

## **The Effects of Principal's Leadership and Educational Quality on Teacher's Performance**

**Elvira Irawati**

SMP YPS Prabumulih, Indonesia  
e-mail: [elvairawati18@gmail.com](mailto:elvairawati18@gmail.com)

**Nur Ahyani**

Universitas PGRI Palembang, Indonesia  
e-mail: [nurahyani63@gmail.com](mailto:nurahyani63@gmail.com)

**Syaiful Eddy**

Universitas PGRI Palembang, Indonesia  
e-mail: [syaifulreddy@univpgri-palembang.ac.id](mailto:syaifulreddy@univpgri-palembang.ac.id)

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### **Abstract**

This study aimed at examining the influence of principal's leadership and educational quality on teacher's performance, both partially and concurrently. This study was carried out at all of Prabumulih City's private junior high schools. The study was conducted during August and October of 2021, with 46 teachers as respondent. The questionnaire was used to collect data. Both principal's leadership and educational quality have an impact on the success of Prabumulih's private junior high school instructors. The novelty in this study, where we could have good performance of teacher, it needs good leadership. This study contributes to more have attention the principal's leadership and educational quality where we will have good reputation of teacher's performance.

**Keywords:** Educational Quality, Principal's Leadership, Teacher's Performance.

### **A. Introduction**

In this Globalization Era, the fast growth of science and technology necessitates that the Indonesian people have access to high-quality education. Education is a method used to improve the overall quality of human existence (Utamy et al., 2020). The education system comprises the mastery of theory, skills, personal self-development, determining and solving issues, and engaging in activities to achieve their goals (Heidjrachman & Husnan, 1997). In this day and age, education plays a critical role in life, particularly for people, by providing insight, increasing attention, and developing quality human beings capable of facing obstacles in the Globalization Era (Nurdin, 2017).

In the realm of education in Indonesia, we may learn about values, religion, discipline, and many other topics. Schools are formal educational institutions that play an essential role in increasing education quality via learning to promote Indonesia's overall development. Mind growth is mostly accomplished in schools or colleges via the study of diverse issues and their answers.

The principal's management of the available education professionals in schools determines the success or failure of education in schools. This is because one of the components of education that is a top priority in enhancing teacher's performance and developing schools is the principal (Sharar & Nawab, 2020). The principal is the driving factor behind the educational process. One of the variables that might assist schools to accomplish its vision, purpose, and goals through programs that are carried out in a planned, directed, and methodical manner is the leadership of administrators and teachers (Hasibuan, 2019). More specifically, school principals must be able to effectively move teachers, foster good relations among school members in order to create a conducive, productive, and compact environment, and carry out effective and efficient planning, implementation, and evaluation of various policies and changes made to produce quality graduates.

Several elements impact teacher's performance in terms of learning, including the principal's leadership, motivation, teacher competency, teacher welfare, and work environment. Principal leadership has an impact on teacher's performance and school excellence. The principal's use of the correct leadership attitude will impact decision making and influence teachers in completing work to achieve good teacher's performance (Damayani et al., 2020). According to Sauri et al. (2018), one of the principal's duties as an education leader is to lead school staff such as (teachers, employees, and other school communities), establish good cooperation with fellow staff so that they can provide work enthusiasm, work motivation, and create a good working atmosphere for the staff they lead. conducive. To achieve corporate goals, leadership may affect human behavior both individually and in groups. The leader of a work unit must be able to influence the conduct of others, particularly his subordinates, to think positively and behave in such a manner that good behavior contributes to organizational performance, including the principal's leadership (Farmawaty et al., 2018). The sort of leadership provided by the principal has an impact on teacher's performance. This is in line with the findings of Setiyati's (2014) study, which found that the stronger the principal's leadership, the better the teacher's performance.

According to Education for Everyone (EFA) data, or the education development index for all, education in Indonesia has dropped from 65th in 2010 to 69th in 2013. In 2018, Indonesia was placed 13th out of 15 Asian nations that took the Program for International Student Assessment test (PISA). The drop in the education development index is attributed to Indonesia's low educational quality.

The performance of teachers in carrying out their tasks and functions can serve as a barometer of educational effectiveness. The unpredictable performance of teachers is one of the causes of Indonesia's low educational quality. The feasibility of educating teachers demonstrates the low performance of instructors in Indonesia. Teachers, as educators, are the deciding element in enhancing the quality of education in schools. As a result, educators are expected to increase their performance in carrying out their tasks since future education necessitates high educational professional abilities (Hasibuan, 2019). So that professional teachers' performance can be a driving element for future success in the field of education.

There are variables that can increase educational quality, such as raising teacher competency via training, curriculum creation, procurement, upgrading of educational facilities and infrastructure, and acquisition of books and learning aids (Riyadi., & Aria, 2017). According to Ruhayat's (2017) research, the quality of education influences teacher's performance since

teachers are one of the factors that impact education. If the teacher is of high quality, it will have a favorable influence on education, and vice versa; here is where the teacher's role in boosting educational quality comes into play.

