growth. This, in turn, supports the improvement of teaching quality which has a direct impact on student learning success. Therefore, efforts to create and maintain a positive work climate should be a top priority for school leaders and education policy makers in their efforts to raise education standards.

Conclusion

Principal leadership is recognized as a crucial factor that affects the overall performance of a school. As leaders, principals are key figures in creating a strategic vision, organizing resources, coordinating teaching and learning, and inspiring innovation and excellence in the educational environment. Findings from various studies show that effective leadership from principals contributes to improved teacher performance, improved school climate, increased parental and community involvement, and better student learning outcomes.

Effective principals often exercise a transformational leadership style, where they focus on developing and empowering their staff and pushing them to exceed expectations. This involves clear communication of goals and objectives and the provision of the support and resources needed to achieve these goals. Through the implementation of practices such as continuous professional coaching and constructive appraisal, principal leadership can increase teacher motivation, innovation and commitment, enabling improved student learning and more resilient and sustainable educational outcomes.

References

- Adams, C. M. (2021). Principal-Teacher Conversation as a Pathway to a Need-Supportive Instructional Climate. *Leadership and Policy in Schools*, 22(2), 299–313. <https://doi.org/10.1080/15700763.2021.1933061>
- Andriansyah, A., Wiyarni, W., & Novalina, R. (2023). Analysis the Influence of Principal Leadership Style, Facilities, and Work Discipline on Teacher Performance with Motivation as Intervening Variable. *International Journal of Scientific Research and Management*, 11(1), 4406–4417. <https://doi.org/10.18535/ijstrm/v11i01.em01>
- Anisah, A., Marsyidin, S., Ermita, E., Sabandi, A., Rifma, R., Adi, N., & Ningrum, T. (2020). Influence of Work Ethic and Principal Leadership Style on Teacher Performance. *Proceedings of the The 3rd International Conference on Advance & Scientific Innovation*, Query date: 2024-05-27 20:19:36. <https://doi.org/10.4108/eai.20-6-2020.2300708>
- Astuti, S. E. P., Aslan, A., & Parni, P. (2023). OPTIMALISASI PERAN GURU DALAM PROSES PEMBELAJARAN KURIKULUM 2013 DI MADRASAH IBTIDAIYAH SWASTA. *SITTAH: Journal of Primary Education*, 4(1), Article 1. <https://doi.org/10.30762/sittah.v4i1.963>
- Daheri, M., Meliani, F., Putra, F. T., Saputra, N., & Syarifah, Z. (2023). The Effect of Principal Leadership and Work Discipline on Teacher Performance. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 8(3), 412–423. <https://doi.org/10.31538/ndh.v8i3.3937>
- Deluma, R. Y., MS, Z., & Asmawi, M. (2020). The Effect of Principal Leadership Style, Work Motivation, and Professional Competence of Primary School Teacher Performance in Kendari City. *JETL (Journal of Education, Teaching and Learning)*, 5(1), 145–145. <https://doi.org/10.26737/jetl.v5i1.1134>
- Deslihanida, Arafat, Y., & Puspita, Y. (2021). The Effect of Principal Leadership and Work Discipline on Teacher Performance at SMA PGRI 2 Palembang. *Advances in Social Science, Education and Humanities Research*, Query date: 2024-05-27 20:19:36. <https://doi.org/10.2991/assehr.k.210716.077>
- Dewi, N., Ahyani, N., & Kesumawati, N. (2023). The Effect of Principal Leadership Style and Teacher Work Culture Work on The Performance of Public High School Teachers. *IJLHE: International Journal of Language, Humanities, and Education*, 6(1), 1–10. <https://doi.org/10.52217/ijlhe.v6i1.1197>

