

Contribution of Principal Leadership to Teacher Performance Satisfaction of Public Senior Secondary Education in Banten Province

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ABSTRACT: The purpose of this study was to determine the relationship between the contribution of the principal's leadership to the performance satisfaction of Senior High School Teachers. The research method uses quantitative methods. The research design consisted of correlational design. The research population was Principals and Teachers who teach in Senior High Schools / equivalent in Serang Regency, Serang City and Cilegon City, Banten Province with a total of 27 respondents of Principals and a total of 27 respondents of Teachers. The sampling technique used accidental sampling technique. The research instrument used a questionnaire. Based on the results of the correlation analysis, it is known that the value of the correlation coefficient (pearson correlation) of 0.726 shows the category of the contribution relationship between the principal's leadership to the performance satisfaction of PUBLIC SENIOR HIGH SCHOOL Teachers in Banten Province who were sampled in this study in the "Strong" category. The results of the significance test, it is known that there is a significant contribution relationship between the principal's leadership and the performance satisfaction of high school teachers in Banten Province, this is based on the significance value $(0.000) < \alpha (0.05)$ then H_0 is rejected and H_a is accepted. In addition, the R Square value of 0.527 shows the percentage of the contribution relationship between Principal leadership and performance satisfaction of high school teachers in Banten Province is 52.7%.

KEYWORDS: Teacher Performance Satisfaction, Principal Leadership, Public Senior High School.

INTRODUCTION

Leadership is one of the important factors in determining the success of an organisation, both in small scopes such as work groups, as well as in large scales such as government institutions and companies. Leaders have a strategic role in influencing the behaviour, direction and achievement of organisational goals. According to Rivai (2003:5), leadership is a process of influencing and directing the behaviour of others to work together to achieve certain goals. Meanwhile, Handoko (2001:288) states that leadership is the ability to influence others so that they want to work voluntarily to achieve group goals.

There are various approaches used to understand how one can be an effective leader. One of the early approaches was trait theory, which believed that leaders have certain characteristics or traits that distinguish them from others. Traits such as self-confidence, honesty, and intelligence are considered the main factors that make up a leader (Mangkunegara, 2005:164). In addition, behavioural theory states that leadership is not solely determined by innate traits, but can be learned through action and experience. This theory emphasises the behaviour of leaders in directing and fostering subordinates (Hasibuan, 2014: 170). Then, contingency theory emerged, which states that there is no one leadership style that is most effective for all situations. Leadership effectiveness depends on the match between leadership style and environmental or organisational conditions. This theory emphasises the flexibility and adaptability of a leader in dealing with various conditions (Siagian, 2002: 89).

In the modern era, transformational leadership theory has become very relevant. This theory emphasises the importance of leaders in inspiring and transforming their followers to achieve outstanding performance. Transformational leaders not only provide direction, but are also able to build passion, values, and a shared vision (Bass & Riggio, 2006: 3-5). By studying leadership theory, it is expected that a person, in this case a leader, can understand the basics of leadership, recognise different approaches, and be able to apply them as needed in organisational life.

Banten Province, as one of the capital's buffer zones, has great potential for educational development but at the same time faces serious challenges in education unit management. In areas such as Serang Regency, Serang City and Cilegon City, there are indications of differences in principals' leadership styles, socio-cultural conditions and managerial capacity. This has led to a variety of dynamics in teacher job satisfaction, especially at the state senior high school level, which is an important aspect of education.

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Teacher job satisfaction is a psychological and emotional aspect that reflects the extent to which teachers are satisfied with their work, including interpersonal relationships at school, rewards received, career development opportunities, work motivation and managerial support. High job satisfaction will show positive attitudes, loyalty, and optimal performance from teachers in carrying out professional duties. So, it can be said that efforts to understand and improve teacher job satisfaction need to be done optimally and systematically, especially through evaluating the contribution of the principal's leadership.

In the context of performance satisfaction, it is important to conduct scientific research that focuses on the contribution of Principal leadership to teacher performance satisfaction, especially in the public secondary education environment in Banten Province. This study involved collecting data from 27 public high school principals and 27 public high school teachers in Serang Regency, Serang City, and Cilegon City. Using a quantitative approach, this study aims to measure the relationship between the contribution of Principal leadership and teacher performance satisfaction.

