

## The Influence of Principal's Leadership on Teacher Performance in State Elementary Schools

Almaria Br. Perangin-angin, Juliana, Dyan Wulan Sari HS, Antonius Remigius Abi, Anton Sitepu, Patri Janson Silaban

Universitas Katolik Santo Thomas, Medan, Indonesia

[raniial559@gmail.com](mailto:raniial559@gmail.com), [anna.jait@gmail.com](mailto:anna.jait@gmail.com), [wulasdyan@gmail.com](mailto:wulasdyan@gmail.com), [antoniusremiabis3@gmail.com](mailto:antoniusremiabis3@gmail.com),  
[antonsitepu30@gmail.com](mailto:antonsitepu30@gmail.com), [patri.jason.silaban@gmail.com](mailto:patri.jason.silaban@gmail.com)  
corresponding author: [raniial559@gmail.com](mailto:raniial559@gmail.com)

### ABSTRACT

The present study discusses the influence of the principal's leadership on teacher performance in elementary schools. The research population of all teachers at public elementary school 047159 is 15. The sampling method used is non-probability sampling, specifically saturated sampling for 15 teachers. The data collection instrument is a questionnaire with a Likert scale that has 5 alternatives consisting of 110 items. The instrument validation test used the help of data processing results from SPSS version 25.0, while the instrument reliability used the Alpha Cronbach formula. Data analysis was conducted using simple regression analysis techniques. The research results indicate that the principal's leadership is high with a rate of 33% from the questionnaires filled out by the teachers, while performance is very high with a rate of 47%. Based on the research results, the principal's leadership influences the hypothesis test results, where the calculated value is 2.150 and the table value is 1.77. Thus, it influences the principal's leadership on the teachers' performance.

**Keywords:** school principal leadership, teacher performance, elementary school teachers

Submitted	Accepted	Published
28 August 2024	19 December 2024	22 January 2025

<b>Citation</b>	:	Br. Perangin-angin, A., Juliana., Sari HS, D.W., Abi, A.R., Sitepu, A., & Silaban, P.J. (2025). The Influence of Principal's Leadership on Teacher Performance in State Elementary Schools. <i>Jurnal PAJAR (Pendidikan dan Pengajaran)</i> , 9(1), 68-84. DOI: <a href="http://dx.doi.org/10.33578/pjr.v9i1.10043">http://dx.doi.org/10.33578/pjr.v9i1.10043</a> .
-----------------	---	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### INTRODUCTION

Education is very important for the survival of a nation and state because it can improve and foster the quality of a country's human resources. This is mandated by national education standards which aim to ensure the excellence and effectiveness of education in shaping the character and dignity of the nation. It is widely recognized that "rapid advances in science and technology require principals to periodically improve their competence". The principal is the main actor who designs input, procedures, and outputs to refer to the National Education Standards (Nur'ainin M et al 2020:67).

School is a system where there is an interaction process between school leaders, educators, employees, supervisors, school committees and students. The organization, motivation, authority, and exemplary behavior of the principal have a significant influence on all interactions that occur. Schools that are formed in a particular location must have a principal and instructor. It is important for principals and teachers to collaborate and support each other in all school programs and comply with applicable regulations. As a leader, the principal must be able to meet fundamental and supporting interests, but must also have a broader scope because education serves all demographics. The principal plays a vital role in driving the school to achieve its vision, aims, objectives, and goals through the implementation of carefully designed and progressive programs. As a leader, the principal has the ability to influence the participation of subordinates in fulfilling their responsibilities with satisfaction. They have the ability to collaborate effectively with the surrounding environment, establish a vision, foster a comprehensive understanding, set clear and mutually accepted goals, monitor and evaluate progress, and foster the achievements of their followers. This is achieved through providing direction and guidance, offering training and mentoring, and

providing effective feedback. Instructors are an important element in education. Teachers are an important element in the education system. During the educational process in schools, instructors have two main responsibilities: acting as educators and mentors. As a teacher, one is responsible for delivering various learning materials to students, while as an educator, the teacher is responsible for guiding and developing students to become capable, engaged, innovative, and independent individuals. As an educator, it is very important for you to strive to develop into a whole person in order to encourage the growth of your students into whole individuals. In order for children to develop intelligence and creativity, teachers must also have these qualities. As a teacher, it is very important to have lofty ideals in order to inspire students and create an environment that encourages self-improvement.