This is due to the fact that a professional teacher is one who can educate as well as teach well. Private Junior High Schools in Prabumulih City are still pushing educators to enhance their performance in order to provide high-quality education. The quality of instructors has a significant impact on the quality of education. The principal's leadership, however, is what underpins the quality of instructors. Teacher's performance at private junior high schools in Prabumulih City remains generally low due to a lack of a control mechanism from the principal, the principal's leadership style, and individual instructors such as. If teachers' poor performance is tolerated, the quality of education at Prabumulih Private Junior High School would suffer. Based on the foregoing, the authors wish to undertake a study named *The Influence of Principal Leadership and Educational Quality on Teacher's Performance*.

The problems in this study were formulated as follow is there an effect of the type of principal's leadership on teacher's performance? is there an effect of the quality of education on the performance of teachers? is there an effect of principal's leadership and quality of education on teacher's performance?

## **B. Methods**

This study was carried out at all of Prabumulih City's private junior high schools. The study was conducted during August and October of 2021. In this study, an explanatory survey method with a quantitative approach was applied. This strategy is used to investigate the sample and the study population. In this study, there are three factors that are classified as independent and dependent. The independent variables are the principal's leadership (X1) and the quality of education (X2), while the dependent variable is teacher's performance (Y). This study's sample size is 46 people. The instruments in this study was questionnaire. The questionnaire was tested the validity and reliability. Before the hypothesis testing was applied, we did normality, validity and homogeneity testing. The data were analyzed using statistically using t-test and f-test which was assisted by SPSS.

## **C. Results and Discussion**

### **The Effect of Principal's Leadership (X1) on Teacher's Performance (Y)**

Based on the findings of hypothesis testing 1, it can be inferred that the principal's leadership has a substantial influence on teacher's performance since the t-count value is  $3.075 > t\text{-table } 2.017$  with a probability value of  $0.004 < 0.05$ . A simple regression line equation, namely  $= 11.059 + 0.380X_1$ , shows the kind of effect between the style of principal's leadership and teacher's performance. At the 5% significance level, the regression line equation has considerable significance. Furthermore, based on the data description findings, the leadership of the head of the private junior high school in Prabumulih is in the good category. It does similar with (Damayani et al., 2020) the principal's leadership has a substantial effect on the performance of teachers.

This indicates that the principals of Prabumulih's private junior high schools have demonstrated the leadership qualities. The principal's leadership has a beneficial impact on teacher's

performance. This is consistent with the notion in the research of Damayani et al. (2020), that the style of principal's leadership used is adequate in comprehending the tasks and position as a leader. The intended goals are difficult to fulfill without a knowledge of leadership. The principal's tasks and functions as a leader include those of a motivator, educator, administrator, manager, supervisor, and innovator. Principals have a critical role in motivating teachers to perform well (Marce et al, 2020).

This research is consistent with Arlita, et al, (2020) findings, which reveal that the principal's leadership style has a very substantial positive impact on teacher's performance, as evidenced by the simple regression line equation  $\hat{Y} = 138.57 + 1.65X_1$ . This suggests that improving the principal's leadership style will boost teacher's performance. Improved performance will be obtained if the principal, as a leader, is able to guide and develop school community members, particularly teachers, because teachers are a predictor of the high and low quality of educational results. If the instructor receives more attention in his instructional activities, his performance, particularly his teaching performance, will improve.

However, according to the findings of a study conducted by Sauri et al (2018), there is no significant influence of principal leadership on teacher's performance at SDN Pasirtengah. The value of with a significance value of  $F\text{-count } 0.283 > F\text{-table } 0.05$  and an  $R^2$  (square) value of 22.4% supports this. According to the coefficient of determination (R-square), the effect of leadership on teacher's performance is just 22.4 percent, while the remaining 77.6% is influenced by other variables. Correlation value ( $r$ ) = 0.474 indicates that the principal's leadership and teacher's performance have a modest association. Based on the regression analysis findings in the table above, the regression equation is:  $Y = 61.309 + (- 0.405)$  According to this study, the principal's diminishing leadership will have an impact on the significance of teacher's performance.

According to the table, the  $t\text{-count}$  is 1.203 with a significance of  $0.283 > 0.05$ , therefore  $H_0$  is accepted and  $H_a$  is rejected, indicating that the principal's leadership has no significant influence on teacher's performance (Sauri et al., 2018). One of the principal's responsibilities as an educational leader is to lead the staff (teachers, employees, and messengers), to develop harmonious collaboration among staff members, and to give morale and work motivation for the staff they lead.