Based on the results of field observations, researchers found problems related to principal leadership and teacher performance satisfaction, among others:

1. It is still found that the Principal of PUBLIC SENIOR HIGH SCHOOL in Banten Province is considered to be too distant in leading the teachers so that there is a gap that becomes an obstacle in communication.
2. Teachers assessed that the leadership of PUBLIC SENIOR HIGH SCHOOL Principals in Banten Province tends to be authoritarian because it often does not involve teachers in the decision-making process.
3. Teachers assessed that the principals of senior high schools in Banten Province were less able to provide ideas and suggestions to teachers.
4. Lack of teacher performance satisfaction due to lack of appreciation from the principal, at least verbal appreciation.

In this study, the researcher formulated the problem as the focus of this research as follows:

1. What is the level (category) of relationship between the contribution of Principal's leadership to the performance satisfaction of Senior High School Teachers in Banten Province?
2. Is there a significant contribution relationship between Principal leadership and performance satisfaction of Senior High School Teachers in Banten Province?

THEORETICAL FRAMEWORK

Leadership

Leadership is the process of influencing, directing and coordinating others to achieve organisational goals. In the school context, the principal's leadership plays a strategic role in creating a supportive work climate, coaching teachers, and managing the education process effectively. One of the most popular leadership styles is transformational leadership. Transformational leadership is a key enabler in fostering a positive organisational culture that is dynamic and humanises all school members to achieve a shared vision. Transformative leaders not only lead, but also inspire, guide and shape reliable personalities in an educational institution. Transformative leaders play an important role in changing the traditional paradigm of leadership into a more dynamic and inspiring model (Bernard M. Bass, 2006:3-5).

The transformational leadership style applied by the principal has a significant influence on teacher motivation and productivity. Principals who are able to be inspirers and facilitators can improve the positive work climate and sense of belonging among educators. Transformational leaders realise that achieving a shared vision requires empowering and supporting each individual in the team to develop their best potential. By valuing and reinforcing the uniqueness and abilities of each member, they foster high morale and dedication. This approach creates an environment filled with mutual trust and respect. When team members feel valued and supported, they are encouraged to make optimal contributions and feel an important part of the team's overall success (Permatasari, F, et al (2023:930).

The success of educational institutions is closely related to the leadership style of the principal who plays a positive role in the quality of education in the educational institutions he leads. The leadership role of the principal also influences the formation of a comprehensive school culture. Through effective leadership, a positive school culture characterised by a spirit of collaboration, innovation, and orientation towards learning the quality of education can be built and strengthened (Minsih et al., 2019: 124).

Principals who adopt a transformative and participatory approach not only inspire and empower individuals in the team, but also encourage teachers' active involvement in decision-making. This creates an environment of trust, respect and a shared commitment to achieving the vision of quality education. Ultimately, principals' participatory leadership contributes significantly to increased teacher job satisfaction and better overall education quality (Nurlatifah & Munandar, 2024:46).

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Teacher Performance Satisfaction

Teacher is a profession that has a function as a facilitator in growing intelligent people with character in a place called education. Education has an important role for each individual to add insight and knowledge. Teachers have a central role in the world of education as professional educators who not only teach, but also educate, guide, direct, train, assess, and evaluate students (Safhira, D, 2021: 84). This is as stated in Law No. 14 of 2005 concerning Teachers and Lecturers, which confirms that teachers play an important role in all levels of formal education, from early childhood education to secondary education.

Teacher job satisfaction refers to a teacher's feelings of pleasure or satisfaction with aspects of their job, including workload, relationships with leaders and peers, and the reward and recognition system. This satisfaction has implications for work motivation, loyalty to the school, and the quality of learning provided. Teacher job satisfaction has a strong correlation with the principal's managerial style. Teachers who feel valued, have access to professional training, and have good relationships with leaders, tend to show more optimal performance. Transformational leadership style is an effective leadership that can inspire teachers to contribute more in education and can create positive working relationships, which will have an impact on improving teacher motivation and performance (Tuponawati, S, et al. 2025: 68).

Job satisfaction is also closely related to role clarity, organisational stability and effective communication from school management. Teacher job satisfaction is one of the crucial aspects that not only affects individual performance but also has a direct impact on the quality of educational processes and outcomes. When teachers feel valued, supported and involved in decision-making, they will be motivated to make the best contribution to the progress of learners and the educational institution as a whole.

