

The Influence of Pedagogic Competence and Teacher Motivation on The Leadership Style of Principals at Nias Advent Private Junior High School

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ABSTRACT

This research aims to analyze whether the principal's leadership style influences the pedagogical competence and motivation of teachers at Adventist Nias Private Middle School. The method used is qualitative. The research variables consist of: teacher pedagogical ability (X1), teacher motivation (X2), and leadership style (Y). This research was conducted at Nias Hilina'a Tafuo Adventist Private Middle School, Idanogawo District, Nias Regency, North Sumatra. This research uses a quantitative approach with a survey method with simple linear regression analysis. The results of the research, the calculated t value of the pedagogical competency variable is $2.376 > t$ table value 2.034 and the significant value is $0.024 < 0.05$, so H_a is accepted and H_o is rejected, which means that the pedagogical competency variable has an effect on leadership style. The calculated t value of the motivation variable is 4,118 > t table value 2.034 and the significant value is $0.000 < 0.05$, so H_o is rejected and H_a is accepted, which means that the motivation variable has an effect on leadership style.

Keywords : pedagogical competency, motivation, leadership style, adventist middle school, nias

INTRODUCTION

Education is very important in the development and development of the country. Good education if it gives birth to quality human resources. Education, according to Horne, is a process that continuously occurs from the form of human adjustment that has developed physically and mentally in order to increase higher. These humans also have freedom and awareness that are manifested in the environment, intellectually, emotionally, and with a sense of humanity (Dwapatesty, Gistituati, & Rusdinal, 2021).

Leadership, in English is called Leadership, is a discipline that includes research and practice that focuses on the ability of an individual or organization to lead and direct others, a team, or an entire organization. Leadership involves not only decision-making and strategic planning, but it also includes the ability to inspire, motivate, and build strong relationships with team members (Erlangga, 2015). Leadership is also closely related to the development of interpersonal skills, such as effective communication, empathy, and the ability to resolve conflicts. In an ever-changing world, good leaders must be able to adapt to new situations and face complex challenges, so that they can lead the organization to sustainable success.(Wikipedia)

The duties of the principal include supporting the professional development of teachers and monitoring their progress, so that they can adapt to changes and new challenges in the most effective way. School principals play an important role in creating an environment conducive to the growth and improvement of teachers' skills, through training, mentoring, and constructive feedback. A principal's leadership style reflects the approach they choose to motivate and influence others to follow the direction and vision

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that has been set (Kartowagiran, 2011). Each leader has different methods, ranging from authoritarian styles that prioritize control and one-sided decisions, to democratic styles that involve the active participation of team members in the decision-making process. Effective principals are able to adapt their leadership style to the needs and characteristics of their team, as well as the situation they face. Thus, they are not only supervisors, but also mentors who inspire, facilitate collaboration, and build a positive learning culture in the school environment. This is important to create an atmosphere that supports innovation and continuous improvement in the learning process (Amrul, Sida, & Muhajir, 2023).

In an effort to improve the quality and competence of teachers in Indonesia, the government has stipulated Law No. 14 of 2005 concerning Teachers and Lecturers. This law emphasizes that every teacher must have a minimum academic qualification of Bachelor (S1) or Diploma IV (D-IV) as a foundation to carry out educational duties professionally. In addition, there are four competency standards that must be possessed by teachers, namely pedagogic, professional, personality, and social competence (Ulpan, Agustini, Sofiah, & Basrowi, 2023).

A teacher who has pedagogic competence shows the ability to manage the learning process effectively. According to Mulyasa (2014), this competency includes an understanding of learning theories, mastery of teaching methods, and the ability to design strategies that suit the needs of students. Competent teachers can create a conducive learning environment, recognize student characteristics, and adjust teaching approaches to ensure all students are actively engaged. In addition, they are also able to conduct evaluations to measure student progress. With strong pedagogic competence, teachers can face educational challenges and contribute to improving the quality of learning in schools.

