

The Influence of Principal's Leadership and Motivation on Teacher's Performance

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Abstract: This research aims: (1) to determine and describe the influence of the principal's leadership style on the performance of teachers; (2) to find out and describe the influence of leadership and motivation of school principals on the performance of teachers; and (3) to find out and describe the influence of the head's leadership style and motivation on the performance of SMP Negeri teachers in Lempuing Jaya Sub-District, Ogan Komering Ilir Regency. This research was carried out at SMP Negeri 1, 2, 3, 4 Kematan with a total research sample of 100 teachers. Data collection techniques were carried out through observation, documentation studies, and distribution questionnaires. The validity test uses construct validity, while the reliability test uses Cronbach's Alpha, Linearity Test and Normality Test. The results of this research show that there is a partially significant influence between leadership style and motivation on the performance of SMP Negeri teachers in Lempuing Jaya Sub-District, Ogan Komering Ilir Regency. There is a significant simultaneous influence between leadership style and motivation on the performance of Lempuing Jaya SMP Negeri teachers. This study contributes to give attention towards leadership style and motivation when the school will get good teacher's performance.

Keywords: Leadership Style, Motivation, Teacher's Performance

A. Introduction

The advancement of the Indonesian people now places a high priority on the education sector. Making the country's way of life more intelligent is one of the goals of the Unitary State of the Republic of Indonesia's foundation, according to the 1945 Constitution. This indicates that the advancement of the Indonesian people is seen to depend in large part on education, both now and in the future. Since education has the power to build awareness and personality in addition to imparting knowledge and competence, it is a process that is required to achieve balance and perfection in the growth of society. Through such a process, a country or state can impart-values that are valued by its residents in particular to the next generation, making them genuinely prepared to welcome a more promising future for the country and state

(Nurkholis, 2013). Government Regulation Number 19 of 2005 concerning National Education Standards (PP No. 19 of 2005) lays out eight requirements that must be fulfilled in the execution of education to ensure that citizens receive high-quality education. The eight items under consideration are education assessment standards, facilities and infrastructure standards, management standards, funding standards, graduate competency standards, content standards, and teacher and staff competency standards.

The importance of many elements, particularly human resources, particularly instructors, cannot be separated from the provision of high-quality education. since educators serve as the first line of defense and have direct contact with pupils (Guntoro, 2020). Teachers play a critical role in helping students develop the character, values, vision, and mission that will shape their futures. Behind every student's accomplishment lies a teacher or teachers who give them the inspiration and motivation to keep going, to keep up with the times, to make progress, and to achieve amazing and distinguished things in the annals of human history. Probably, students of a successful instructor would likewise experience success (Asmani, 2010). This is the point at which there is a pressing need to create excellent educators-teachers who are ideal, inventive, and capable of inspiring pupils to take an active role in transforming global civilization in this period of globalization.

Given the aforementioned situation, qualified teachers are required. It takes time to develop a competent teacher, and that competence must be demonstrated by each teacher's attitudes, behaviors, and daily habits. One of the key elements that significantly affect a teacher's effectiveness is the caliber of their educational background (Sajidah et al., 2023). Performance, according to Arifin & Barnawi (2016), is the degree to which an individual or group succeeds in carrying out their tasks by work standards established to meet predetermined organizational goals. The performance itself, according to Tjutju and Suwanto in (Arifin & Barnawi, 2016), is an accomplishment shown after carrying out one's responsibilities, authority, and position within a specific time frame.

Thus, one of the criteria that determines whether education is of good or low quality is the instructor. The degree to which staff members and teachers are equipped to adequately prepare students through teaching and learning activities determines the success of education provision in significant part. Being a teacher who can turn out quality grads is not an easy feat. To achieve learning that leads to kids' potential development, hard work is required. We need teachers who can effectively educate in this situation. A teacher's ability to carry out his professional responsibilities with full responsibility is reflected in his teaching performance. The secret to the advancement or development of a school is the principal's leadership position. If the school principal, in their capacity as a leader, can motivate staff members to take the improvement of their work seriously and with a strong sense of dedication to their

responsibilities, then there will be an increase in the learning and duty performance of teachers (Djafar & Nurhafizah, 2018).

The motivation and leadership of school principals are essential in enhancing teacher's performance in classrooms. A leader's (a school principal's) leadership will be able to set one organization apart from other organizations. The principal's (the leader's) leadership style inside an organization will have an impact on the teachers' performance. A leader's ability to successfully influence his subordinates' behavior is heavily influenced by his leadership style. The secret to a teacher's success is how the principal interacts with his subordinates, in this case, the teachers. An organization's leadership must train employees and provide a motivating environment to generate high levels of output (Sajidah et al., 2023).

