

The Influence of Principal's Situational Leadership Style and Work Culture on the Professionalism of Public Elementary School Teachers

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Abstract: This study examines the influence of principals' situational leadership style and work culture on the professionalism of state elementary school teachers in Palembang. Specifically, it seeks to (1) assess the impact of situational leadership style on teacher professionalism, (2) analyze the effect of work culture on teacher professionalism, and (3) evaluate the combined influence of situational leadership and work culture on teacher professionalism. A quantitative approach was employed, with data collected from principals and teachers across several state elementary schools in Palembang. A pilot study was conducted at SD Negeri 143 Palembang, involving one principal and 31 teachers. The main study expanded to include teachers from SD Negeri 143, 144, 147, and 149 Palembang, using a 30-item questionnaire per variable. Data analysis was performed to determine the predictive power of the independent variables (leadership style and work culture) on teacher professionalism (dependent variable). The estimation trial yielded an R-squared value of 0.445, indicating that 44.5% of the variation in teacher professionalism is explained by situational leadership style and work culture, while the remaining 55.5% is attributed to other external factors. This study contributes to the existing literature by integrating situational leadership theory with work culture dynamics in the context of Indonesian elementary education, offering localized insights into factors shaping teacher professionalism. The findings suggest that school principals should adopt adaptive leadership strategies tailored to specific contexts while fostering a positive work culture to enhance teacher professionalism. Policymakers and school administrators can use these insights to design leadership training programs and cultural interventions that promote teacher development. This research provides empirical evidence on the interplay between leadership adaptability and organizational culture in improving teacher professionalism, offering a framework for educational institutions to strengthen workforce quality.

Keywords: Situational Leadership Style, Teacher Professionalism, Work Culture

A. Introduction

Teachers are a crucial factor in developing school quality. The progress of an organization, such as a school, depends on the management of its teachers (Atasoy,

2020; Díez et al., 2020). Teacher and workforce issues are fundamental issues that require attention. The success of an organization, in this case a school, in achieving its goals is largely determined by the skills, expertise, competence, and abilities of teachers in their respective fields (Akimov et al., 2023). In organizing learning activities, the role of human resources, specifically teachers, is crucial. A school organization run without adequate teacher skills and the technology available within the school organization will make it difficult for teachers to carry out organizational activities (Oliveira et al., 2021). A person can be said to be professional if they possess two essential elements: appropriate skills (competence) relevant to their field of work and a decent salary that meets their living needs. Professionalism can also be defined as something that must be present within a professional, namely quality and follow-up to meet the work standards, morals, and ethics of the profession (Farihin et al., 2022). Teacher professionalism is the teacher's ability to carry out their primary duties as educators and instructors (Tatto, 2021).

Teacher professionalism has specific criteria that can be observed and measured based on the competencies each teacher must possess. A professional teacher is someone who possesses the ability and expertise in the field of teaching, or in other words, has been well-educated and trained (Damianidou, 2024; Denkowska et al., 2020). Related to this, the author's observations at public elementary schools revealed several factors that could potentially impact a teacher's professionalism, including teachers failing to improve their competencies due to limited time, energy, and costs; teachers lacking discipline in carrying out their duties; teachers failing to arrive on time; developing learning materials that do not meet the specified timeframe; teachers' teaching methods and techniques not motivating students; and inadequate use of media or teaching aids. The issue of teacher competency is an urgent matter that every teacher at any level of education must possess. Skilled teachers must also possess good personal qualities and be able to adapt socially within society (Muhidin et al., 2021).

Curriculum changes without being accompanied by efforts to improve the personnel (teaching and administrative staff), as well as the management and administration of education (by leaders and their institutions). This means that the program (curriculum) will change, but the person implementing it, along with intensive and sustainable management, will be truly capable of carrying out all duties, functions, and responsibilities professionally, in line with the required standards for educators and educational personnel (Susanti, 2021). A professional teacher will certainly possess criteria such as the ability to manage classroom teaching and learning activities (KBM), understand the subject matter, manage the class effectively, use and implement learning media and learning resources as effectively as possible, know and understand the various educational foundations applied, understand the relationship between teaching and learning between students, and conduct measurable student assessments.