Purwoko's (2018) study backs this up, with a  $R$  value of 0.465 demonstrating that there is a link between the teacher's performance variable and the independent variable, namely the principal's leadership, and that it is "enough." The  $R$  Square or Coefficient of Determination value is positive 0.216 (derived from  $0.465 \times 0.465$ ). This suggests that the principal's leadership variable explains 21.6.2% of the variance in teacher's performance, while the remainder ( $100 - 21.6 = 78.4$ ) or 78.4% is explained by other factors. The resulting regression equation is as follows: A regression coefficient of 0.465 suggests that if each principal's leadership improves by one point, then the teacher's performance improves by 0.465.

Meanwhile, the hypothesis is constructed as follows to examine the significance of the constants and each independent variable:  $H_0$  = Not Significant Regression Coefficient  $H_a$  stands for Significant Regression Coefficient. Decisions are made based on probability, namely by examining the significance column (Sig.), and the following findings are obtained: If  $\text{Sig.} > 0.05$ ,  $H_0$  is approved, whereas  $H_a$  is denied. If  $\text{Sig.} = 0.05$ ,  $H_0$  is rejected while  $H_a$  is approved. According to the data processing findings, the significance level value is 0.000, since the

probability/significance level is less than 0.05 (the significance level employed), and so  $H_0$  is rejected. This suggests that the regression model may be used to forecast teacher's performance.

In other words, the principal's leadership has a favorable and considerable impact on teacher's performance. The findings of this study support Mulyasa's (2013) contention that one of the elements influencing teacher's performance is management, namely principal leadership. The findings of this study are consistent with the findings of Widodo (2015), who indicate that teacher's performance in terms of the competency value carried out by the principal is 80.25%, which is considered good. As a result, the stronger the principal's leadership, the higher the teacher's performance. On the other side, the poorer the principal's school management leadership, the poorer the teacher's performance.

### **The Effect of Educational Quality (X2) on Teacher's Performance (Y)**

Based on the findings of hypothesis testing 1, it was discovered that  $t\text{-count } 2.761 > t\text{-table } 2.017$  with a probability value of 0.008 0.05, it can be inferred that educational quality has a substantial influence on teacher's performance. Meanwhile, the simple regression line equation  $\hat{Y} = 11.059 + 0.499X_2$  depicts the shape of the relationship of education quality on teacher's performance. At the 5% level of significance, the regression line equation has a significant meaning. According to the regression model, the regression coefficient for the teacher's performance variable is 0.499, which suggests that every unit rise or increase in educational quality causes a 0.499 increase or increase in teacher's performance. Based on empirical data that show a substantial and positive relationship between teacher's performance and educational quality, one strategy to increase educational quality is to give good motivation and direction, particularly in terms of teacher's performance.

This is consistent with Ruhayat's (2017) research, which investigates the same subject, namely the impact of educational quality on teacher's performance. The conclusion  $H_0$  was adopted as a consequence of their investigation because  $t\text{-count} = -0.3900$   $t\text{-table} = 1.9913$ . As a result, it is possible to conclude that there is a considerable link between teacher's performance and the quality of education in madrasas. Thus, this condition implies that teacher's performance has a 0.0027 or 0.27% positive and negligible influence on the quality of education in madrasas.

This is because various dimensions in the teacher's performance variable have not been applied properly, resulting in a low percentage of the communication dimension based on observations and the results of distributing surveys completed by the author. Improving teacher's performance is possible if the principal, as a leader, is able to guide and develop school community members, particularly teachers, because teachers are one of the determining factors for good and low-quality educational results. If the instructor receives more attention in his instructional activities, his performance, particularly his teaching performance, will improve.

Following that is Idris' (2017) study on the impact of teacher's performance on educational quality. According to the findings of the t-test and partial correlation coefficient analyses, teacher's performance has a significant effect on school quality. The t-count result of 2,531 with a significance level of 0.018 indicates this. This result is larger than the principal's leadership orientation t-count value of 2,177 with a significance level of 0.038. Thus, teacher's performance has a significant impact on the quality of SD Negeri Tanjung 2 schools.

According to the findings of the study, teacher's performance has a substantial effect on school quality, as evidenced by the t-count value, which has a significance threshold of less than 0.05. This indicates that if the teacher's performance improves, the school's quality improves greatly; conversely, if the teacher's performance declines, the school's quality declines significantly. In attempts to increase school quality, teacher effectiveness is also a significant component. Teachers who try to use time, costs, and energy effectively and efficiently, are always on time in completing work, try to work according to applicable regulations, have an understanding of the work being done, and are confident are teacher's performance factors that have an influence on the quality of education in this study.