Work motivation is a psychological impulse to a person that determines the direction of behavior (direction of behavior) in the organization and business level (level of effort) and persistent in facing a problem (level of persistence). Work motivation is the driving force in a person to behave and work diligently in accordance with the tasks and obligations that have been given to him (Hasanah, Fauzi, Bahtiar, & Syarifudin, 2023). A teacher's work motivation is greatly influenced by the professional competency factor, which includes a set of knowledge, skills, and behaviors that a teacher must possess. These competencies include not only mastery of subject matter, but also skills in designing and executing effective learning, as well as the ability to adapt to the latest developments in education. Teachers who have good professional competence tend to be more confident in teaching and feel more motivated to innovate in their teaching methods (Himma, 2022)

The principal's leadership style has a significant influence on the pedagogic competence and work motivation of teachers. Principals who adopt an inclusive and collaborative leadership style tend to create an environment that supports teacher professional development. In a positive work atmosphere, teachers feel more valued and empowered to improve their pedagogic competence. For example, a school principal who actively provides support, guidance, and the opportunity to attend training will encourage teachers to continue learning and innovate in teaching methods (Nadirah et al., 2023). On the other hand, authoritarian or less communicative leadership styles can hinder teachers' motivation. When teachers feel unheard of or don't get support, they may lose the passion to develop their pedagogic skills. In this condition, teachers may feel pressured and less enthusiastic in carrying out their duties, which negatively affects the quality of teaching. Principals who are able to build good relationships with teachers, provide constructive

feedback, and create an open learning culture will increase teachers' motivation to actively participate in self-development. Thus, an effective leadership style not only strengthens teachers' pedagogic competence, but also increases their motivation to give their best in the learning process. This contributes to improving the overall quality of education in schools (Khadijah, Ahyani, & Fitriani, 2022).

Kodariah (2016) emphasizes that the standards set by leaders not only affect the results of work, but also shape the attitudes and behaviors of their subordinates. Leaders who show high expectations and provide constructive feedback will encourage their subordinates to achieve more ambitious goals. Additionally, leaders who show care and empathy for their team can increase a sense of attachment and loyalty, creating a more cohesive and productive team. In this context, it is important for leaders to be aware of the impact of their views on others. Through the development of positive attitudes and the application of fair standards, leaders can create a work environment that not only encourages performance, but also improves team satisfaction and well-being. Thus, a constructive view of others is key in creating effective leadership and having a positive impact on work results.

Table 1. Research Gap

Variable		Result	Researchers
Independent	Dependent		
Pedagogic Competence	Principal Leadership Style	Influential	Robisah, Daulay, & Ediputra (2024) Itje, Makaheming, Hohakay, Molle, & May (2023) Amrul, Sida, Muhajir (2023)
		No Effect	Mathilda Mitha (2023)
		Influential	Titik Handayani, Aliyah A. Rasyid (2015) Kristiani, Fitria, Mulyadi (2022) Handayani, Rasyid (2015)
Teacher Motivation	Principal Leadership Style	No Effect	E.Rahmawati (2019) Fathonah Al Hadromi (2017)

Source : various journals, 2024

Based on the description above, it can be concluded that there is a significant difference between the principal's leadership style on pedagogic competence and teacher motivation. The leadership style applied by the principal can affect the way teachers develop their pedagogical competencies, although some studies have shown that leadership styles do not always have a direct impact on teachers' motivation. This suggests that other factors, such as peer support and work environment, also play an important role in motivating teachers. Therefore, it is important for school principals to understand and apply appropriate leadership styles in order to improve teachers' pedagogic competence while providing effective motivation

The condition of education in Nias can still be said to be far from other schools in North Sumatra, through an article good news from Indonesia said that the Nias Islands face significant challenges in the development of educational infrastructure due to difficult terrain and community isolation. Many villages are difficult to access, making it difficult for children and students, especially at the secondary school level, to reach school consistently. In addition, the shortage of qualified teachers, with many of them not qualified or experienced, negatively impacts the quality of teaching. Factors such as school infrastructure, the availability of teachers, and learning materials are the main

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determinants of educational achievement in this area. Therefore, serious attention from the government and the community is urgently needed to overcome these obstacles and improve the quality of education in Nias.

Nias Adventist Private Junior High School is one of the private educational institutions located in Nias Regency, North Sumatra. This junior high school has been established since 2008, Nias Adventist College Private Junior High School, which is located on Jalan Lintas Teluk Dalam Km 41, Hilinaa Tafuo Village, Idanogawo District, Nias Regency, North Sumatra Province, is an educational institution that has been established for a long time and has a good reputation in its area. Established on November 4, 1986 based on Decree No. 28, this school has grown rapidly and has succeeded in achieving A accreditation through Decree No. 696/BAP-SM/LL/IX/2014 on September 6, 2014. Nias Adventist Private Junior High School is one of the educational institutions committed to providing quality education for students in the Nias area. The school integrates Christian values in the curriculum, so it focuses not only on the academic aspect but also on the development of students' character.