The results of previous research related to principal leadership with teacher job satisfaction were obtained from Suwartini's research, S (2017: 105) published in the Modern Education Journal which stated that there was a positive and significant effect of Principal leadership on teacher job satisfaction. In line with the above research, Hidayat, F.N (2024: 1559) published his findings that the relevance of Principal leadership and job satisfaction are important factors in determining the effectiveness of the performance of primary school operators in the East Jakarta I Administrative area, with the combined effect of both playing a significant role in shaping the overall work environment and results. These studies suggest that the quality of Principal leadership can be used as a key predictor of the level of teacher performance satisfaction.

RESEARCH METHODS

This research method uses quantitative methods, namely research that uses its research methods to examine certain populations or samples, data collection using research instruments, quantitative or statistical data analysis with the aim of testing research hypotheses (Sugiyono, 2022:197). The research variables consisted of principal leadership as an independent variable (variable X) and teacher performance satisfaction as a fixed variable (Y). The research time was conducted from May to June 2025. The research population was principals and teachers who taught in public high schools in cities and districts in Banten Province, namely in Serang Regency, Serang City and Cilegon City. The research sample was 27 principals and 27 teachers who were taken using accidental sampling.

Data collection techniques were field studies and literature studies. The research instrument used a questionnaire as a primary data source. Scoring research instruments using a Likert scale with four (5) alternative answer choices for the independent variable (X), namely weight 1 for not Contributed (TB), weight 2 for Moderately Contributed (CB), weight 3 for Well Contributed (BB), weight 4 for Very Contributed (SB) and weight 5 for Very Contributed (SBS). As for the Likert scale with five (4) alternative answer choices for the fixed variable (Y), namely weight 1 for Dissatisfied (TP), weight 2 for Moderately Satisfied (CP), weight 3 for Very Satisfied (SP), and weight 4 for Very Satisfied (SPS). The lattice of questionnaire instruments is presented in the table as follows:

Table 1. Research Instrument Grid

Variables	Question Description	No Item
Principal Leadership (X)	As a school principal (KS) I always make vision-mission-goals and strategies in improving the quality of the school	P1_X
	As the principal, I always hold monthly meetings to evaluate the performance of the teachers in providing learning.	P2_X
	As principal (KS), I always divide the job according to the competence of the teachers.	P3_X

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Variables	Question Description	No Item
	As a school principal (KS) I always conduct periodic / weekly / monthly academic supervision activities when teachers provide learning	P4_X
	As a school principal (KS) I always periodically/routine give awards either in the form of praise/items/money to teachers who perform well in carrying out learning.	P5_X
	As a school principal (KS), I always make decisions in a democratic manner.	P6_X
Teacher Performance Satisfaction (Y)	As a teacher, I am satisfied with the leadership style of the school in leading us at school	P1_Y

Source: Data processed by researchers, 2025

The research data analysis technique uses statistical analysis. The stages include validity and reliability instrument tests, normality tests (classical assumptions), product moment correlation analysis and determination coefficient tests. The research hypothesis test uses a significance test by comparing the significance value of the variable with the alpha value (0.05). The significance test criteria are as follows:

1. If the significance value $< \alpha$ (0.05), then H_0 is rejected and H_a is accepted. This means that there is a significant relationship between the contribution of Principal's leadership to the performance satisfaction of Senior High School Teachers in Banten Province.
2. If the significance value $> \alpha$ (0.05), then H_0 is accepted and H_a is rejected. This means that there is no significant relationship between the contribution of Principal's leadership to the performance satisfaction of Senior High School Teachers in Banten Province.

RESEARCH OF RESULTS

The results of the research data analysis using the SPSS version 23 programme obtained the following results:

Instrument Test Results

The research instrument test is related to testing the feasibility of the questionnaire as a data collection tool (Sugiyono, 2022:117). The research instrument test stages consist of validity and reliability tests. The validity test is used to measure the level of validity or accuracy of the research instrument, meaning that the instrument or statement item can be used accurately in measuring the research variable (Sugiyono, 2022:118). The decision of an item is declared valid or accurate if the value of $r_{(count)} > r_{(table)} (0.3)$, but if the value of $r_{(count)} < r_{(table)} (0.3)$ then the item is declared invalid or inaccurate. The validity test uses the *Pearson product moment* correlation method using the SPSS Version 23 programme with the results presented in the table as follows:

