

# The Influence of The School Principal's Leadership Style and Empowerment Through Motivation on Teacher Participation in The Sekolah Penggerak Program

Iswahyudi<sup>1\*</sup>, Harsono<sup>2</sup>, Suyatmini<sup>3</sup> 

<sup>1,2,3</sup> Magister Administrasi Pendidikan, Universitas Muhammadiyah Surakarta, <sup>2</sup> Universitas Muhammadiyah Surakarta, <sup>3</sup> Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

## ARTICLE INFO

### Article history:

Received January 19, 2024

Accepted May 13, 2024

Available online June 25, 2024

### Kata Kunci:

Gaya kepemimpinan, pemberdayaan, motivasi, partisipasi, sekolah penggerak.

### Keywords:

Leadership style, empowerment, motivation, participation, sekolah penggerak.



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright ©2024 by Author. Published by Universitas Pendidikan Ganesha.

## ABSTRAK

Salah satu upaya peningkatan mutu pembelajaran abad 21 adalah Program Sekolah Penggerak. Terdapat beberapa faktor kendala dalam menjalankan program tersebut, diantaranya masih rendahnya partisipasi guru. Partisipasi guru dapat dipengaruhi oleh gaya kepemimpinan Kepala Sekolah, pemberdayaan serta motivasi guru. Penelitian ini bertujuan untuk menganalisis pengaruh gaya kepemimpinan kepala sekolah dan pemberdayaan melalui motivasi terhadap partisipasi guru dalam program sekolah penggerak. Jenis penelitian korelasional dengan pendekatan kuantitatif. Subjek penelitian ini adalah Kepala sekolah dan Guru SMA Negeri yang menjalani program Sekolah penggerak di Boyolali. Pengambilan data dengan metode angket melalui google form, serta didukung observasi dan dokumentasi. Data dianalisis dengan PLS (Partial Least Square) melalui Software SmartPLS. Hasil pengolahan data menunjukkan ada pengaruh signifikan antara Gaya Kepemimpinan Kepala Sekolah melalui variabel intervening Motivasi Guru terhadap Partisipasi. Terdapat pengaruh signifikan antara pemberdayaan melalui motivasi terhadap Partisipasi Guru. Hasil analisis data menunjukkan bahwa hipotesis diterima. Variabel Motivasi Guru memiliki pengaruh medium-tinggi dalam memediasi variabel Gaya Kepemimpinan Kepala Sekolah terhadap variabel Partisipasi guru dengan nilai statistik efek mediasi  $\epsilon(v)$  sebesar 0,0137. Motivasi Guru memiliki pengaruh medium dalam memediasi variabel Pemberdayaan terhadap Partisipasi Guru.

## ABSTRACT

One of the efforts to improve the quality of 21st-century learning is the Driving School Program. There are several obstacles in running the program, including low teacher participation. Teacher participation can be influenced by the principal's leadership style, empowerment, and teacher motivation. This study aims to analyze the influence of the principal's leadership style and empowerment through motivation on teacher participation in the driving school program. This type of research is correlational with a quantitative approach. The subjects of this study were principals and teachers of public high schools undergoing the driving school program in Boyolali. Data were collected using a questionnaire through a Google form supported by observation and documentation. Data were analyzed with PLS (Partial Least Square) through SmartPLS software. The data processing results show a significant influence between the Principal's Leadership Style through the intervening variable of Teacher Motivation on Participation. There is a substantial influence between empowerment through motivation and Teacher Participation. The results of the data analysis show that the hypothesis is accepted. The Teacher Motivation variable has a medium-high influence in mediating the Principal Leadership Style variable on the teacher Participation variable with a statistical value of  $\epsilon(v)$  mediation effect of 0.0137. Teacher Motivation has a medium influence in mediating the Empowerment variable on Teacher Participation.