- Dewi, N. C., Aslan, A., & Suhardi, M. (2020). GAYA KEPEMIMPINAN KEPALA SEKOLAH TAMAN KANAK-KANAK. *JMS (Jurnal Manajemen Dan Supervisi Pendidikan)*, 4(2), Article 2.
- Dutta, V., & Sahney, S. (2021). Relation of principal instructional leadership, school climate, teacher job performance and student achievement. *Journal of Educational Administration*, 60(2), 148–166. <https://doi.org/10.1108/jea-01-2021-0010>
- Firman, F.-. (2018). PENELITIAN KUALITATIF DAN KUANTITATIF. Query date: 2024-05-25 20:59:55. <https://doi.org/10.31227/osf.io/4nq5e>
- Fiteriadi, R., Aslan, & Eliyah. (2024). IMPLEMENTASI PROGRAM TAHFIDZ AL-QUR'AN DI SEKOLAH DASAR SWASTA ISLAM TERPADU AL-FURQON. *JUTEQ: JURNAL TEOLOGI & TAFSIR*, 1(4), Article 4.
- Fitriani, D., Aslan, & Eliyah. (2024). PERAN GURU PENDIDIKAN AGAMA ISLAM DALAM MENERAPKAN METODE MEMBACA AL-QUR'AN SISWA DI SD NEGERI 03 PENDAWAN DUSUN PENDAWAN DESA TANGARAN TAHUN 2021/2022. *TARBIYATUL ILMU: Jurnal Kajian Pendidikan*, 2(3), Article 3.
- Harry, J., . S., & Faris, S. (2023). The Effect of Principal Leadership, Work Commitment, and Work Discipline on Teacher Performance with Job Satisfaction as a Moderation Variable in Junior High School Dr. Wahidin Sudirohusodo Medan. *International Journal of Research and Review*, 10(3), 43–51. <https://doi.org/10.52403/ijrr.20230307>
- HASANAH, T. R., FETRIMEN, F., & SYARIF, S. (2023). INFLUENCE OF TEACHER COMMITMENT AND SCHOOL PRINCIPAL VISIONARY LEADERSHIP ON WORK CLIMATE. *JKP | Jurnal Kepemimpinan Pendidikan*, 6(2), 859–864. <https://doi.org/10.22236/jkpuhamka.v6i2.14512>
- Hifza & Aslan. (2020). *The Model of Competitive Advantage Development in Private Islamic Education Institutions dalam "BASA 2019: Proceedings of the Third International Seminar on Recent Language, Literature, and Local Culture Studies, BASA, 20-21 September 2019, Surakarta, Central Java, Indonesia*. European Alliance for Innovation.
- Hifza, Juliana, Palapa, A., Maskur, & Aslan. (2020). The Strategic Foundation for Competitive Excellent Development in Integrated Islamic Primary Schools in Indonesia. *International Journal of Advanced Science and Technology*, 29(12s), Article 12s.
- Hifza, Suhardi, M., Aslan, & Ekasari, S. (2020). KEPEMIMPINAN PENDIDIKAN ISLAM DALAM PERSPEKTIF INTERDISIPLINER. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 5(1), Article 1. <https://doi.org/10.31538/ndh.v5i1.518>
- Hutagaluh, O., Aslan, Putra, P., Syakhrani, A. W., & Mulyono, S. (2020). SITUATIONAL LEADERSHIP ON ISLAMIC EDUCATION. *IJGIE : International Journal of Graduate of Islamic Education*, 1(1), Article 1.
- Indrasari, M., Indyawati, L., & Susilo, D. (2023). PRINCIPAL LEADERSHIP EFFECT FOR TEACHER PERFORMANCE WITH WORK SATISFACTION INTERVENING VARIABLE IN JOMBANG. *Jurnal Pendidikan Indonesia*, 4(8), 853–874. <https://doi.org/10.59141/japendi.v4i8.2145>