A teacher's performance must demonstrate task-oriented behavior and demonstrate the quality of teaching and learning in the learning delivered to students. The effectiveness of the teaching and learning process can have an impact on students' ability to understand the material taught by the teacher. Consequently, the challenges of a teacher's responsibilities can mainly be met by educators who have extraordinary professional skills. In the teaching and learning process, teachers have an important responsibility to determine the quality of the teaching carried out. Teachers are required to be able to direct each student in realizing their hopes and ideals. Therefore, teachers must think and plan carefully in improving the quality of education. Teachers must master various methods, strategies, and teaching techniques. Then, a teacher is required to be more creative in creating learning media in teaching (Dyan Wulan Sari HS et al 2023:2).

In addition to teacher competence, teacher performance is also influenced by circumstances, such as the leadership of the principal. To improve the quality of education in schools, the principal must have strong leadership skills. In addition, schools must also strive for sustainable development, including by fostering positive relationships between teachers, fostering a conducive work atmosphere, and optimizing the physical arrangement of the school. The purpose of this effort is to build an educational environment that fosters student ingenuity, self-control, and a desire to acquire knowledge. In this particular framework, it is very important for the principal to have expertise in leadership, strategic planning, and a complete understanding of schools and education. According to Mulyasa (Ivan et al 2020: 147) leadership is the capacity to influence, mobilize and guide, inspire, educate, advise, direct, order, prohibit, and even discipline and encourage growth, with the aim of motivating individuals as management agents to be willing to strive to achieve goals. Manage effectively and efficiently The principal, as the highest authority in the school, has significant influence and plays an important role in shaping the success of the school. Individuals must have the capacity to manage, demonstrate strong dedication, and demonstrate dexterity in carrying out their responsibilities. The effectiveness of education in a school can be associated with the effectiveness of the management of teaching staff by the principal. The principal's methods or behavior have a significant influence on instructors, thereby improving the quality of their teaching. To become a teacher who has competent performance is not easy, it takes maximum effort to make it happen. With the competence of the principal who interacts well with the teaching staff, it affects the success or failure of the school he leads.

Based on the results of the researcher's observations of a number of teachers and leaders at SD Negeri 047159 Ketaren, the researcher stated that "there are still many visible teacher performance, the main problem is the low ability of teachers in compiling lesson plans and teaching modules". There are several teachers who are less creative in developing teaching materials, only following the lesson plans that are made so that students only refer to books and students are less active in class, but there are several errors when learning activities are carried out because they are not in accordance with the situation and conditions in the learning environment that is managed.

Teachers are not well prepared when learning begins, teachers who cannot control the class situation when there are some students who make noise in the class, when teaching the teacher is too monotonous about the material so that students get bored easily. Then there are some teachers who still do not maximize the use of technology, so that the learning process is still not optimal. And teachers have not optimized the learning time in class because they are still late to enter the class. Teachers in assessing students both in terms

of knowledge and discipline during learning in the class of students are not optimal, because there are some teachers who only know smart students so that the assessments carried out are not evenly distributed. Then when the teacher conducts an evaluation at the end of learning it is not done because the teacher only gives assignments to students. In making improvements and enrichment, the school will conduct tests such as daily exams, mid-semester exams and final semester exams so that students will be assessed for their abilities carried out for one semester. From these results, the teacher knows the students' abilities for one semester and can make an assessment that will be accurate for each student who has taken the exam. Then for students who get low scores will make improvements or called remedial after that the teacher can find out whether each student's achievements are in accordance with the goals achieved or not. However, the leadership has made efforts to address this through regular guidance.