Teacher professional development is an effort to increase knowledge, improve and solidify attitudes, and enhance teacher skills to continuously improve over time (AbdulRab, 2023; Rani Rani et al., 2023). A teacher's role is crucial in helping students optimize their abilities. Parents have high expectations for their children's education. This is related to the results students achieve after receiving guidance, learning, and mentoring from a teacher. It is important to remember that the general public views teachers as benchmarks or idols in their behavior regarding the responsibilities required in their profession. This is something all teachers must be aware of. There are still problems in the field that have not optimized work culture properly, for example: 1) teachers arriving late to class and leaving early when it's not time to go home, claiming they have business; 2) a less than conducive work climate, which leads to a work culture among educators and education staff that is considered less conducive. For example, in daily work, teachers form their own groups as a form of self-actualization at school, especially when teachers are hired and appointed, for example, as civil servants (ASN)/PPPK teachers; 3) There are still teachers who are less active in participating in seminars and training; 4) teachers' lack of understanding, particularly in developing learning materials, specifically lesson plans (RPP), which are mandatory provisions for teachers to implement, including orderly administration and classroom learning system management.

Thus, it is hoped that violations of various disciplinary regulations can be minimized, or even that daily behavior related to duties and responsibilities at school will never violate discipline. According to Sutarsih & Misbah (2021), the term "educator" or "teacher" is defined in the general provisions of Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, as stated in Article 1, paragraph 1, which states that a teacher is a professional educator tasked with educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, formal education, primary education, and secondary education. A teacher's discipline will not be possible without good principal leadership, because good leadership will change a teacher's perception to work in a disciplined manner (Musri, 2021; Vebriani et al., 2022). Leadership is basically related to the skills, abilities, and level of influence that a person has (Baker, 2022; Bass, 2019). However, there are still principals' leadership styles that are still ineffective in carrying out leadership in schools because there is still a poor work culture and a low level of discipline (Hallinger & Hosseingholizadeh, 2020; Makgato & Mudzanani, 2019). There are creative principals, and there are also those who are less creative in carrying out their duties. The principal not only leads but must also be able to develop the potential of teacher performance (Liebowitz & Porter, 2019; Pardosi & Utari, 2022). In this case, good communication is needed between the principal and teachers to establish the expected cooperation. Communication can be interpreted as conveying to someone using existing symbols. Without communication, cooperation may not run well (Walean & Koyongian, 2022).

In various schools, organizational culture or culture certainly has differences in the influence of this institutional culture, which can be seen from the patterns and behavior of its members. The strength of an organizational culture will impact the lifestyle habits of its members. Culture is a strength that all organizations have, because the organization will depend on it (Cherian et al., 2021). According to Townsley & Schmid (2020), teacher work culture can be seen and measured based on the specifications or competency criteria that must be possessed by each teacher.. The principal in a school organization is a leader who is responsible for the continuity of the organization. The success of an activity is determined by three factors: sincerity, discipline, and expertise. If one of these factors is missing, the results of the activity will decrease both in quality and quantity. A teacher's low work discipline can affect his loyalty to the organization (Bashir & Gani, 2020). Work culture is a philosophy based on a life view, encompassing values that become characteristics, habits, and driving forces embedded in the life of a community or organization, reflected in basic attitudes, behaviors, beliefs, ideals, opinions, and actions manifested as "work or working." Examples of discipline include a person's awareness and willingness to comply with all applicable regulations and norms. Awareness is a person's voluntary adherence to all regulations and awareness of duties and responsibilities. Willingness is an individual's attitude, behavior, and actions that comply with regulations, both verbally and in writing.