\*Corresponding author

E-mail addresses: [iswahyudi8968@gmail.com](mailto:iswahyudi8968@gmail.com) (Iswahyudi)

## 1. INTRODUCTION

Teacher participation in self-development programs is important in improving the quality and quality of 21st century learning. In an era characterized by technological advances and rapid changes in education, teachers must continuously update their knowledge and skills to provide relevant and meaningful learning experiences for students (Puspitasari et al., 2020; Rohimat et al., 2022). Self-development programs allow teachers to learn innovative teaching methods, integrate technology into learning, and understand students' psychological and social needs (Patilima, 2022; Puspitasari et al., 2020). In addition, participation in these programs helps teachers stay motivated and adapt to the changing curriculum and evolving education standards. Thus, continuous professional development for teachers improves their competencies and directly contributes to improving the quality of education, making students better prepared for future challenges (Hardiansyah, 2020a; Wibawani et al., 2019). Self-development means developing one's talents, realizing dreams, increasing self-confidence, becoming strong in facing trials, having good relationships with others and improving the quality of learning (Agustina et al., 2020; Hardiansyah, 2020b). Sekolah Penggerak is a program launched to improve the quality of schools. Meanwhile, improving the quality of education in a school must be distinct from the role of the Principal, Teachers and Education Personnel as providers of educational services for students studying in educational units (Alhusaini et al., 2020; Hardiansyah, 2020a). Unfortunately, based on observations and reviews, the condition in Indonesia as a result of the 2021-2015 UKG is that around 81% of teachers still need to reach the minimum score. Several schools are experiencing difficulties due to several factors, one of which is the low level of teacher participation in the Mobilizing Schools program. One of the efforts to overcome this problem is to increase teacher participation through the Mobile School program (Handayani & Rasyid, 2015; Mahanangingtyas et al., 2021). The Ministry of Education and Culture, Research and Technology issued a decision Minister regarding the Sekolah Penggerak program. Sekolah Penggerak program as a model of quality education unit is a Ministry of Education and Culture program in order to improve the quality of education (Suzanna & Fauzan, 2022; Yope & Isma, 2022). Ministerial Decree No. 162 of 2021 is the legal basis for implementing the Sekolah Penggerak program. Sekolah Penggerak program focuses on increasing student competency holistically to further encourage the realization of student profiles Pancasila (Damayani et al., 2020; Ningrum, 2022). Sekolah Penggerak that implement the "Freedom to Learn" program is an innovative step that aims to provide more autonomy to students and teachers in the learning process. This is in accordance with the constructivist theoretical approach where students learn from experience and build their own knowledge, while the facilitator functions to accompany students to learn skills in achieving learning goals (Imansyah et al., 2020; Ningrum, 2022). Teachers have many roles in the classroom, one of which is as a facilitator in project learning. The teacher's emphasis as a facilitator opens up opportunities for students to play an active and enthusiastic role in the learning process (Nur, 2020; Panggabean et al., 2022).

Even though it has the potential to bring positive change in education, this program is also faced with a number of problems and obstacles. Data shows that a number of schools are experiencing difficulties in implementing "Freedom of Learning" due to several factors such as the lack of adequate facilities and resources, as well as the low participation of teachers in Sekolah Penggerak, both in planning, implementing, utilizing the program and participating in the evaluation of Sekolah Penggerak programs (Sudarmanto, 2021; Susanti et al., 2021). Principals as leaders in schools are required to have creativity, motivational leadership and effective leadership so that they can mobilize all teachers according to their roles and functions effectively and efficiently (Ayu Ratmini et al., 2019; Utamy et al., 2020). Teacher empowerment is an effort made by school principals to increase teacher participation, ability, performance and commitment in order to produce a very large supporting capacity for the school, so that they are able to provide excellent service to students, which has an impact on increasing learning achievement significantly (Kartini et al., 2020; Salwa. et al., 2019). The term empowerment is often used in the context of the ability to improve an individual's economic situation. Apart from that, empowerment is also a concept that contains the meaning of struggle. So it can be synthesized that empowerment is the process of making someone have power through training to provide opportunities to make decisions by participating and functioning roles to achieve individual quality (Azis & Suwanto, 2019; Zaini & Syafaruddin, 2020). Teacher empowerment can be done by increasing work morale, encouraging professional development, building collaboration and cooperation, reviewing and evaluating performance, creating a conducive work environment, creating programs *reward* and *punishment*, conduct training and development, create conditions of mutual trust and increase the active participation of teachers in completing tasks and making decisions. Participation is an important component in generating independence and the empowerment process (Bafadal et al., 2020; Elfrianto et al., 2020). Empowerment and participation are strategies with great potential in order to improve economic, social and cultural transformation. This process will ultimately create teacher participation in the Sekolah Penggerak