Existing research has extensively examined the relationship between principal leadership style and teacher outcomes, particularly pedagogic competence and motivation. However, findings are inconsistent and context-dependent. While some studies emphasize the significance of leadership style in shaping pedagogical practices, others highlight its limited direct influence, suggesting the involvement of additional mediating factors such as organizational culture, peer collaboration, and school infrastructure. Notably, few studies focus on rural and underserved regions like Nias, where educational challenges include limited teacher qualifications and infrastructural deficiencies. This study addresses this gap by exploring the unique dynamics of leadership style, pedagogic competence, and motivation in the context of a private junior high school in Nias, providing insights tailored to the region's distinct educational landscape.

Improving teacher competence and motivation is critical in regions like Nias, which face persistent challenges in access to quality education and resources. The absence of adequately trained teachers and limited school infrastructure in rural areas exacerbates the difficulty of achieving national educational standards. Principals, as pivotal leaders, have a crucial role in fostering teacher development and motivation, especially in resource-constrained environments. This research is urgent because it provides actionable insights to enhance leadership practices in rural schools, which could directly impact teacher performance and ultimately improve student outcomes. Addressing these issues is vital to bridging the educational quality gap between rural and urban areas in Indonesia.

This study contributes a novel perspective by situating the analysis of principal leadership style within the specific socio-economic and geographical context of Nias. Unlike previous studies that focus on urban or well-resourced schools, this research highlights how leadership styles influence pedagogic competence and motivation in a rural and resource-limited setting. Additionally, the study employs a robust quantitative approach to provide empirical evidence of these relationships, while also considering the unique challenges faced by Nias Adventist Private Junior High School. The findings aim to offer region-specific strategies that can be adapted to similar rural educational contexts, making this study a valuable addition to the broader discourse on leadership and education.

Therefore, this study aims to descriptively analyze the leadership style of principals in Nias Adventist Private Junior High School. The results of this study want to prove

whether leadership style has an influence on pedagogic competence and teacher motivation. The results of this study are expected to provide input for schools in improving the quality of education through improving teacher performance. With that the researcher raised the title, "Analysis of the Principal's Leadership Style on Pedagogic Competence and Teacher Motivation in Nias Adventist Private Junior High School".

RESEARCH METHOD

This type of research belongs to the category of quantitative research, because it uses quantitative empirical approaches in collecting, analyzing and presenting data with the results of the research. The population in this study is all teachers at Nias Adventist Private Junior High School. The data analysis technique used in this study is multiple linear regression analysis using the SPSS program. The goal is to obtain an overview of the relationship between independent variables, namely pedagogic competence and teacher motivation.

RESULT AND DISCUSSION

Test Research Instruments

Validity Test

Validity test is a process used to determine the extent to which the instrument or measuring tool in the study is able to measure the variable in question. The purpose of this test is to ensure that the data obtained by the researcher is valid and trustworthy data.

1. If $r_{\text{calculate}} > r_{\text{table}}$ sig < 0.05 , then the statement item is valid.
2. If $r_{\text{calculate}} < r_{\text{table}}$ sig > 0.05 , then the statement item is invalid.

Table 2. Validity Test Results 1

Variable	Indicators	r Calculate	r Table	Significant	α	Information
PEDAGOGIC COMPETENCIES (X1)	X1.1	0,918	0.3338	0,000	0,05	VALID
	X1.2	0,922	0.3338	0,000	0,05	VALID
	X1.3	0,885	0.3338	0,000	0,05	VALID
	X1.4	0,842	0.3338	0,000	0,05	VALID
Motivation (X2)	X1.2	0,956	0.3338	0,000	0,05	VALID
	X2.2	0,948	0.3338	0,000	0,05	VALID
	X2.3	0,977	0.3338	0,000	0,05	VALID
	X2.4	0,953	0.3338	0,000	0,05	VALID
Leadership Style (Y)	Y1.1	0,975	0.3338	0,000	0,05	VALID
	Y1.2	0,957	0.3338	0,000	0,05	VALID
	Y1.3	0,947	0.3338	0,000	0,05	VALID
	Y1.4	0,940	0.3338	0,000	0,05	VALID

Data Source: Processed from Questionnaire, 2024

The results of the validation test show that all r statement items are calculated $> r_{\text{table}}$ or sig < 0.05 , so it can be concluded that all statement items are valid. In other words, all statement items in this research instrument meet the validity criteria set.