The school principal as a leader has not optimally carried out his duties and responsibilities. The school principal has not implemented all the programs that have been created. In supervision, school principals are sometimes negligent due to their own activities or external factors so that teachers lack discipline in carrying out their duties. As the head of the school at SD Negeri 047159 the principal is very responsible for receiving incoming guests. The principal at the school rarely provides teaching motivation to teachers, only guiding teachers as is. The school principal has not used science and technology optimally due to his old age so he only uses minimal technology. However, as a leader, he has carried out his duties and responsibilities slowly so that the school he leads continues to run and develop in accordance with its vision, mission and goals.

## **LITERATURE REVIEW**

### **Teacher Performance**

According to the laws and regulations of the Republic of Indonesia, especially Law No. 14 of 2005 concerning teachers and lecturers, in chapter 1 article 1 it is expressly stated that: "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education, formal education, elementary education, and secondary education. In relation to their performance, some teachers have poor performance. Teachers who have good performance are called professional teachers". Prawiro Sentono (Octavia, 2019:35) "performance refers to the work results achieved by individuals or groups in an organization based on the authority and duties that have been established". The goal is to achieve organizational goals legally while adhering to moral and ethical standards without violating the law. Likewise, according to Robbins' point of view (Wartini, 2022:7) performance is characterized as the result of assessing the work done by individuals in relation to predetermined criteria. This shows the importance of a person's performance, because it provides insight into the extent to which they are able to fulfill their responsibilities.

Teacher performance refers to the level of behavior that is focused on tasks or work, especially the quality of student learning and teaching (Ivan et al. 2020: 146). According to Supardi (Wartini, 2022: 8) teacher performance refers to a teacher's ability to fulfill his/her responsibilities at school and includes the actions he/she demonstrates during learning activities. Likewise, Anwar Prabu (Rukajat, 2022: 1) expressed, "defining teacher performance as the quality and quantity of work results achieved by an employee in carrying out the responsibilities given". According to experts, the definition of teacher performance is the result of a teacher's work which is determined by his/her ability to manage teaching and learning activities effectively. A teacher's performance is directly related to his/her skill in building a communicative educational environment between himself/herself and his/her students during the teaching and learning process.

### **Teacher Performance Indicators**

Wartini (2022:8-9) Performance evaluation indicators are stipulated in national education regulation number 41 of 2007 concerning process standards. The indicators consist of the following:

1. Planning the learning process refers to a systematic process in setting goals, determining the desired outcomes of a learning activity, choosing an assessment method to measure the achievement of goals, identifying materials or sources to be used, deciding on the delivery method, and choosing the appropriate media or tools. needed to facilitate the implementation of this educational process.
2. The implementation of the learning process involves collaboration between teachers and students to exchange and organize information, which aims to equip students with useful knowledge that is the foundation for long-term learning. The goal is to realize positive changes in individual behavior, resulting in an effective and efficient teaching and learning experience.
3. Assessment of learning outcomes involves systematically collecting and organizing data to evaluate the extent to which learning objectives have been met. Every education not only carries out planning and learning processes but also assesses learning outcomes in order to facilitate the implementation of a productive and smooth learning process.
4. "The learning process is supervised through monitoring, supervision, evaluation, reporting, and follow-up consistently and continuously"

According to Rukajat (2022:17) there are several indicators that can be seen in the role of teachers in improving their abilities in the teaching and learning process. These performance indicators are:

1. Ability to plan teaching and learning, this ability is to master the outlines of the implementation of education, adjust the analysis of subject matter, compile semester programs, and compile programs or learning.
2. Ability to carry out teaching and learning activities, this ability is the pre-instructional stage, the instructional stage, and the evaluation and follow-up stage.
3. Ability to evaluate, this ability is normative evaluation, formative evaluation, and evaluation result reports.
4. Implementation of improvement and enrichment programs.