Consequently, for staff members or instructors under them to effectively perform their jobs and obligations and to ensure that the objectives of implementing education are met, school principals must possess the ability to exercise leadership that is acceptable to them. Sauri et al. (2018) state that effective leadership is one that the school principal can put into practice and that the teachers can embrace, resulting in an improvement in the teachers' performance. Increased teacher's performance will optimize student accomplishment as well. As a result, a leader needs to be aware of the significance of leadership. Members of the leadership must be able to change their conduct. If the principal can influence others and guide them toward accomplishing the school's objectives, then he can be considered a leader (Yunus et al., 2021).

The principal, being the most senior and powerful figure in the school, has to possess strong administrative abilities, a strong sense of dedication, and adaptability to effectively carry out his responsibilities. Effective leadership for school principals should aim to enhance teacher effectiveness by providing educational staff with capacity-building initiatives. As a result, the principal needs to possess the right attitude, traits, aptitudes, and competencies to oversee a school. To ensure that teacher's performance is consistently maintained, the administrator must be able to attend to the needs and emotions of those under his direction.

Effective leadership for school principals should aim to enhance teacher's performance by providing education personnel with capacity-building programs (Handayani & Rasyid, 2015). As a result, the principal needs to possess the disposition, aptitude, and experience necessary to oversee a learning environment. To ensure that teacher's performance is consistently maintained, the administrator must be able to attend to the needs and emotions of those under his direction. When a functional teacher is assigned the responsibility of leading a school, principal's leadership is the capacity to organize all of the resources already in place and make the best use of them to accomplish the established objectives. In addition to being a leader, the principal must possess a high level of self-motivation to fulfill his

responsibilities at the school. In addition to being a source of enthusiasm, the administrator's self-motivation propels him to act (external motivation) toward other school personnel (teachers, staff, and students) to collaboratively accomplish the established goals. This will help the principal become recognized as an exceptional leader. A highly motivated teacher will be aware of how to organize, carry out, and assess learning that can be done all at once (Andriani et al., 2018).

Yusniar (2014) asserts that while inspiration can inspire someone to perform a desired action, the actual act of taking a wanted action requires an individual's motive and willpower because people's actions are typically motivated by a desire to accomplish particular goals. Principal motivation, according to Fakhurrazi et al. (2021), is the incentive a principal gives to teachers to take a more active role in carrying out their duties as instructors, which includes organizing, carrying out, and assessing their work.

In line with the above, motivation is defined as a reason or encouragement to act. Motivation is an urge that results from both internal and external stimulation, leading an individual to want to engage in activities or modify their behavior in ways that are better than their previous circumstances. Darmiati et al. (2020) asserts that increasing teacher effectiveness requires the principal of the school to provide direction and inspiration. This means that the principal's motivation will affect how well teachers perform since it will be able to spark a passion for the work, which will lead to an improvement in teacher's performance. This means that the principal's motivation will affect how well teachers perform since it will be able to spark a passion for the work, which will lead to an improvement in teacher's performance.

This study uses the SMP in the Lempuing Jaya District, Ogan Komering Ilir Regency, as its research object. The researchers discovered several phenomena while examining the performance of SMP teachers in the district, which demand careful consideration. Although teachers are technically already aware of the job requirements and their responsibilities, there are still flaws in the way they are being applied. Researchers have discovered that some teachers are still ineffective at using study time, that some classes in multiple schools lack a learning process during class hours, that some teachers continue to arrive late to class, that there is a lack of creativity in the way teachers deliver lessons, and that these issues have persisted over time. It was discovered that several teachers were still missing from class without cause after a month of using the temporary data. To increase the performance of SMP teachers in the Lempuing Jaya sub-district of the Ogan Komering Ilir district, school principals' motivation and leadership are crucial. Based on the researcher's explanation in the background section of the problem above, researchers need to conduct more in-depth research on the influence of leadership and motivation of school principals in improving teacher's performance in Lempuing Jaya District. Thus, researchers will examine the research entitled "The Influence of Principal's Leadership and Motivation on Teacher's Performance"

B. Methods

In the OKI Regency's Lempuing Jaya District, a SMP served as the site of this study. The schools SMP Negeri 1 Lempuing Jaya, SMP Negeri 2 Lempuing Jaya, SMP Negeri 3 Lempuing Jaya, and SMP Negeri 4 Lempuing Jaya are the ones that will be examined. Quantitative research was used in the author's study. According to Sugiyono (2017), quantitative methods are research techniques based on positivism and are used to study specific populations or samples. They involve the use of research instruments to collect data, the analysis of data that is quantitative or statistical, and the testing of predetermined hypotheses.