For that reason, a professional teacher has the necessary competencies to carry out his duties, based on the regulation of the Minister of National Education of the Republic of Indonesia number 16 of 2007, the academic qualification standards and teacher competencies are developed as a whole into 4 main competencies, namely: 1) pedagogical competence is the ability of a teacher to understand students in designing learning and implementing educational learning and evaluating learning outcomes, for example understanding the characteristics of students from various physical, social-emotional, intellectual, and moral aspects, mastering learning theories and principles of effective learning, designing curriculum, syllabus, lesson plans and methods according to student conditions, assessing the learning process and results and providing constructive feedback; 2) personality competence is the personality of a teacher who reflects maturity, wisdom, and exemplary behavior as an educator, for example, having stable, mature, wise, and authoritative behavior; having a work ethic, responsibility, and high commitment in carrying out his duties; and being confident in being able to behave socially and morally; 3) professional competence is a broad and in-depth mastery of learning and skills in delivering material to students, for example providing learning material to students in accordance with competency standards and curriculum, being able to develop creative and innovative learning materials; 4) social competence is the teacher's ability to communicate, interact and adapt with students, parents and the community, for example being able to communicate effectively and politely with students, parents and fellow teachers, interacting positively in the school and community environment and being able to

work together (collaborate) in the work environment, having a sense of empathy and concern for the social and cultural problems of students.

In various schools, organizational culture or culture certainly has differences in the influence of this institutional culture, which can be seen from the patterns and behavior of its members. The strength of an organizational culture will impact the lifestyle habits of its members. Culture is a strength that all organizations have, because the organization will depend on it. The principal in a school organization is a leader who is responsible for the continuity of the organization. The success of an activity is determined by three factors: sincerity, discipline, and expertise. If one of these factors is missing, the results of the activity will decrease both in quality and quantity.

Work culture is a philosophy based on a life view, encompassing values that become characteristics, habits, and driving forces embedded in the life of a community or organization, reflected in basic attitudes, behaviors, beliefs, ideals, opinions, and actions manifested as "work or working." Examples of discipline include a person's awareness and willingness to comply with all applicable regulations and norms. Awareness is a person's voluntary adherence to all regulations and awareness of duties and responsibilities. Willingness is an individual's attitude, behavior, and actions that comply with regulations, both verbally and in writing. Based on the explanation of these four competencies, teachers must implement them in a balanced manner to create an effective learning process and shape students who have character and are intelligent and competitive.

B. Methods

This study used a quantitative approach to determine the relationships between variables. The study was conducted at public elementary schools in Gandus District, Palembang City, South Sumatra Province, over a three-month period. The population in this study consisted of 13 schools in Gandus District. Of these 13 public elementary schools, four schools were selected for the study: Public Elementary School 143 Palembang, with 32 teachers; Public Elementary School 144 Palembang, with 28 teachers; Public Elementary School 147 Palembang, with 18 teachers; and Public Elementary School 149 Palembang, with 28 teachers. Cluster sampling was used as the sampling technique due to the broad scope of the research objects and data sources. Data collection techniques in this study included observation, documentation, interviews, and questionnaires. Validity and reliability tests were conducted. Data analysis used multiple linear regression. Multiple linear regression analysis was conducted to determine the direction and extent of the influence of the dependent variable.

C. Results and Discussion

The Influence of the Principal's Situational Leadership Style on the Professionalism of State Elementary School Teachers

The description of the data regarding the situational style variable in public elementary schools includes descriptive statistics, frequency distribution, and percentage categories for each response given by the participants. Each item in the instrument, consisting of 20 questions, includes the following indicators: (1) Interpersonal communication skills (2) Ability to provide support (motivation). (3) Ability to provide direction. Based on the results of the descriptive quantitative analysis of the variable of the principal's leadership style on the professionalism of public elementary school teachers, it is very good. Showing the distribution of the level of influence of the principal's situational leadership style on the professionalism of public elementary school teachers in the form of a percentage value, which is categorized from 56 to 85. This value category can be assumed as a score or level of teacher professionalism achieved in an environment with situational leadership.