According to the Regulation of the Minister of State Apparatus Empowerment Number 16 of 2009, there are five factors used to assess teacher performance. These indicators are:

- 1) Mastering teaching materials, Subjects refer to specific content to achieve certain goals. To achieve superior results, educators or prospective educators must have not only specific knowledge of the subject matter, but also a comprehensive understanding of the material itself, which may result in improved performance.
- 2) Planning the teaching and learning process, The teaching and learning process needs to be planned so that in its implementation the learning takes place well and can achieve the expected results. Every plan is always related to thinking about what is being done. Planning a teaching and learning program estimates the actions that will be taken when implementing learning.
- 3) Ability to implement and manage the teaching and learning process, In managing learning, there are several things that must be done by teachers so that learning can be managed properly. In the teaching and learning process, the teacher's task in the classroom is mostly to teach students by providing optimal learning conditions. Optimal learning conditions can be achieved if the teacher is able to organize students and teaching facilities, and control them in a pleasant atmosphere to achieve learning goals. Classroom management is one of the efforts made by the person in charge of teaching and learning activities or assisting with the intention of achieving optimal conditions so that learning activities can be carried out as applied.
- 4) Ability to conduct evaluation or assessment, One of the efforts to improve the quality of the learning process and outcomes as part of improving the quality of education can be done through an assessment system. In the process of assessing the process and learning outcomes of students in schools, the aspects that play a very important role are related to the selection of assessment tools, the preparation of questions, and the stages of learning evaluation. Assessment is an important component in an education system. Evaluating learning outcomes is an integral component of educational activities, and plays an important role in the formal education system. And periodic progress in schools.

- 5) Ability to carry out tutoring (improvement and enrichment), Remedial learning is an educational intervention offered to certain students with the aim of improving their academic achievement in order to meet the predetermined completion requirements. Teachers must have the capacity to refine and perfect their teaching methods.

From the above opinion, it is concluded that teacher indicators are ways or steps a teacher takes to prepare themselves to teach, with such preparation and design teachers can achieve their learning objectives. The goal is that teachers can master teaching materials, use teaching materials and tools well, and be able to evaluate or assess each student in the class during the ongoing learning process.

### Factors Affecting Teacher Performance

Professional performance growth is influenced by several variables, including teacher performance which is linked to the elements that influence it. Teachers play an important role in achieving educational goals, because teachers have a direct impact on the quality of teachers and the overall level of education. The presence of teachers in carrying out their responsibilities and obligations is inevitably influenced by several internal and external elements that greatly affect their performance. Rukajat (2022:13) identifies the things that influence their success as:

#### 1. Internal factors

- a. Intelligence is very important to carry out activities effectively. The level of intelligence required increases in proportion to the complexity and prosperity of the job. When an intelligent person is given a straightforward and repetitive task, he may experience boredom, resulting in a decline in his performance.
- b. Each individual has a variety of skills and capacities, which arise from differences in their respective experiences and training.
- c. The capacity to flexibly transition between different talents and job choices allows individuals to effectively utilize their skills and make the right career decisions.
- d. A person's abilities and interests are prerequisites for achieving personal peace, because they are in line with their abilities and tendencies. Skills coupled with strong passion can support a person's enthusiasm in pursuing work.
- e. Motives can be a catalyst for increasing a person's productivity.
- f. Health is conducive to a person's ability to successfully do their job. When a person's health is disturbed, this also affects their ability to work.
- g. A person with a strong personality and a high level of integration tends not to face challenges and will easily adapt to the work environment, thereby improving their performance.
- h. When a person's work is in line with their principles, they are more likely to achieve their goals by doing their work with seriousness, perseverance, and wholeheartedly.

#### 2. External factors

- a. The family environment has the potential to affect a person's professional efforts. Tensions in the family may reduce a person's enthusiasm for work.
- b. A pleasant work atmosphere can increase a person's ability to function optimally. It is often seen that individuals experience disappointment and failure in their workplace. The term "work environment" in this context includes factors such as job stability, competitive remuneration, prospects for professional advancement, and supportive coworkers.
- c. Effective communication involves effective communication with the principal. Inadequate communication can lead to misunderstandings.
- d. The availability of adequate facilities and infrastructure is important to improve teacher performance, especially in the teaching and learning process.