Reliability Test

Reliability testing is a testing process that aims to assess the consistency and stability of data or findings. These tests are conducted to ensure that the instruments used are able to collect data effectively and produce consistent results.

1. If the value of Combach's alpha > 0.60 , then the variable is reliable.
2. If the value of Combach's alpha < 0.60 , then the variable is not reliable.

Table 3. Reliability Test

Variable	Combach's alpa	Standard	Information
Pedagogic Competence (X1)	0,914	0,60	Reliable
Motivation (X2)	0,970	0,60	Reliable
Leadership Style (Y)	0,965	0,60	Reliable

Data Source: Questionnaire Data Processing, 2024

The results of the reliability test showed that all variables had a combah's alpha > 0.60, so it could be concluded that all variables were realistic.

Classical Assumption Test

Normality Test

The normality test is a test that has the purpose of testing whether or not the residual regression model is normally distributed. The decision of the nomality test is based on the following:

1. If the sig value < 0.05, then the data is normally distributed
2. If the sig value > 0.05, the data is not normally distributed.

Figure 1. Normality Test 1

One-Sample Kolmogorov-Smirnov Test

		Unstandardiz ed Residual
N		35
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	1.53149101
Most Extreme Differences	Absolute	.177
	Positive	.119
	Negative	-.177
Test Statistic		.177
Asymp. Sig. (2-tailed)		.071 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Source : Questionnaire Data Processing, 2024

The results of the Kolmogorov-Smirnov normality test showed that the significant value was $0.071 < 0.05$, which means that it was not normally distributed.

Multicollinearity Test

The multicollinearity test is a test that aims to find out whether a correlation between independent variables is found in the regression model. The provisions of VIF (Variance Inflation Vector), which are as follows.

1. If the VIP value < 10 and the Tolerance value > 0.1, then there is no multicollinearity
 2. If the VIP value > 10 and the Tolerance value < 0.1, then there is a multicollinearity
- Regression model that is considered good if there is no correlation between independent variables.

Figure 2. Multicollinearity Test Coefficients^a

Model		Collinearity Statistics	
		Tolerance	VIF
1	KOMPETENSI PEDAGOGIK	.247	4.045
	MOTIVASI	.247	4.045

a. Dependent Variable: GAYA KEPEMIMPINAN

Source : Questionnaire Data Processing, 2024

From figure 2 which shows the results of the multicollinearity test where the tolerance value > 0.1 and VIF < 10, the data does not occur multicollinearity.

Heterokedasticity Test

The heterokedasticity test is a test used to test the heterogeneity of variants from residual from one observation to another. The provisions of the glacier test are as follows.

1. If the sig value > 0.05, then there are no symptoms of heterokedasticity.
2. If the sig value < 0.05, then heterokedasticity symptoms occur.

Figure 3. Heterokedasticity Test Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.881	.800		1.102	.279
	KOMPETENSI PEDAGOGIK	-.056	.107	-.186	-.528	.601
	MOTIVASI	.069	.100	.244	.693	.493

a. Dependent Variable: ABS_RES

Source : Questionnaire Data Processing, 2024

The results of the heterokedasticity test showed that all variables had a significant value > 0.05, which means that there were no heterokedasticity symptoms in the data.

Hypothesis Testing

Multiple Linear Regression Analysis Equations

Figure 4. Multiple Linear Regression Equations Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.478	1.156		.413	.682
	KOMPETENSI PEDAGOGIK	.366	.154	.345	2.376	.024
	MOTIVASI	.594	.144	.598	4.118	.000

a. Dependent Variable: GAYA KEPEMIMPINAN

Source : Questionnaire Data Processing, 2024

$$Y = a + bX_1 + bX_2$$

$$Y = 0.478 + 0.366X_1 + 0.594X_2$$

The explanation of the regression equation above is as follows:

- The value of the constant coefficient is 0.78, meaning that if the independent variable (pedagogic and motivational components) is 0, then the value of the dependent variable 9(leadership style) is 0.478.
- The value of the regression coefficient of pedagogic competence is 0.366, meaning that if pedagogic competence increases by 1 unit, then the leadership style will increase by 0.366 units, with the asusmability of other variables constant.
- The value of the motivation regression coefficient is 0.594, meaning that if motivation increases by 1 unit, then the leadership style increases by .594 units, assuming the other variables are constant.