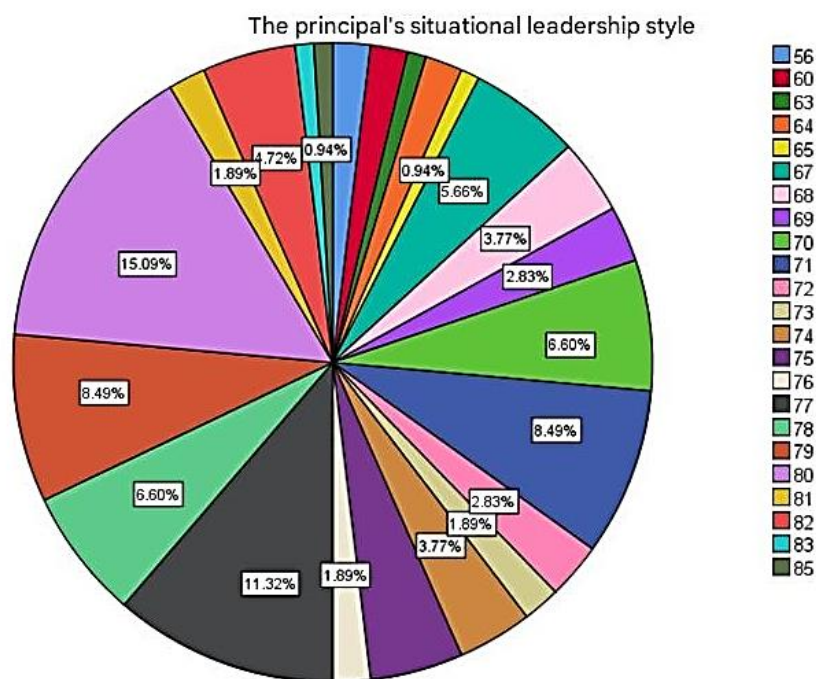


Diagram 1. The Influence of Situational Leadership Style on the Professionalism of Public Elementary School Teachers

From the results of this frequency distribution analysis, a categorization analysis can be carried out on the variable Situational Leadership Style of Public Elementary School Principals. The principal's leadership style is a flexible leadership approach and adapts to the conditions, abilities, and needs of teachers and the school situation. In this style, the principal is not fixated on one leadership pattern but is able to change the leadership style according to the development and readiness of teachers in carrying out their professional duties. The situational leadership style of the principal has flexible and adaptive characteristics, meaning the principal is able to adjust the way of leading based on the situation, both the individual conditions of teachers and the challenges faced by the school. Giving direction when needed means the principal provides clear guidance or direction to teachers who are still not independent in carrying out their duties. Providing support and trust means that for teachers who already have high competence, the principal provides moral support and entrusts responsibility without being too controlling. Oriented to individual development means the principal pays attention to the level of readiness and maturity of teachers (both in terms of skills and motivation) and adjusts leadership to encourage professional growth. Using a combination of styles, such as combining a directive style (giving orders) and a supportive style (giving support), depending on the teacher's needs.

The Influence of Work Culture on the Professionalism of State Elementary School Teachers

The description of the data on the work culture variable of public elementary schools consists of descriptive statistics, frequency distribution, and percentage categories for each respondent's answer. Each item consisting of 20 questions includes indicators: (1) punctual attendance (2) timely completion of tasks (3) Dimension of work/teamwork. Based on the results of descriptive statistical analysis of the second variable, namely work culture, on the professionalism of public elementary school teachers. The following diagram can be concluded to see the influence of work culture on the professionalism of public elementary school teachers.