Wahyudi (Octavia, 2019:33) identified several aspects that impact performance, including: (a) "attitude, including beliefs, feelings and behavior that tend to other people or something; (b) work



involvement, namely the level at which a person chooses to actively participate in work, makes work the center of attention in life and views work as something important to self-esteem; (c) behavior, namely a person's actions in general and specific circumstances; (d) participation, namely the level at which a person actually participates in the organization; (e) appearance, namely individual actions that help achieve organizational goals, including quantity and quality. "Meanwhile, teacher performance is not only influenced by the teacher's abilities as stated in teacher competence, but also influenced by other factors, including the principal's leadership factor. Improving the quality of education in schools needs to be supported by the leadership skills of the principal, schools need to develop from year to year, a conducive working atmosphere, discipline and a broad view of education (Ivan et al 2020:146). Based on the opinions of experts, it is concluded that a teacher's performance is influenced by his/her abilities. A high level of ability allows a teacher to achieve his/her goals effectively. Conversely, if an employee's abilities are inadequate or not in line with his/her talents, then he/she will not be able to achieve his/her performance goals. Likewise, organizational considerations play an important role in facilitating instructors' efforts to achieve optimal work performance.

### Principal Leadership

Leadership is an important component in management. The main responsibility of the manager is to be involved in strategic planning and organizational tasks. However, the main function of a leader is to influence individuals to achieve predetermined goals (Rukajat, 2022: 97). According to Toha (Wartini, 2022: 14), leadership is defined as the relationship between individuals and others, where leaders have the ability to influence and motivate them to collaborate on relevant tasks to achieve certain goals. According to Sutisna, leadership is the act of influencing the actions of individuals or groups with the aim of achieving certain goals in certain circumstances (Arinda F et al 2021: 839). The principle of leadership refers to the capacity and willingness of the principal to influence, provide guidance, provide instructions, and mobilize school staff to work efficiently towards achieving predetermined educational and teaching goals Wartini (2022: 15). Leadership is the skill of a leader to influence, motivate, and guide others through inspiration rather than coercion, resulting in followers who have the desire and readiness to complete tasks in order to achieve common goals (Evalin et al 2021: 1029).

Based on the opinions of these experts, it is concluded that the definition of principal leadership is an individual who has the ability and power to influence, organize, and guide actions, as well as foster strong determination, enthusiasm, and self-confidence in teachers, staff, and students to fulfill their respective responsibilities in order to improve their abilities and inspire school residents to achieve common goals. According to Kompri (Suhartik2023: 2), the principal is a leader in an educational institution for a certain period of time. Ratnawulan (2021: 26) the principal is a functional teacher or leader of a school where the teaching and learning process will be held or a place where interaction occurs between teachers who give lessons and students who receive lessons. Mulyasa (2019: 16) defines the principal as an educational leader at the educational unit level who must have a strong leadership foundation. Based on the opinions of the experts above, it can be concluded that the principal is a leader and teacher in an educational institution who must have a basis in leadership that is patient, authoritative and as a teacher who interacts with the teachers and students he leads.

### Leadership Theories

As a leader is someone who has extraordinary talents and strengths, especially in certain areas, which allow them to influence others and foster collaboration to achieve goals. Leadership theory has developed along with the progress of the times. There are three categories of leadership theory that are now undergoing further development. Basri (2014:31) there are three different categories of leadership theory, namely: "Trait Theory, Behavior Theory and Environment Theory".