A population is a category for generalization that consists of objects or individuals that researchers have selected for study and from which conclusions are drawn as a result of their possession of specific characteristics (Riduwan, 2013). The population of this study was 100 teachers with civil servant status and honorary teachers at SMP in Lempuing Jaya District, OKI Regency. According to Arikunto (2010), A sample size of less than 100 is ideal to guarantee that the study is population research. Since there are 100 persons in the overall population, Arikunto (2013) states that the total number of samples is taken if the population is less than or equal to 100. As a result, the author kept 100% of the total, making 100 responders the sample size for this study. The data collection techniques employed in this investigation were as follows:

1. Observation

According to Arikunto (2019), the act of monitoring attention to an object through the use of all sense organs is referred to as observation, or simply observing.

2. Documentation

Documentation, according to Sugiyono (2019), is a method of gathering information from a variety of sources, including books, archives, records, written numbers, and photos that can be utilized to support research.

3. Survey

According to Umar (2019), the Likert scale is used to rate assertions reflecting a person's attitude toward various topics, such as good or bad, agree-disagree, and happy-displeased.

C. Results and Discussion

1. The Influence of Leadership on the Performance of SMP Negeri Teachers in Lempuing Jaya District, Ogan Komering Ilir Regency.

Persuading others to accomplish preset objectives is referred to as leadership. It is the act of persuading others to accomplish goals under specific conditions. Consequently, direction-giving and leadership qualities are critical components of effective teaching. In the meantime, Wahyudin (2006) defines leadership as the capacity of an individual to move, direct, and influence each member's mindset and

manner of working so that they can act independently in their work, particularly when it comes to making decisions that will hasten the accomplishment of preformulated goals. A person's performance will be impacted by their capacity to influence others. Performance, in the words of Susanto (2016), is an expression of ability that is predicated on motivation, knowledge, attitudes, and abilities in the process of creating anything.

Table 1. T-test Leadership Variable (X1) and Teacher's performance Variable (Y)

Coefficients			
Model		T	sig.
1	Constant	5,637	,000
	Leadership (X1)	4,291	,004

a. Dependent Variable: Teacher's performance (Y)

Source: *Primary Data Processing, 2023*

To test this theory, the author employed the t-test method. To determine if there is a significant partial influence between one independent variable and one dependent variable, the t-test is utilized. Given a significance level of $0.002 < (\alpha) 0.05$, the t-value of 4.291 in this hypothesis is more than the t-table value of 1.980, indicating the meaningful rejection of H_0 and acceptance of H_a . The teacher's performance variable is significantly impacted, at least in part, by the leadership variable at the SMP Negeri in the Lempuing Jaya District, proving this theory.

This evidence shows that it is true that one of the factors that determines the level of success of State Middle School teachers in Lempuing Jaya District, Ogan Komering Ilir Regency is the leadership of the school principal. The success of the principal in applying his leadership to his teachers will increase the paradigm of quality teacher service to students which is the essence of achieving high teacher work. The findings of Masniar & Tobari research from 2019 show that: The principal uses a telling style of leadership to improve teacher discipline. In addition to telling, the principal also uses a situational approach; to increase teacher commitment, he uses a selling (consultative) style by giving instructions; to improve teachers' abilities, he uses a participative style in meetings; and to increase teacher responsibility, he uses a delegation style, which involves sharing authority with colleagues to complete organizational tasks. The principal's leadership has a considerable impact on teacher's performance, according to research by Kartini et al. (2020), whose t-count-value for the principal's leadership variable is 46,456 at a significance level of 0.000. Additionally, it demonstrates that servant leadership has a direct impact on teacher effectiveness (Purwanto et al., 2020). Teacher's performance increases with increased levels of servant leadership. However, leadership has an indirect impact on teacher's performance through mediating variables like work engagement and organizational culture. Therefore, it can be said that teachers perform better when they have higher

levels of leadership, which are bolstered by higher levels of work culture and involvement.

The findings of this study are consistent with those of earlier studies by Masniar & Tobari (2019) and Kartini et al. (2020), which found a somewhat significant relationship between leadership and teacher effectiveness. The sole distinction between the two studies is the research object: in Lempuing Jaya District, Ogan Komering Ilir Regency, the researchers studied in a SMP.

2. The Influence of Motivation on the Performance of SMP Negeri Teachers in Lempuing Jaya District, Ogan Komering Ilir Regency.

Table 2. T-test of Motivational Variables (X2) and Teacher's Performance Variables (Y)

Coefficients		T	sig.
Model			
1	Constant	7,572	,000
	Motivation (X2)	3,619	,004

a. Dependent Variable: Teacher's performance (Y)

Source: *Primary Data Processing, 2023*

To examine this second hypothesis, the author employed the t-test procedure. To determine if there is a significant partial influence between one independent variable and one dependent variable, the t-test is utilized. With a significance level of $0.002 < (\alpha) 0.05$, we can observe that the t-count-value of 3.619 in this hypothesis is bigger than the t-table value of 1.980 (d-f (n-2) $100 - 2 = 98$ which is 1.980). This indicates that H_a was accepted as meaningful while H_o was rejected. This hypothesis is confirmed since there is a substantial relationship between the motivation variable and the performance variable of SMP teachers in Lempuing Jaya District, Ogan Komering Ilir Regency. This evidence demonstrates that motivation is a real factor that affects the effectiveness and caliber of SMP instructors in the Lempuing Jaya District of Ogan Komering Ilir Regency. Teachers who are highly driven will perform better; they will constantly strive to enhance the quality of the education they provide to their students. kids with strong work motivation will feel satisfied with their education, which will provide teachers with many great examples of how to instruct and mentor kids in the classroom.