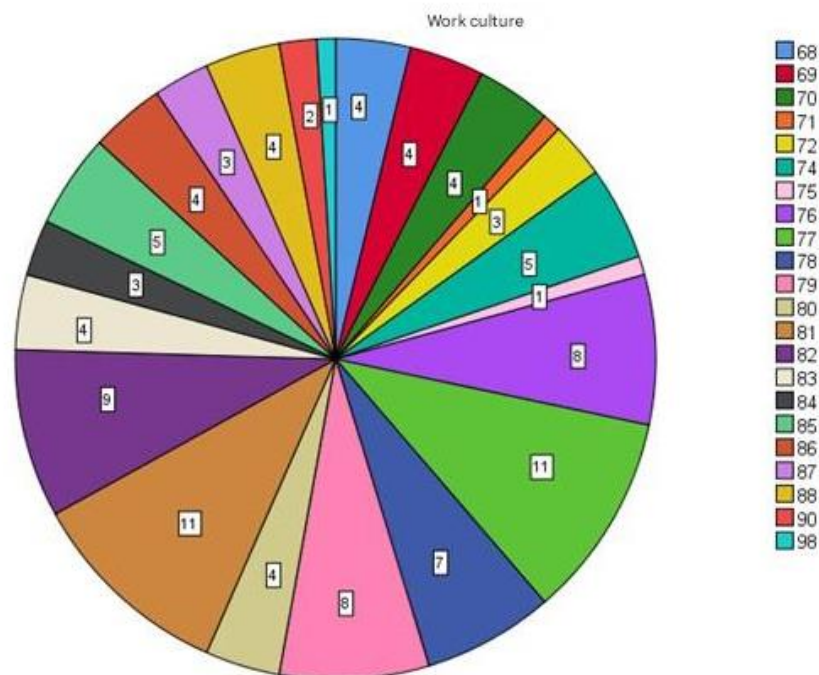


Diagram 2. The Influence of Work Culture on the Professionalism of Public Elementary School Teachers

Based on descriptive statistics, the work culture in a conscientious environment is classified as high and stable, with a distribution of values not too far from the average. This indicates that the majority of respondents feel a positive, consistent, and productive work atmosphere. With the percentage of each category describing how much impact the work culture has on the professionalism of public elementary school teachers. The values of 76 and 81 dominate, or 10.4%; this shows that more than half of the teachers assess the influence of work culture on professionalism. It still reflects that the work culture does not fully support the development of competencies, work ethic, or professional collaboration of teachers as a whole. It can also indicate a mismatch between the expected work culture and the one implemented. There are teachers who feel a high positive influence of work culture on the professionalism of public elementary school teachers. This gives hope that in some schools, work cultures such as discipline, collaboration, and innovation have been implemented and have a positive impact on teachers who experience the influence of work culture at a very low or very high level.

It can be concluded that the influence of work culture on teacher professionalism is as if it were a state elementary school, but there is a significant group that has felt the benefits of work culture positively. Work culture is a collection of values, norms, attitudes, and habits that are embraced and carried out consistently by members of the organization in carrying out their duties and responsibilities. In the context of schools, work culture reflects the way teachers, principals, and all school members

behave, interact, and complete daily work in order to achieve educational goals. A good work culture will create discipline and responsibility, meaning always arriving on time, completing tasks according to schedule, and being responsible for work; teamwork, meaning supporting each other among colleagues, being open to suggestions, and being able to work in collaboration; commitment to quality, meaning always trying to provide the best work results and making continuous improvements; integrity and ethics, meaning being honest, fair, and upholding moral values in work; and innovation and proactivity, meaning being open to change, being able to create new solutions, and taking the initiative in solving problems. Work culture in schools greatly influences the performance of teachers and staff, the student learning climate, the quality of school management, and ultimately the quality of education. If the work culture in schools is positive and strong, it will create a conducive, professional environment oriented towards achieving educational goals.

The Influence of the Principal's Situational Leadership Style and Work Culture Together on the Professionalism of State Elementary School Teachers

Based on the descriptive analysis of the variables of the influence of situational leadership style and work culture together on the professionalism of state elementary school teachers with a very good category. The following diagram is presented to show that the variables have a very good value, indicating that the level of teacher professionalism is greater as a result of the combined influence of the two variables.