program (Hardiansyah & AR, 2022; Hariandi, 2017). This study is supported by previous research, which states that transformational leadership style positively impacts teacher motivation and performance (Damayani et al., 2020; Suzanna & Fauzan, 2022). In addition, previous research found that teacher empowerment programs that include elements of motivation and school management support significantly increase teacher participation in professional development activities (Patilima, 2022; Utamy et al., 2020). When teachers feel valued and supported by school leaders and are given appropriate incentives, their participation in training and self-development will increase.

The novelty of this study lies in its holistic focus on the dual role of leadership and motivation in the educational context. It explores how principals' leadership styles can directly influence teacher engagement and how empowerment through intrinsic and extrinsic motivation can amplify these effects. Based on this, this study was conducted to analyze how much influence Teacher Motivation has in mediating the Principal's Leadership Style and Teacher Empowerment on the level of teacher participation in the Mover School programs.

## 2. METHOD

The type of research taken is quantitative correlational research. Correlational research can be understood as a research method that explores the relationship between two or more variables without trying to control or manipulate these variables (David de Vaus, 1991). The research location was in Boyolali Regency and was carried out for four months from September to December 2023. The research population was 197 teachers in four state high schools undergoing the driving school program in Boyolali, while the research sample technique used quota sampling with 100 respondents taken randomly. Data collection by distributing closed question questionnaires with a Likert scale via Google Forms. The research variables studied include the Principal's Leadership Style (X.1), Teacher Empowerment (X.2), teacher motivation (Y.1) and the level of teacher participation (Y.2). Indicators of the leadership style variable are generally divided into two things, namely leadership-oriented *task oriented* and *human relation*. The data analysis method used is the data analysis technique used is Partial Least Square (PLS) with the steps: Assessing the Outer Model or Measurement Model. There are three criteria in using data analysis techniques with SmartPLS to assess the outer model, namely Convergent Validity, Discriminant Validity and Composite Reliability. Convergent validity of the measurement model with reflexive indicators is assessed based on the correlation between item scores/component scores estimated with PLS software. An individual reflexive measure is said to be high if it correlates more than 0.70 with the construct being measured. Discriminant Validity Discriminant validity is carried out to ensure that each concept of each latent variable is different from other variables. The model has good discriminant validity if each loading value for each indicator of a latent variable has the largest loading value compared to other loading values for other latent variables. Evaluating Reliability and Average Variance Extracted (AVE) Validity and reliability criteria can also be seen from the reliability value of a construct and the Average Variance Extracted (AVE) value of each construct. A construct is said to have high reliability if the value is 0.70 and the AVE is above 0.50. Structural Model Testing (Inner Model) Inner model or structural model testing is carried out to see the relationship between constructs, significance values and R-square of the research model. The structural model was evaluated using R-square for the t-test dependent construct as well as the significance of the structural path parameter coefficients. Hypothesis testing T test (partially) The significance of the estimated parameters provides very useful information regarding the relationship between research variables. The basis used in testing the hypothesis is the value contained in the output result for inner weight, as well as calculating the statistical value of the  $\gamma$  mediation effect.

## 3. RESULT AND DISCUSSION

### Result

This research is quantitative correlational. The results were obtained through data analysis with the Partial Least Square (PLS) technique. The results convey that each construct has a relationship with other constructs. Data analysis begins with the measurement of outer loading. Outerloading is needed to test the correlation between indicators and latent variables. Correlation between variable indicators is declared significant if it has a statistical value above 0.7. The test results are presented in Table 1, 2,3,4.