Determination Coefficient Test (R^2)

Figure 5. Coefficient of Determination Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.913 ^a	.833	.823	1.579

a. Predictors: (Constant), MOTIVASI, KOMPETENSI PEDAGOGIK

Source : Questionnaire Data Processing, 2024

The R value (Multiple R) is 0.913, indicating a strong correlation between the independent variable (motivation and pedagogical competence) and the dependent variable (leadership style). The value of R Square (Coefficient of Determination) is 0.833, meaning that 83.3% of the variation in the dependent variable (leadership style) can be explained by the variation in the independent variable (constant, motivation, pedagogical competence). The remainder, 16.7% is explained by other factors outside the model.

Model Feasibility Test (Test F)

This F test aims to test whether independent variables simultaneously together affect dependent variables. In simultaneous testing, it can be done based on the significance value, which is as follows.

- If the value of sig < 0.05 or F counts > F table, then Ho is rejected and Ha is accepted
- If the sig value > 0.05 or F counts < F table, then Ho is accepted and Ha is rejected.

Figure 6. Test F

ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	398.997	2	199.499	80.054	.000 ^b
	Residual	79.746	32	2.492		
	Total	478.743	34			

a. Dependent Variable: GAYA KEPEMIMPINAN

b. Predictors: (Constant), MOTIVASI, KOMPETENSI PEDAGOGIK

Source : Questionnaire Data Processing, 2024

The F value is calculated as 80.054 > the F value of the table is 3.924 and the significant value is 0.000 < 0.05, then Ho is rejected and Ha is accepted, which means

that the variables of pedagogic competence and motivation affect the leadership style.
Individual Parameter Significance Test (t-Test)

The t-test is a test that aims to see how far the influence of independent variable variations on dependent variables. In testing the persial, it can be done based on the significance value, which is as follows.

1. If the sig value < 0.05 or t-count > t-table, then Ha is accepted and Ho is rejected. This indicates that the independent variable has an individual influence on the dependent variable.
2. If the sig value > 0.05 or t-count < t-table, then Ho is accepted and Ha is rejected. This indicates that the independent variable has no individual influence on the dependent variable.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.478	1.156		.413	.682
	KOMPETENSI PEDAGOGIK	.366	.154	.345	2.376	.024
	MOTIVASI	.594	.144	.598	4.118	.000

a. Dependent Variable: GAYA KEPEMIMPINAN

The influence of independent variables on dependent variables is as follows:

- a. The t-value of the pedagogic competency variable is 2.376 > the t-value of the table is 2.034 and the significant value is 0.024 < 0.05, then Ha is accepted and Ho is rejected, which means that the pedagogic competency variable has an effect on leadership style.
- b. The t-value of the motivation variable calculation is 4.118 > the t-value of the table is 2.034 and the nominal value is 0.000 < 0.05, then Ho is rejected and Ha is accepted, which means that the motivation variable has an effect on the leadership style.

CONCLUSION

The study investigates the impact of the principal's leadership style on the pedagogic competence and motivation of teachers at Nias Adventist Private Junior High School. Results from multiple linear regression analysis reveal that the pedagogic competence variable has a t-value of 2.376, exceeding the critical t-value of 2.034, with a significance value of 0.024, leading to the acceptance of the alternative hypothesis (Ha) and rejection of the null hypothesis (Ho), indicating that pedagogic competence influences leadership style. Similarly, the motivation variable's t-value is 4.118, also greater than the critical t-value, with a significance value of 0.000, further supporting the acceptance of Ha and rejection of Ho, confirming that motivation affects leadership style. The analysis shows a strong correlation, with a Multiple R value of 0.913, and an R Square value of 0.833, indicating that 83.3% of the variation in leadership style can be explained by variations in motivation and pedagogical competence, while the remaining 16.7% is attributed to other factors not included in the model.

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