Table 2. Validity Test of Research Variables

Item Number	r_{count}	r_{table}	Description
Principal Leadership Variable (X)			
Statement Item No 1_X	0,946	0,3	Valid
Statement Item No 2_X	0,870	0,3	Valid
Statement Item No 3_X	0,938	0,3	Valid
Statement Item No 4_X	0,886	0,3	Valid
Statement Item No 5_X	0,909	0,3	Valid
Statement Item No 6_X	0,945	0,3	Valid

Source: Processed by researchers, 2025

Based on Table 2, it is known that all items on each variable obtained a value of $r_{(count)} > r_{(table)} (0.3)$, indicating that all items are said to be valid or accurate in measuring the research variables. As for teacher performance satisfaction (variable Y), the

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validity test cannot be carried out because it only consists of 1 question item, while the validity test can be carried out at least having a minimum number of questions of 2 as a minimum number.

Furthermore, the reliability test shows the extent to which the measurement results can be trusted, reliable or consistent in measurement. The reliability test uses *Cronbach's alpha*. Nunnally in Ghazali (2021:48) states the criteria in the reliability test, if the Cronbach alpha value > 0.70, then the instrument of a variable is declared reliable or reliable. The reliability test results are presented in the following table:

Table 3. Reliability Test of Research Variables

Variables	Cronbach's Alpha	Reference Value	Description
Principal Leadership (X)	0,961	0,7	Reliable

Source: Processed by researchers, 2025

Based on Table 3, it is known that each variable obtained a Cronbach alpha value (0.961) > 0.70, indicating that the independent variable instrument is declared reliable or reliable in measuring the research variables. As for teacher performance satisfaction (variable Y), the reliability test cannot be carried out because it only consists of 1 question item, while the reliability test can be carried out at least having a minimum number of questions as many as 2 as the minimum number of questions.

Normality Test Results

Normality test to determine whether in the model, the residual value of the regression has a normal distribution (Ghozali, 2021:161). The data normality test uses the *One Sample Kolmogorov Smirnov* test with the following data normality test results:

Table 4. Normality Test

One-Sample Kolmogorov-Smirnov Test

	Unstandardised Residual
N	27
Test Statistic	,061
Asymp. Sig. (2-tailed)	,106 ^c

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

Source: SPSS Output Version 23

Based on Table 4, it is known that the value of Asym.Sig. (2-tailed) value of 0.106 > alpha (0.05), then the research data is declared normally distributed (Ghozali, 2021:161).

Determination Coefficient Test Results

The coefficient of determination is used to measure the model's ability to explain the variation in the dependent variable. The coefficient of determination is known from the R Square value from the statistical test output (Ghozali, 2021:95). The results of the coefficient of determination test on the model are presented in the following table:

Table 5. Determination Coefficient Test

Model Summary^b

Model	R	R Square	Adjusted Square	Std. Error of the Estimate
1	,726 ^a	,527	,508	,441

- a. Predictors: (Constant), Principal Leadership (X)
- b. Dependent Variable: Teacher Performance Satisfaction (Y)

Source: SPSS Output Version 23

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Based on Table 5, it is known that the R Square value is 0.527. This shows that the variation of teacher performance satisfaction variable (Y) can be explained by 52.7% by the principal leadership variable, while the remaining 47.3% is explained by other variables not studied. In other words, the percentage of the contribution relationship between principal leadership and performance satisfaction of PUBLIC SENIOR HIGH SCHOOL teachers in Banten Province is 52.7%.

Correlation Analysis Results

Correlation analysis is used to measure the category or degree of relationship of a variable X to variable Y. Correlation analysis uses the pearson product moment correlation method. In this study, correlation analysis was used to determine the category of contribution relationship between Principal leadership (variable X) and Teacher performance satisfaction (variable Y) obtained from the correlation coefficient value (pearson correlation) from the output of the SPSS version 25 statistical program. The results of the *Pearson product moment correlation* analysis with a focus on the pearson correlation value in bold are presented in the following table:

Table 6. Correlation Analysis (Pearson Correlation Value)

Correlations		Principal Leadership (X)	Teacher Performance Satisfaction (Y)
Principal Leadership (X)	Pearson Correlation	1	,726**
	Sig. (1-tailed)		,000
	N	27	27

** . Correlation is significant at the 0.01 level (1-tailed).

Source: SPSS Output Version 23

Based on Table 6, it is known that the value of the correlation coefficient (pearson correlation) in bold is 0.726. With reference to Table 3.3 Interpretation of the Correlation Coefficient, the value of the correlation coefficient (pearson correlation) of 0.726 is in the "Strong" category, because it is in the value category $0.6 < 0.726 < 0.799$. Thus, the category of contribution relationship between Principal leadership (variable X) and Teacher performance satisfaction (variable Y) is in the "Strong" category.