**Table 1.** Correlation measurements between indicators of the Principal Leadership Style variable

Variable	Indicators of Principal Leadership Style	Outer loading value
X1.1	Directing Style (directing)	0.806

Variable	Indicators of Principal Leadership Style	Outer loading value
X1.2	Coaching Style (coaching)	0.701
X1.3	Supporting Style (support)	0.721
X1.4	Delegation Style (delegating)	0.842
X1.5	Human Relations (social relations).	0.701

**Table 2.** Correlation measurements between indicators of the Empowerment variable

Variable	Empowerment Indicators	Outer loading value
X2.1	Desire (Desire).	0.848
X2.2	Trust (Trust).	0.768
X2.3	Confident.	0.836
X2.4	Kredibilitas (Credibility).	0.793
X2.5	Accountability (Accountability).	0.922
X2.6	Communication (Communication).	0.845

**Table 3.** Correlation measurements between indicators of the Teacher Motivation variable

Variable	Teacher Motivation Indicators	Outer loading value
X2.1	Achievement (Achievement).	0.745
X2.2	Confession ( <i>Recognition</i> ).	0.720
X2.3	The work itself ( <i>The work it self</i> ).	0.740
X2.4	Responsibility ( <i>Responsibility</i> ).	0.767
X2.5	Progress ( <i>Advancement</i> ).	0.743
X2.6	Development of individual potential ( <i>The possibility of growth</i> )	0.717

**Table 4.** Correlation measurements between indicators and the Teacher Participation variable

Variable	Teacher Participation Indicators	Outer loading value
X2.1	Participation in decision making	0.838
X2.2	Participation in implementation.	0.845
X2.3	Participation in taking benefits.	0.788
X2.4	Participation in evaluation.	0.775

The reliability test is then carried out to ensure that the constructs used in this study have good reliability. The construct reliability test is carried out by looking at the composite reliability value of each construct. Data is declared to have good reliability if Croobach's alpha statistical value is >0.7, Composite reliability is >0.7, and AVE >0.5. Furthermore, the significance value of the structural model was tested to answer the hypothesis in this study. Calculation via bootstrapping in smart-PLS with one tile because the direction is positive with a significance of 0.05. The path analysis is declared significant with a p value of less than 0.05 and a T of more than 1.96. The results of calculating the total effect were declared significant, because the P value of all variables was less than 0.05 and the T statistics were more than 1.96. The results of calculating the indirect effect are declared significant, because the P value of all variables is less than 0.05 and the T statistics are more than 1.96.

The results of calculating the specific indirect effect are declared significant, because the P value of all variables is less than 0.05 and the T statistics are more than 1.96. After testing the T-Statistic, then proceed with Model Fit Testing. The condition for good data is if the SRMR statistical value and model estimate are below 0.1. SRMR statistical values and model estimates . The results of calculating the Goodness of Fit model data are declared good, because the statistical value of SMRM and the estimated model is below 0.1 The next stage is the calculation of R square. R square is a statistical value to calculate how much the independent variables X1 and X2 (exogenous) influence the dependent variables Y1 and Y2 (endogenous). A statistical value of R square 0.75 is included in the strong category, an R square value of 0.50 is included in the moderate category and an R square value of 0.25 is included in the weak category. The results of calculating the R-square, the amount of variance Y2 that can be explained by variables X1, X2 and Y1 together is 72.8%, which is included in the strong category. After that, proceed with the calculation of the loading factor. The factor loading statistical value shows the correlation between the indicator and the construct. An indicator with a low loading value indicates that the indicator does not work in the measurement model. expected loading value > 0.7. Meanwhile, Reability and composite are above 0.8. The results of the outer loading calculation for all indicators are correlative, because they have values above 0.7 and Reability and composite values above 0.8. Then the calculation of the discriminant



validity of HTMT was carried out. HTMT is useful as a measurement of how far a variable differs from other variables both theoretically and statistically. From results Discriminant variability testing with HTMT in Smart-PLS shows a statistical value of less than 0.900. F-square is used to test the influence of the significance of quantitative variables which can then be expressed sequentially qualitative. A variable has a significant influence on other variables by looking at the size of the f-square, referring to the f-table. The f-square interpretation of the direct effect is 0.02 weak, 0.15 moderate, 0.35 strong. From the statistical calculations above, it shows the influence of the KS Leadership Style variable on the Participation Variable with an f-square value of 0.041 (kAtego weak). The influence of the KS Leadership Style Variable on the Teacher Motivation Variable has an f-square value of 0.549 (strong category). Influence of Variables Empowerment for the Participation Variable, the f-square value is 0.046 (weak category). The Empowerment Variable for the Teacher Motivation Variable has an f-square value of 0.172 (moderate category). Upsilon( $v$ ) is a calculation of the statistical value in direct effect which calculates the magnitude of the influence of the variable ( $Y_1$ ) as an intervening variable in the mediation of the independent variables ( $X_1$ ) and ( $X_2$ ) on the dependent variable ( $Y_2$ ). There are three levels of upslon ( $v$ ) statistical value categories, namely: 0.01 mediation in the low category, 0.075 mediation medium. 0.175 high mediation. This category is based on Cohen's theory in [Ogbeibu et al \(2020\)](#).