1. Trait Theory is often also called genetic theory, because a leader is considered to have traits that are innate since birth as something that is inherited. In addition, this theory is also often called talent theory because it assumes that leaders are born not formed.
2. Behavioral theory which has the basis of the idea that leadership must be viewed as a relationship between people, not as the nature or characteristics of an individual. Therefore, the success of a leader is largely determined by the ability of the leader himself with his members.
3. Environmental theory which states that the emergence of leaders is the result of time, place and circumstances, Different situations and conditions cause different leadership qualities.

A leader who is successful in certain situations and conditions will not necessarily be successful in other situations and conditions. The birth of a leader is through social evolution by utilizing his ability to work and act to overcome problems that arise in certain situations and conditions. There are 3 theories of leadership put forward by Suharsahputra (Ashlan 2021:22), including: 1) trait theory, this theory views that traits play an important role in distinguishing leaders from non-leaders. A leader is someone who has certain distinctive traits; 2) behavioral theory, the theory holds that leadership is the main thing for performance, in this relationship leadership is seen from a person's behavior in carrying out his role as a leader; 3) contingency theory, this theory is based on the view that the appropriate leadership style depends on the situation. This means that a leader must be able to adjust his behavior and style to the existing situation. Musdiani (2020:46) states that leadership theory covers a complex and varied segment of science with diverse arts. Leadership has been widely studied in various texts and theoretical bases. In some cases, leadership is described as a process, but most theories and research on leadership focus on a teacher to gain a better understanding. Leadership is typically defined as the nature, quantity and behavior of a leader. Based on the opinions of the experts above, it is concluded that a leader must be ready in carrying out every task, a leader has a high personality and social attitude so that as a responsible leader he will be considered and accepted well by members or the surrounding community.

### Leadership Requirements

Ratnawulan (2021:45) emphasized that being an effective leader meets the leadership criteria of a principal, which include: a) principles and values of educational leadership, b) educational leadership skills, c) values and behavior of educational leadership, d) indicators of educational leadership. To become a professional principal, several requirements must be met, including having broad insight, experience, responsibility, commitment, a bias in working with anyone, hard work, careful, and thorough (Agus et al 2014:3). According to Masyhudi (Malik et al 2021:83) The requirements that are consistently attached to effective principals that indicate successful principals include: a sense of responsibility, attention to completing tasks, energetic, precise, daring to take risks, original, confident, able to control stress, able to influence and able to coordinate the efforts of other parties in order to achieve institutional goals. Based on the theory, it is concluded that the requirements to become a leader must have responsibility, authority, have self-confidence, dare to appear, dare to take risks in every decision and be carried out according to the plan that will be carried out to advance the school. As a principal, you must have a wise and firm attitude in leading and running a program that has been designed together so that the members or employees who work together will feel satisfied.

### Duties and Responsibilities of the Principal

In principle, in his capacity as a leader, he has certain obligations and duties. The principal is expected to be able to fulfill these duties and obligations in order to maximize school results and achieve planned goals. The responsibilities and obligations of the principal as described by Mulyasa (2019:58) consist of the following eleven steps: a) "understand his mission and main duties; b) know the number of assistants; c) know the names of the assistants; d) understand the duties of each assistant; e) pay attention to the presence of the assistant; f) pay attention to the equipment used by the assistant; g) evaluate the assistant; h) pay attention to the career of

the assistant; i) pay attention to welfare; j) create a family atmosphere; k) provide reports to his superiors. "According to Basri (2014:43) the main duties and responsibilities of the principal are: a) "leading and managing the situation, controlling the activities of groups, organizations or institutions, and being a spokesperson; b) convincing others of the need for change towards better conditions; c) reminding the ultimate goal of change; d) helping the smooth process of change, especially solving problems and fostering relationships between related parties; e) connecting people with the necessary funding sources." Wahyosumidjo's opinion (Alya Adelia et al 2021:3) the principal has the following duties and responsibilities: a) the principal as a communication channel in the school environment he leads; b) the principal acts and is responsible for all actions taken by teachers, staff, and other employees at the school; c) with limited time and resources, the principal must be able to face various problems; e) the principal must think analytically and conceptually; e) the principal is a mediator or mediator; f) the principal is a politician; g) the principal is a diplomat; h) the principal must be able to make difficult decisions."