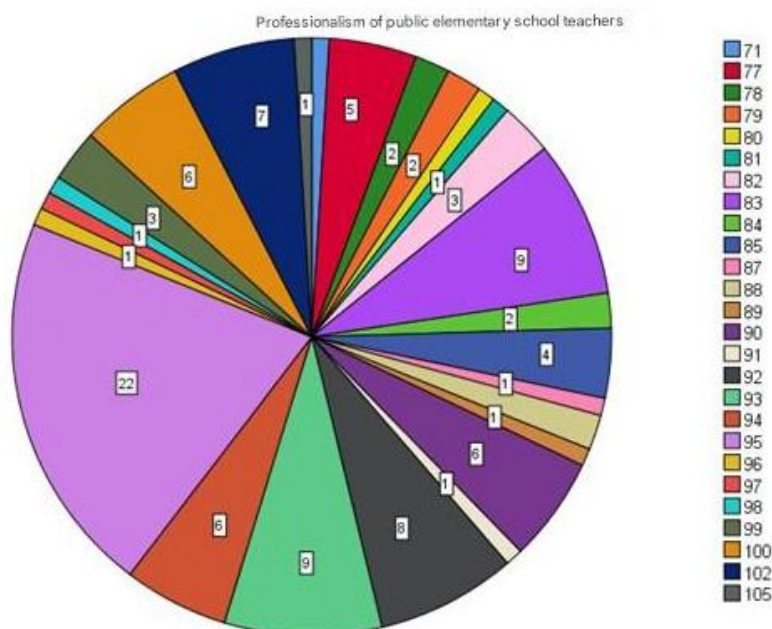


Diagram 3. The Influence of the Principal's Situational Leadership Style and Work Culture Together on the Professionalism of State Elementary School Teachers

Based on descriptive statistics, the work culture in a conscientious environment is classified as high and stable, with a distribution of values not too far from the average. This indicates that the majority of respondents feel a positive, consistent, and productive work atmosphere. The combination of the principal's situational leadership style and work culture has been proven to have a very large and positive influence on the professionalism of public elementary school teachers. Most teachers are in the very high category when flexible leadership and a positive work culture run in harmony; the result is a significant increase in teacher performance, responsibility, and professional competence. The implementation that must be followed up is that the principal not only needs to apply a situational leadership style but also actively form a positive work culture that encourages collaboration, responsibility, and innovation. These results can be the basis for the development of leadership training programs and improving organizational culture in the school environment. Expansion of best practices where schools that have succeeded in creating this synergy can become a model or reference for other schools. The principal's situational leadership style and work culture are two important factors that complement each other in influencing teacher professionalism. Together, both have a significant contribution in shaping the attitudes, performance, responsibility, and professional competence of teachers in carrying out their duties in public elementary schools.

D. Conclusion

Based on data analysis and hypothesis testing regarding the influence of the principal's situational leadership style and work culture on the professionalism of public elementary school teachers, the following conclusions can be drawn:

1. The influence of situational leadership style on the professionalism of public elementary school teachers. The analysis results indicate that the principal's situational leadership style has a very significant influence on the professionalism of public elementary school teachers. This is demonstrated by the significance test of the simple regression equation, which obtained a constant value of $a = 39.527$ and a coefficient value of the independent variable $b = 0.692$, indicating that situational leadership style has positively increased the professionalism of primary school teachers and, in accordance with teacher needs, can significantly encourage improvements in teacher competence, responsibility, and work ethic.
2. The influence of work culture on the professionalism of public elementary school teachers. The data shows that work culture has positively increased the professionalism of public elementary school teachers. This is evident from the significance test of the regression equation, which showed a calculated t-value of 8.056, indicating that work culture fully supports increased professionalism. A positive work culture has great potential if implemented consistently.
3. The influence of the principal's situational leadership style and work culture together on teacher professionalism. The results of the analysis show that the combination of the principal's situational leadership style and work culture has

a significant influence on the professionalism of public elementary school teachers. This can be seen in the test results in the simultaneous test, which shows that the significance value of 0.000 is smaller than 0.05, so that H_0 is rejected, meaning that there is an influence of situational leadership style and work culture on the professionalism of public elementary school teachers together. This proves that when these two variables are applied effectively and synergistically, teacher professionalism increases maximally.

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