#### **Calculation of the mediating effect (indirect effect) of Teacher Motivation Variables.**

First: Motivation Variable ( $Y_1$ ) has an influence onmediate Style KS( $X_1$ ) towards Participation( $Y_2$ ).  
Calculation result ( $v$ )=  $0.551^2 \times 0,671 = 0,303601 \times 0,450641 = 0,137014$

Second: Motivation ( $Y_1$ ) has an influence onmediate Empowerment ( $X_2$ ) to Participation ( $Y_2$ ).  
Calculation results ( $v$ )=  $0.3092 \times 0.6712 = 0.095481 \times 0.450641 = 0.043045$

#### **Interpretation of the mediating effect of Teacher Motivation Variables**

First: The Teacher Motivation variable has a medium-high influence in mediating the Principal Leadership Style variable on the Teacher Participation variable with a statistical value of the upslon( $v$ ) mediation effect of 0.0137.

Second: Teacher Motivation has a medium effect in mediating the Effect of Empowerment on Teacher Participation with an upslon( $v$ ) value of 0.043.

#### **Discussion**

Research on Teacher Participation in the Sekolah Penggerak Program provides new knowledge that the Variable Teacher Motivation ( $Y_1$ ) has succeeded in becoming an intervening variable that has a significant effect on mediating between exogenous variables ( $X_1$ ) and ( $X_2$ ) on the endogenous variable ( $Y_2$ ). Teacher motivation is able to strengthen the influence of the Principal's Leadership Style variable on Teacher Participation in the Sekolah Penggerak Program, interpreted from the upslon( $v$ ) value of 0.0137 (high category). Teacher motivation is also able to mediate, strengthening the influence of the empowerment variable on the participation variable with an upslon( $v$ ) value of 0.043 (medium category).

This study found that the principal's leadership style has a significant influence on teacher participation, with teacher motivation as the intervening variable. Transformational and participative leadership styles from principals can increase teachers' intrinsic motivation, which in turn encourages them to more actively participate in various school activities, including professional development programs and extracurricular activities ([Hardiansyah, 2022](#); [Ismail et al., 2020](#)). Leadership that supports, inspires, and values teachers' contributions creates a positive work environment where teachers feel more valued and motivated to contribute more. This high motivation strengthens their commitment to their duties and responsibilities and encourages innovation in teaching. The results of this study confirm the important role of principal leadership in building a productive and collaborative school culture ([Kartini et al., 2020](#); [Salwa. et al., 2019](#)).

The results of this study are in line with previous studies showing that transformational leadership style has a positive impact on teacher motivation and performance ([Handayani & Rasyid, 2015](#); [Wibawani et al., 2019](#)). In addition, another study revealed that principals who encouraged participation and collaboration significantly increased teachers' self-efficacy, which resulted in improved teaching quality and active participation in school activities ([Damayani et al., 2020](#); [Suzanna & Fauzan, 2022](#)). These studies support the finding that a good leadership style, through motivating teachers, plays an important role in increasing their participation and involvement in the school environment. In addition, this study shows a significant influence between empowerment through motivation on teachers' participation in various professional development activities. Teacher empowerment through motivation, both intrinsic and extrinsic, is proven to increase their involvement in self-development programs, workshops, and training ([Ningrum, 2022](#); [Rohimat et al., 2022](#)). Intrinsic motivation, such as the drive to