Based on the opinions of the experts above, it is concluded that "the principal has obligations and responsibilities that must be carried out as well as possible". As a principal, it is very important for you to demonstrate exemplary behavior for teachers and staff by implementing interesting and fun learning methodologies, thus encouraging student engagement and facilitating the learning process. The principal must be able to lead, assist, organize, and make difficult decisions in all matters relating to problems in the school. As a principal, you must understand each member and the school environment that you lead so that the school will develop according to expectations. Then the surrounding community can also see the progress of changes in the school, so the community will be interested in registering their children.

### **Role and Function of the Principal**

The principal has its own role and function. Ratnawulan (2021:29) states that to become a competent principal, a person must fulfill seven different roles and tasks effectively. Among them are acting as an "Educator, Manager, Administrator, Supervisor, Leader, Innovator, and Motivator". The principal must have a comprehensive understanding of all aspects and be proficient in applying them practically in the school environment. These duties, functions, and obligations cannot be separated in their implementation because they are interrelated, influence each other, and are united in the individual who holds the position of professional principal. The principal has various roles and functions, including:

1. Principal as an Educator, In principle, in his role as an educator, he must have the ability to teach teachers, supervise non-teaching education personnel, provide guidance to students, foster professional development of education personnel, follow advances in science and technology, and act as a model in teaching methodology. To fulfill his/her responsibilities as the main teacher, "the principal must have a strategy to improve the professionalism of the school's education staff". Building an optimal school environment, offering guidance to the school's residents, motivating academic staff, and implementing an interesting teaching approach, such as collaborative teaching, mobile classrooms, and enrichment programs for children with advanced intelligence.
2. Principal as Manager, Management is a systematic procedure that involves formulating plans, coordinating activities, carrying out tasks, guiding individuals, and organizing operations within an organization, with the aim of achieving previously set goals using available resources effectively. The term "process" is used to describe the actions taken by managers, who have expertise and dexterity, to achieve their goals through a series of interrelated operations.
3. Principal as Administrator, The principal, in his/her role as administrator, maintains a strong relationship with various administrative management tasks, such as "recording, compiling, and documenting all school programs. More precisely, the principal must have the ability to supervise the curriculum, students, personnel, facilities and infrastructure, archiving, and financial operations". To improve school productivity, these actions must be implemented effectively and efficiently.



4. Principal as Supervisor, The main purpose of education in schools is to facilitate learning activities, ensuring that all organizational actions in schools contribute to the achievement of efficient and effective learning outcomes. The principal must have the ability to carry out various supervisory and oversight actions in order to improve the performance of education personnel. "This supervision and control ensure that educational activities in schools are in line with the goals that have been set. Supervision and control function as proactive methods to prevent education professionals from committing violations and provide incentives for them to be more careful in their work."
5. Principal as Leader, A principal as a leader must have characteristics such as personality, basic skills, extensive experience, and in-depth professional knowledge, as well as expertise in the fields of administration and supervision. The quality of the principal's leadership will be seen from his/her characteristics such as integrity, self-confidence, accountability, willingness to make bold decisions and dare to take risks, compassion, emotional stability, and being a role model.
6. The principal has the capacity to provide guidance and supervision, increase the motivation of educational staff, facilitate efficient communication, and delegate responsibility to others. Wahjosumijo emphasized that "a principal, to be an effective leader, must have special characteristics including personality traits, basic competencies, previous experience, professional expertise, and administrative and supervisory intelligence".
7. Principals as Innovators, To effectively carry out their role as innovators, "principals must have a clear strategy to foster harmonious relationships with the environment, actively pursue new ideas, integrate all activities smoothly, be role models for all educational staff, and build a learning model characterized by innovation". Principals as innovators must have the ability to actively seek, suggest, and implement various improvements within educational institutions.
8. Principals as Motivators, To effectively motivate educational staff, principals must have a strategy to inspire and encourage them in carrying out their various jobs and responsibilities. This motivation can be increased by controlling the physical environment, fostering a conducive work environment, enforcing discipline, providing encouragement, implementing effective incentives, and establishing a learning resource center (PSB) to provide educational materials.