- Istarina, E., Arafat, Y., & Puspita, Y. (2021). The Effect of Principal Leadership and Work Discipline on Teacher Performance. *Advances in Social Science, Education and Humanities Research*, Query date: 2024-05-27 20:19:36. <https://doi.org/10.2991/assehr.k.210716.038>
- Janiah, S., Suriansyah, A., & Effendi, R. (2023). The Correlation of School Principal Communication, Work Ethic, and Work Motivation to Teacher Performance. *International Journal of Social Science And Human Research*, 6(1). <https://doi.org/10.47191/ijsshr/v6-i1-46>
- junaid, I. (2018). Analisis Data Kualitatif Dalam Penelitian Pariwisata. Query date: 2024-05-25 20:59:55. <https://doi.org/10.31219/osf.io/npvqu>
- Kavgacı, H. (2023). Exploring the relationship among paternalistic leadership, teacher trust in principal, work engagement, and organizational citizenship behavior: A moderated mediation model. *Journal of Pedagogical Research*, Query date: 2024-05-27 20:19:36. <https://doi.org/10.33902/jpr.202319638>
- Kim, K., Lee, K., & Kwon, O. (2024). A systematic literature review of the empirical studies on STEAM education in Korea: 2011–2019. *Disciplinary and Interdisciplinary Education in ...*, Query date: 2024-05-10 07:14:07. https://doi.org/10.1007/978-3-031-52924-5_6
- Maisinur, E., & Rosidin, U. (2022). Teacher Perceptions: Principal Leadership, Teacher Discipline and Their Influence on Teacher Performance. *Journal of Advanced Islamic Educational Management*, 2(2), 45–54. <https://doi.org/10.24042/jaiem.v2i2.15950>
- Mastuti, Y. F., & Ardi, A. (2024). Pengaruh Principal Leadership dan Teacher Competence terhadap Teacher Satisfaction dan Teacher Performance di SD XYZ Cabang Bekasi. *JIIIP - Jurnal Ilmiah Ilmu Pendidikan*, 7(4), 3898–3904. <https://doi.org/10.54371/jiip.v7i4.4184>
- Mayasari, E. (2021). Principal leadership in improving teacher performance: Systematic literature review. *Journal of Advanced Islamic Educational Management*, 1(2), 51–56. <https://doi.org/10.24042/jaiem.v1i2.11497>
- Norlatipah, N. (2022). Correlation among Principal Transformational Leadership, Work Spirit, Work Commitment and Teacher Performance at State Junior High Schools in Balangan Regency. *International Journal of Social Science And Human Research*, 5(6). <https://doi.org/10.47191/ijsshr/v5-i6-68>
- Ofrita, L. (2022). The Effect of Principal Leadership and Teacher Work Spirit on Teacher Discipline in Elementary Schools. *Journal of Educational Sciences*, 6(1), 116–116. <https://doi.org/10.31258/jes.6.1.p.116-127>
- Pardosi, J., & Utari, T. I. (2022). Effective principal leadership behaviors to improve the teacher performance and the student achievement. *F1000Research*, 10(Query date: 2024-05-27 20:19:36), 465–465. <https://doi.org/10.12688/f1000research.51549.2>
- Patriah, B., Wahyu, W., & Suhaimi, S. (2022). He Effect of Principal Situational Leadership, Work Climate and Morale on Teacher Performance. *International Journal of Social Science And Human Research*, 5(12). <https://doi.org/10.47191/ijsshr/v5-i12-24>
- Perrone, F. (2020). How Principal Leadership and Teacher Burnout Are Associated with Early Career Teacher Mobility. *Exploring Principal Development and Teacher*