improve personal competence and job satisfaction, and extrinsic motivation, such as financial incentives and professional recognition, play an important role in encouraging teachers to actively participate (Hariandi, 2017; Ismail et al., 2020). These results confirm that teachers who feel empowered and valued tend to be more eager to improve their teaching quality, which in turn has a positive impact on the overall quality of education. The results of this study are also in line with previous research which found that teacher empowerment programs that incorporate elements of motivation and school management support significantly increase teachers' participation in professional development activities (Agustina et al., 2020; Alhusaini et al., 2020). When teachers feel valued and supported by school leadership and are given appropriate incentives, their participation in training and self-development increases. In addition, these results are also in line with research stating that intrinsic motivation gained through professional recognition and opportunities for career growth encourage teachers to continue learning and innovate in their teaching methods (Damayani et al., 2020; Yope & Isma, 2022). These findings reinforce the argument that empowerment and motivation are important keys to increasing teachers' participation in professional development. This study has the merit of being able to provide in-depth insights into how effective leadership and teacher empowerment can increase participation in innovative programs, which is critical to the success of educational initiatives. The implication is that the findings can be used to formulate policies that encourage leadership training for principals and motivational strategies to increase teacher engagement, thereby improving the overall quality of education (Hardiansyah & AR, 2022; Patilima, 2022). However, this study still has shortcomings such as the limited sample used, which may not cover a wide range of different school contexts. Hopefully, this research can provide a new picture and knowledge about the importance of teacher motivation and participation in programs at the Movers School. An improvement suggestion for future research is to expand the scope of the research sample. As input, schools are expected to be able to provide motivation and opportunities for teachers to work and play an active role in school programs.

#### 4. CONCLUSION

The results of this research indicate that there is a significant influence between the Principal's Leadership Style through the intervening variable Teacher Motivation on Participation. There is a significant influence between empowerment through motivation on teacher participation. The results of data analysis show that the hypothesis is accepted. The Teacher Motivation variable has a medium-high influence in mediating the Principal Leadership Style variable on the Teacher Participation variable. Teacher motivation has a moderate influence in mediating the empowerment variable on teacher participation.

#### 5. REFERENCES

- Agustina, A., Ibrahim, M. M., & Maulana, A. (2020). Pengaruh Motivasi Kerja Guru Terhadap Kinerja Guru Pada Mtsn Di Kecamatan Bontotiro Kabupaten Bulukumba. *Idaarah: Jurnal Manajemen Pendidikan*, 4(1), 111. <https://doi.org/10.24252/idaarah.v4i1.14164>.
- Alhusaini, A., Kristiawan, M., & Eddy, S. (2020). Pengaruh Motivasi Kerja dan Disiplin Kerja terhadap Kinerja Karyawan. *Jurnal Pendidikan Tambusai*, 4(3), 2166–2172. <https://doi.org/10.37849/midi.v21i2.287>.
- Ayu Ratmini, N., Natajaya, I. N., & Sunu, I. G. K. A. (2019). Kontribusi Gaya Kepemimpinan Kepala Sekolah, Komitmen Organisasi, Iklim Kerja dan Motivasi Kerja Terhadap Kinerja Guru SMP Negeri 2 Singaraja. *Jurnal Administrasi Pendidikan Indonesia*, 10(2), 91–100. <https://doi.org/10.23887/japi.v10i2.2795>.
- Azis, A. Q., & Suwanto. (2019). Pengaruh gaya kepemimpinan kepala sekolah terhadap kinerja guru di SMK Negeri 11 Bandung. *Jurnal Pendidikan Manajemen Perkantoran*, 4(2), 246–253. <https://doi.org/10.17509/jpm.v4i2.18020>.
- Bafadal, I., Nurabadi, A., Soepriyanto, Y., & Gunawan, I. (2020). Primary school principal performance measurement. In *2nd Early Childhood and Primary Childhood Education (ECPE)* (hal. 19–23). <https://doi.org/10.2991/assehr.k.201112.004>.
- Damayani, T., Arafat, Y., & Eddy, S. (2020). Pengaruh Kepemimpinan Kepala Sekolah dan Motivasi Kerja terhadap Kinerja. *Journal of Innovation in Teaching and Instructional Media*, 1(1), 46–57. <https://doi.org/http://ejournal.karinosseff.org/index.php/jitim/article/view/29>.
- Elfrianto, E., Dahrial, I., & Tanjung, B. N. (2020). The competency analysis of principal against teachers in conducting distance learning in Covid-19 pandemic. *Jurnal Tarbiyah*, 27(1). <https://doi.org/10.30829/tar.v27i1.704>.