Findings from studies by Alhusaini et al. (2020) that work motivation has a major impact on teachers' performance. Additional investigation was carried out by Srisiska et al. (2021) that the effectiveness of State Middle School teachers in the North Wonosari Prabumulih District is influenced by their job motivation. According to research further supporting. Work motivation (X1), at a significant level of 5%, it is known that the estimated t-value = 2.086 is greater than t-table = 2.052. Conclusion: At Madrasah Tsanawiyah Negeri 2 Bondowoso, teacher's

performance is influenced by individual work motivation variables. This demonstrates that teachers perform better when they are more motivated at work, and vice versa.

Results of previous research conducted by Alhusaini et al. (2020) and Srisiska et al. (2021) have similar results to this research, where there is a partially significant influence between motivation and teacher's performance. The difference in this research is only in the research object, where the researcher researched at a SMP in Lempuing Jaya District, Ogan Komering Ilir Regency.

3. The Influence of Leadership and Motivation on the Performance of Public Middle School Teachers in Lempuing Jaya District, Ogan Komering Ilir Regency

Table 3. F Test of Leadership Variables (X1), Motivation (X2) on Teacher's performance (Y)

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	f	sig
1	Regression	267,993	2	133,996	7,329	,001 ^b
	Residual	1261,507	98	18,283		
	Total	1529,500	100			

a. Dependent Variable: Teacher's performance (Y)

b. Predictors: (Constant), Motivation (X2), Leadership (X1)

Source: *Primary Data Processing, 2023*

The f-test method is employed by the author to investigate this fourth hypothesis. To ascertain whether more than one independent variable has a significant simultaneous influence on a single dependent variable, the f test is employed. According to this hypothesis, the F-count achieved is $7.329 > F\text{-table} = 2.74$, where $df = n - k - 1 = 100 - 3 - 1 = 96$ is of 2.74. This is based on the table above, which was tested using SPSS 25 for Windows. $0.001 < (\alpha) = 0.05$ is the level of simultaneous significance, meaning that H_a is accepted while H_o is rejected. This means that it shows that together (simultaneously) the independent variables, namely leadership, and motivation, have a significant simultaneous influence on the dependent variable, namely the performance of teachers at SMP in Lempuing Jaya District, Ogan Komering Ilir Regency, this means that the truth is proven and the hypothesis can be accepted.

This evidence shows that it is true that one of the factors that determine the performance of SMP teachers in Lempuing Jaya District, Ogan Komering Ilir Regency is the leadership of the school principal and teacher motivation. The good performance of SMP Teachers in Lempuing Jaya District, Ogan Komering Ilir Regency is very likely to improve the quality of education in schools. The better

performance of teachers in schools can improve the quality of State Middle Schools in Lempuing Jaya District, Ogan Komering Ilir Regency in the long term.

The findings of Damayani et al. (2020). That: teacher's performance is significantly impacted by the principal's leadership; teacher's performance is significantly impacted by work motivation; and teacher's performance is significantly impacted by the principal's leadership and work motivation combined. Research comes next (Karo-Karo et al., 2020). The path analysis research findings indicate that: (1) Teacher Work Motivation has a 0.397 influence on Teacher's performance; (2) Principal's leadership has an influence of 0.539 on Teacher's performance; and (3) there is a direct correlation between Teacher Work Motivation and Principal's leadership with a total influence of 0.753 on Teacher Professionalism. The conclusion is that the high and low performance of PE teachers at the vocational school level in Serdang Bedagai Regency is supported by many factors, including good principal's leadership and high teacher work motivation.

D. Conclusion

1. There is a partially significant influence between leadership on the performance of study SMP Negeri teachers in Lempuing Jaya District, Ogan Komering Ilir Regency, where the calculated t-value is greater than the t-table ($4.291 > 1.980$).
2. There is a partially significant influence between motivation on the performance of study SMP Negeri teachers in Lempuing Jaya District, Ogan Komering Ilir Regency where the calculated t-value is greater than the t-table ($3.619 > 1.980$).
3. There is a significant simultaneous influence between leadership and motivation on the performance of Lempuing Jaya study SMP Negeri teachers where the calculated f-value is greater than f-table ($7.329 > 2.74$).

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