Hypothesis Test Results (Significance Test)

In this study, the hypothesis test used the significance test which was used to determine whether or not there was a significant contribution relationship between the principal's leadership (variable X) and the performance satisfaction of PUBLIC SENIOR HIGH SCHOOL teachers in Banten Province (variable Y). The test is by comparing the significance value with the *alpha* value (0.05). The results of the *Pearson product moment* correlation analysis with a focus on the significance value (*1-tailed*) in **bold** are presented again in the table as follows:

Table 7. Correlation Analysis (Significance Value)

Correlations		Principal Leadership (X)	Teacher Performance Satisfaction (Y)
Principal Leadership (X)	Pearson Correlation	1	,726**
	Sig. (1-tailed)		,000
	N	27	27

** . Correlation is significant at the 0.01 level (1-tailed).

Source: SPSS Output Version 23

Based on Table 7, the significance value (1-tailed) in **bold** is 0.000. If the significance value (0.000) < alpha (0.05), then H₀ is rejected and H_a is accepted. This means that there is a significant contribution relationship between the principal's leadership (variable X) and the performance satisfaction of Senior High School Teachers in Banten Province (variable Y).

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Based on the results of the study, it is known that there is a significant contribution relationship between Principal leadership (variable X) and Teacher performance satisfaction (variable Y) of PUBLIC SENIOR HIGH SCHOOL in Banten Province. This is based on the significance value of the variable $(0.000) < \alpha (0.05)$, then H_0 is rejected and H_a is accepted. In addition, it is also known that the value of the correlation coefficient (pearson correlation) is 0.726, where the value is in the category of interpretation of the correlation coefficient in the relationship between variables that is "Strong" $(0.6 < 0.726 < 0.799)$. This indicates that the leadership contribution of the principal is one of the factors that has a significant and potential relationship in optimising the performance satisfaction of PUBLIC SENIOR HIGH SCHOOL Teachers in Banten Province so that teachers can be more motivated in carrying out their job duties and responsibilities as teachers.

The results of this study reflect the importance of Principal leadership for Teacher performance satisfaction. This is because teachers in order to work well certainly need someone, in this case the Principal as a leader who can provide direction, provide exemplary examples, can provide innovative and creative ideas and constructive criticism, can hear complaints from teachers about the work problems they face so that with the presence of a Principal as a leader, in terms of good leadership, it will help teachers in overcoming work problems, increasing teacher motivation, increasing teacher professionalism at work, improving teacher performance and increasing teacher performance satisfaction.

CONCLUSION

Based on the results of the research and discussion, the researcher can draw the following conclusions: **1)** The category of the contribution relationship between Principal leadership (variable X) and Teacher performance satisfaction (variable Y) of PUBLIC SENIOR HIGH SCHOOL in Banten Province which is the sample in this study is in the "Strong" category with a correlation coefficient value (pearson correlation) of 0.726, **2)** There is a significant contribution relationship between Principal leadership (variable X) and Teacher performance satisfaction (variable Y) of PUBLIC SENIOR HIGH SCHOOL in Banten Province, with a significance value $(0.000) < \alpha (0.05)$ then H_0 is rejected and H_a is accepted.

Recommendations from the results of this study to related parties include: 1) Principals are expected to continue to improve their competence in developing and communicating the school's vision-mission-strategy, regular academic supervision, rewarding and recognising teachers' achievements, and applying participatory and democratic leadership principles in school decision-making, as these have been shown to increase teacher satisfaction, 2) The Banten Provincial Education Office is expected to conduct training or mentoring for school principals in strengthening their strategic leadership roles and can develop programmes to increase teacher job satisfaction based on the results of this study, because it shows that the principal's leadership style has a significant impact on teacher performance and comfort, 3) For future researchers, it is recommended to use a larger sample size, especially in areas such as Cilegon City, so that the statistical test results are more representative and inferentially valid or can expand the variables by adding other factors that might affect teacher job satisfaction, such as school climate, workload, role conflict or financial well-being.

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