Maris et al. (2016) did research on Principal Transformational Leadership, Teacher's performance, and School Quality, which supports the findings of this study. According to the correlation interpretation table, the regression equation  $Y = 48.488 + 0.549 X_2$  with a correlation coefficient value of 0.704 is in the strong category based on the results of data processing regarding the effect of teacher's performance on school quality at an A-accredited public elementary school in Cianjur district. Teachers and teacher competencies affects school effectiveness and quality. The teacher's quality is determined by his cognitive talents and personality. Based on the findings of the preceding study, we can conclude that if the teacher's skill is excellent, the teacher's performance will be good. This demonstrates that intentional teaching influences school quality, implying that instructors play an essential part in the learning process. As a result, if the teacher performs well, the purposeful instruction will also perform well, ultimately improving the school's quality.

### **The Influence of Principal's Leadership and Educational Quality on Teacher's Performance**

Based on the SPSS 23 calculation, the f-count value is  $9.012 > f\text{-table } 3.21$ , implying that H3 is accepted, implying that the principal's leadership (X1) and educational quality (X2) both have an impact on teacher's performance (Y). Meanwhile, the regression line equation, namely  $\hat{Y} = 11.059 + 0.389X_1 + 0.499X_2$ , depicts the kind of effect between leadership and educational quality on teacher's performance. At the 5% significance level, the regression line equation has considerable significance. The findings of this study suggest that the principal's leadership and the quality of education work together to increase teacher's performance. As a result, excellent leadership is required for school administrators to carry out their responsibilities. This is consistent with Mulyani's (2012) study, the effect of principal performance and teacher's performance together on learning quality. According to their findings, there is a favorable and substantial effect on the quality of learning of administrators and teacher's performance (X2) (Y). According to the findings of this study, the better the performance of the principal and teachers, the greater the contribution to the quality of learning. The regression equation  $\hat{Y} = 12,531 + 0.002X_1 + 0.601X_2$  can explain this. The regression equation can be interpreted as follows: if the instrument developed in this study measures the principal's performance variable (X1) and teacher's performance variable (X2) with learning quality (Y), then each change in the principal's performance score and teacher's performance is one unit. The learning quality score is expected to change by 0.002 units of X1 and 0.601 units of X2 in the same direction.

According to the study's findings, the Principal's Leadership Variable fell into the very good group. This signifies that the principal has demonstrated ideal performance in terms of skill, dedication, and drive in order to help school inhabitants, particularly pupils, to reach accomplishments beyond their own. Teacher's performance Variables are also classified as

extremely good. This suggests that instructors already perform well in the areas of ability to plan and prepare for teaching, knowledge of subjects, mastery of teaching techniques and tactics, assigning homework to students, managing classrooms, and conducting assessments and evaluations. This high level of teacher's performance has an impact on the quality of learning, which leads to an improvement in student accomplishment.

Furthermore, the findings of this study are corroborated by Timor et al. (2018) research on the effect of principle leadership and teacher's performance on school quality, both separately and jointly. The multiple significance test yielded an F-count value of 8.429, while F-table at the 95% confidence level with dk (n-2) yielded a F-table value of 1.169. After determining that t-count > t-table. As a result, a substantial positive multiple connection between principal leadership and teacher's performance on school quality may be determined.

Furthermore, Maris et al. (2016) conducted study on the Effect of Principal Transformational Leadership on Teacher's performance and School Quality. Based on the results of data processing for the effect of the principal's transformational leadership and teacher's performance on school quality at an A-accredited public elementary school in Cianjur district, the regression equation  $Y = 45.987 + 0.253 X_1 + 0.321 X_2$  with a correlation coefficient of 0.722 falls into the strong category according to the interpretation table correlation coefficient. While the effect is 52.1%, other factors like as facilities and infrastructure, finance, and school atmosphere influence the remaining 47.9%. According to the findings of this study, the premise that the principal's transformational leadership and teacher's performance have a major influence on school quality is acceptable.

The level of education at Prabumulih City's private junior high schools is based on estimations in the very excellent category. This suggests that teacher's performance has a significant impact on learning quality. This demonstrates that educator effectiveness is a key determinant in the success of the learning process and result. Educators have demonstrated their capacity to regulate the learning process and learning outcomes in the classroom as the primary driving factor for the learning process. The principal's leadership and teacher effectiveness both have a substantial impact on educational quality. The remainder is the effect of other variables. As a result, it is apparent that the principal's leadership and educational quality have a major impact on teacher's performance.

#### **D. Conclusion**

Based on the study's findings, it is possible to conclude that the principal's leadership influences the performance of private junior high school instructors in Prabumulih City. Furthermore, based on the data description findings, the leadership of Prabumulih city's private junior high school principals is in the good category. This signifies that the general principal of a private junior high school in Prabumulih possesses the leadership qualities required of all school principals. According to the study's findings, the variable of Education Quality has an influence on Teacher Performance. Furthermore, the authors examined the performance of private junior high school instructors in the city of Prabumulih in the good group using test data. The performance of Prabumulih's private junior high school teachers is influenced by both principal leadership and educational quality.

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