- Handayani, T., & Rasyid, A. A. (2015). Pengaruh Kepemimpinan Kepala Sekolah, Motivasi Guru, Dan Budaya Organisasi Terhadap Kinerja Guru Sma Negeri Wonosobo. *Jurnal Akuntabilitas Manajemen Pendidikan*, 3(2), 264–277. <https://doi.org/10.21831/amp.v3i2.6342>.
- Hardiansyah, F. (2020a). The Implementation of School-Based Management in Improving Quality of Education in Primary School. *Kelola: Jurnal Manajemen Pendidikan*, 9(2), 148–162. <https://doi.org/10.24246/j.jk.2022.v9.i2.p148-162>.
- Hardiansyah, F. (2020b). the Implementation of Tolerance Character Education Through Social Science Learning in Elementary School. *AULADUNA: Jurnal Pendidikan Dasar Islam*, 9(2), 168–180. <https://doi.org/10.24252/auladuna.v9i2a5.2022>.
- Hardiansyah, F. (2022). Snowball Throwing: A Method To Uplift Elementary School Students' Responsibility on Environment. *AL-ISHLAH: Jurnal Pendidikan*, 14(3). <https://doi.org/10.35445/alishlah.v14i3.1966>.
- Hardiansyah, F., & AR, M. M. (2022). Enhancing Students' Learning Motivation through Changing Seats in Primary School. *Mimbar Sekolah Dasar*, 9(1). <https://doi.org/10.53400/mimbar-sd.v9i1.43002>.
- Hariandi, A. (2017). Meningkatkan Nilai Karakter Bersahabat Melalui Model Teams Games Tournaments Di SDIT Al-Azhar Kota Jambi. *Jurnal Gentala Pendidikan Dasar*, 2(1), 19–35. <https://doi.org/10.22437/gentala.v2i1.6780>.
- Imansyah, M., Arafat, Y., & Wardiah, D. (2020). Pengaruh Kepemimpinan Kepala Sekolah Dan Partisipasi Komite Sekolah Terhadap Kinerja Guru (Vol. 5, Nomor 2, hal. 135). <https://doi.org/10.31851/jmksp.v5i2.3756>.
- Ismail, K., Sutarman, T., Yudhakusuma, D., & Mayasari, L. I. (2020). The Social Communication Competence as a Softskill of the School Leadership in Archipelago Region. *International Journal of Psychosocial Rehabilitation*, 24(08). <https://www.psychosocial.com/article/PR281085/26239>.
- Kartini, D., Kristiawan, M., & Fitria, H. (2020). The Influence of Principal's Leadership, Academic Supervision, and Professional Competence toward Teachers' Performance. *International Journal of Progressive Sciences and Technologies*, 20(1), 156–164. <https://doi.org/10.52155/ijpsat.v20.1.1730>.
- Mahananingtyas, E., Lesnussa, A., & Nussy, H. (2021). Peran Manajemen Kepemimpinan Kepala Sekolah Terhadap Kepuasan Kerja Guru Di Sd Inpres 19 Ambon. *PEDAGOGIKA: Jurnal Pedagogika Dan Dinamika Pendidikan*, 9(1), 11–26. <https://doi.org/10.30598/pedagogikavol9issue1page11-26>.
- Ningrum, A. S. (2022). Pengembangan Perangkat Pembelajaran Kurikulum Merdeka Belajar ( Metode Belajar. *Prosiding Pendidikan Dasar*, 166–177. <http://journal.mahesacenter.org/index.php/ppd/article/view/186>.
- Nur, K. (2020). Pengaruh Penerapan Kurikulum 2013 Terhadap Kinerja Guru Pendidikan Agama Islam di Sekolah Dasar Swasta 021 Pisifera PT. Bumi Palma Lestari Persadarumbai Jaya Kecamatan Kempas. *ASATIZA: Jurnal Pendidikan*, 1(2), 230–247. <https://doi.org/10.46963/asatiza.v1i2.84>.
- Panggabean, N., Akrim, A., & Irvan, I. (2022). Pengaruh Kepemimpinan Kepala Sekolah, Kepuasan Kerja Dan Kecerdasan Emosional Terhadap Kinerja Guru SMP Negeri Kecamatan Sidikalang Kabupaten Dairi. *Jurnal Manajemen Pendidikan Dasar*, 3(2), 47. <https://doi.org/10.30596/jmp-dmt.v3i2.10045>.
- Patilima, S. (2022). Sekolah Penggerak Sebagai Upaya Peningkatan Kualitas Pendidikan. *Prosiding Seminar Nasional Pendidikan Dasar*, 0(0), 228–236. <https://doi.org/http://ejournal.pps.ung.ac.id/index.php/PSNPD/article/view/1069>.
- Puspitasari, Y., Tobari, T., & Kesumawati, N. (2020). Pengaruh Manajemen Kepala Sekolah Dan Profesionalisme Guru Terhadap Kinerja Guru. *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)*. <https://doi.org/10.31851/jmksp.v6i1.4036>.
- Rohimat, S., Sanusi, S., & Munthahanah, M. (2022). Diseminasi Platform Merdeka Mengajar Untuk Guru Sma Negeri 6 Kota Serang. *ABDIKARYA: Jurnal Pengabdian Dan Pemberdayaan Masyarakat*, 4(2), 1–9. <https://doi.org/10.47080/abdikarya.v4i2.2035>.
- Salwa, K. M., & Lian, B. (2019). The Effect of Academic Qualification, Work Experience and Work Motivation towards Primary School Principal Performance. *International Journal of Scientific & Technology Research*, 8(8). <https://doi.org/10.52155/ijpsat.v22.1.2087>.
- Sudarmanto, S. (2021). Pengaruh Komunikasi Kepala Sekolah Terhadap Keterlaksanaan Kepemimpinan Sekolah Pada Program Sekolah Penggerak. *Jurnal Ilmiah Pro Guru*, 7(4), 462–472. <http://journal2.um.ac.id/index.php/jipg/article/view/26520>.
- Susanti, E., Ahyani, N., & Missriani. (2021). Pengaruh Lingkungan Kerja dan Kepemimpinan Kepala Sekolah Sebagai Supervisor Terhadap Kinerja Guru. *Jurnal Pendidikan Tambusai*, 5(1), 1440–1448. <https://doi.org/https://jptam.org/index.php/jptam/article/view/1117>.