- Outcomes, Query date: 2024-05-27 20:19:36, 168–188.
<https://doi.org/10.4324/9780429356247-12>
- Pradiptya, A., Rizkiana, C., & Sugiyanto, E. K. (2022). Analysis of The Influence of Islamic Work Ethic, Leadership Style of The Principal, Motivation towards The Assessment of The Performance of Junior High School Teacher. *Management Analysis Journal*, 11(1), 57–64. <https://doi.org/10.15294/maj.v11i1.54240>
- Pratiwi, D. P., & Warlizasusi, J. (2023). The Effect of Principal Leadership and Work Motivation on Junior High School Teacher Performance. *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan*, 2(1), 18–25. <https://doi.org/10.59373/kharisma.v2i1.16>
- Price, H. E. (2020). Principal Leadership Activities and Teachers' Workplace Attitudes. *Exploring Principal Development and Teacher Outcomes*, Query date: 2024-05-27 20:19:36, 148–167. <https://doi.org/10.4324/9780429356247-11>
- Qadarsih, L., Aslamiah, A., & Sulaiman, S. (2023). Relationship between Principal Instructional Leadership, Job Satisfaction, Work Commitment and Performance of SDN Teacher in South Banjarmasin District, Banjarmasin City. *International Journal of Social Science and Human Research*, 6(5). <https://doi.org/10.47191/ijsshr/v6-i5-50>
- RAHMAWATI, A. (2022). RELATIONSHIP BETWEEN PRINCIPAL LEADERSHIP, WORK ENVIRONMENT, AND WORK DISCIPLINE AND TEACHER WORK ETHICS. *JKP | Jurnal Kepemimpinan Pendidikan*, 5(2), 752–755. <https://doi.org/10.22236/jkpuhamka.v5i2.11219>
- Ramlah, R., Nurdjan, S., & Mahmud, H. (2023). Influence of Emotional Intelligence and School Principal Leadership on Teacher Work Behavior. *International Journal of Asian Education*, 4(3), 179–189. <https://doi.org/10.46966/ijae.v4i3.353>
- Rosmawati, R., Sahir, S. H., Minan, K., & Susilawati, M. (2022). The Effect of Principal Leadership and Work Discipline on Teacher Performance at SMP Daruttaqwa Gresik. *Edukasi Islami: Jurnal Pendidikan Islam*, 11(2). <https://doi.org/10.30868/ei.v11i02.2423>
- Sinulingga, S., Nurbaiti, B., & Fachrian, Z. (2023). Influence of School Principal Leadership, Work Motivation, and Work Discipline on Teacher Performance in the Bangun Mulia Vocational School. *Journal of Accounting, Business and Management (JABM)*, 30(1), 1–1. <https://doi.org/10.31966/jabminternational.v30i1.622>
- Situmorang, D., Hadi, S., & Metroyadi, M. (2022). The Effect of Principal Instructional Leadership, Work Climate, and Achievement Motivation on Work Productivity of Vocational School Teachers in Palangkaraya. *International Journal of Social Science And Human Research*, 5(12). <https://doi.org/10.47191/ijsshr/v5-i12-101>
- Sleiman, A. (2022). Principal Leadership, Teacher Satisfaction, and School Performance in Bedouin Schools in Israel. *China-USA Business Review*, 21(3). <https://doi.org/10.17265/1537-1514/2022.03.002>
- Supriatna, U. (2021). Teacher Performance and Principal Leadership Patterns. *International Journal of English and Applied Linguistics (IJEAL)*, 1(1), 38–44. <https://doi.org/10.47709/ijeal.v1i1.1050>

- Suyitno. (2021). METODE PENELITIAN KUALITATIF KONSEP, PRINSIP DAN OPERASIONALNYA. Query date: 2024-05-25 20:59:55. <https://doi.org/10.31219/osf.io/auqfr>
- Wahyudi, A., Fitria, H., & Rohana, R. (2024). The Effect of Principal Leadership and Work Motivation on Elementary School Teacher Performance. *Edunesia : Jurnal Ilmiah Pendidikan*, 5(2), 641–652. <https://doi.org/10.51276/edu.v5i2.716>
- Wardani, W., Aslamiah, A., & Ngadimun, N. (2022). The Effect of Principal Instructional Leadership, Work Discipline and Work Motivation on Teacher Performance at Private Vocational Schools in Banjarbaru. *International Journal of Social Science And Human Research*, 5(Query date: 2024-05-27 20:19:36). <https://doi.org/10.47191/ijsshr/v5-i12-08>
- Yani, Y., Arafat, Y., & Puspita, Y. (2021). Teacher Performance at SMK Negeri 1 Gelumbang as a Result of Principal Leadership and Work Motivation. *Advances in Social Science, Education and Humanities Research*, Query date: 2024-05-27 20:19:36. <https://doi.org/10.2991/assehr.k.210716.234>
- Yanti, R. E., Aslan, A., & Multahada, A. (2022). PERSEPSI SISWA PADA PENDIDIKAN NILAI DI SEKOLAH DASAR TARBİYATUL ISLAM SAMBAS. *ADIBA: JOURNAL OF EDUCATION*, 2(3), Article 3.
- Yulita, E., Metroyadi, M., & Wahyu, W. (2023). The Correlation Between Situational Leadership of Principal and Teacher Performance Through Work Motivation and Work Climate at Vocational School Teacher in Banjarmasin. *International Journal of Social Science And Human Research*, 6(1). <https://doi.org/10.47191/ijsshr/v6-i1-41>
- Zega, N. A., Sitanggang, N., & Nasrun. (2022). Principal Participatory Leadership Management in Improving Teacher Performance. *JPI (Jurnal Pendidikan Indonesia)*, 11(4). <https://doi.org/10.23887/jpiundiksha.v11i4.53671>