- Suzanna, D., & Fauzan, R. (2022). Pengaruh Kepemimpinan Kepala Sekolah terhadap Kinerja Guru SMA di Kabupaten Sintang. In *Proceeding Seminar Nasional Bisnis Seri VI 2022: Vol. VI* (hal. 257–268). <https://doi.org/10.31004/basicedu.v5i2.711>.
- Utamy, R., Ahmad, S., & Eddy, S. (2020). Implementasi Manajemen Sumber Daya Manusia. *Journal of Education Research*, 1(3), 225–236. <https://doi.org/10.37985/jer.v1i3.26>.
- Wibawani, D. T., Wiyono, B. B., & Benty, D. D. N. (2019). Kepemimpinan Visioner Kepala Sekolah Sebagai Pemimpin Perubahan Dalam Peningkatan Mutu Pendidikan. *Jurnal Administrasi Dan Manajemen Pendidikan*, 2(4), 181–187. <https://doi.org/10.17977/um027v2i42019p181>.
- Yope, S. A., & Isma, A. A. (2022). Pengaruh Motivasi Kerja Terhadap Kinerja Guru Di Smk Negeri 3 Sinjai. *Jurnal Ilmiah Administrasita'*, 13(2), 73–82. <https://doi.org/10.47030/administrasita.v13i2.449>.
- Zaini, M. F., & Syafaruddin, S. (2020). The Leadership Behavior of Madrasah Principals in Improving the Quality of Education in MAN 3 Medan. *Jurnal Iqra': Kajian Ilmu Pendidikan*, 5(2), 95–106. <https://doi.org/10.25217/ji.v5i2.649>.