Suhartik (2019:3) The education office has determined that principals must be able to carry out their work as: educators, managers, administrators, and supervisors (EMAS). In further developments, with the needs of society and the development of the times, the principal must also be able to act as a leader, innovator and motivator in his school. Thus, the new paradigm of educational management, the principal must at least be able to function as an educator, manager, administrator, supervisor, leader, innovator and motivator (EMASLIM). Mulyasa (Alya Adelia et al 2021:3625) to support the vision of improving the quality of teacher performance, the principal must have the following roles: principal as educator, principal as manager, principal as administrator, principal as supervisor, principal as leader, and principal as innovator. Based on the description given, it is concluded that the principal has special responsibilities and duties that need to be carried out efficiently. As an educator, the role of the principal is to motivate teachers to apply interesting and enjoyable teaching methods that ensure students actively participate in the learning process and avoid being easily attracted. The principal must have the capacity to take on managerial roles and carry out managerial tasks effectively. In addition, principals must be able to oversee curriculum administration and supervise, especially teachers, with the aim of improving their professional competence and encouraging the delivery of high-quality and impactful learning experiences.

## METHOD

### Research Methods

The approach used in this study is a quantitative descriptive approach. The type of research used in this study is survey research. Survey research is a type of research used to obtain data that occurs in the past or present regarding beliefs, opinions, characteristics, behavior, variable relationships and to test several

hypotheses (Afroh et al 2020:52). This research is associative, namely research that aims to determine the impact of principal leadership on teacher performance.

### Data Analysis Technique

#### Prerequisite Test (Normality)

The purpose of the normality test is to ensure whether the data collected comes from a population that follows a normal distribution or not. "Data Requirements Test and Normality Test are carried out to determine whether the population follows a normal distribution." The normality test uses the Liliefors (Lo) test, Sujadna (2019:77). The procedure consists of the following steps:

1. "Learning result data  $X_1, X_2, \dots, X_n$  is used as a standard number  $Z_1, Z_2, Z_3, \dots, Z_n$  using the following formula:  $Z_i = \frac{X_i - \bar{x}}{SD}$  Description:  $\bar{x}$  = Average  $S$  = Standard Deviation
2. Each standard number is calculated using a normal distribution list and then the probability is calculated using the formula:  $F(Z_i) = P(Z \geq Z_i)$ .
3. Then calculate the proportion of  $Z_1, Z_2, Z_3, \dots, Z_n$  which is smaller or equal to  $Z_1$ . If the proportion is stated with  $S(Z_i)$ , then:  $S(Z_i) = (\text{many } Z_1, Z_2, Z_3, \dots, Z_n \text{ that } \geq Z_1) / n$
4. Calculate the difference  $F(Z_i) - S(Z_i)$ , then determine the absolute value.
5. Take the largest value between those

With  $L_0$ : to accept or reject the hypothesis, then compare  $L_0$  with the critical value taken from the list, for a real level of  $\alpha = 0.05$

With Criteria

If  $L_{\text{count}} > L_{\text{table}}$  then the sample is distributed

If  $L_{\text{count}} < L_{\text{table}}$  is not normally distributed"

### Hypothesis Testing

Hypothesis test or t-test To find out whether  $X$  has an influence on variable  $Y$ , this is done by testing the hypothesis using the t-test as follows:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \dots \dots \dots (\text{Sugiyono, 2021:48})$$

Information:

$t$  = t-value

$r$  = correlation coefficient

$n$  = number of respondents

To find out whether "the hypothesis is accepted then  $r_{\text{count}} > r_{\text{table}}$  and vice versa if  $r_{\text{count}} < r_{\text{table}}$  then the hypothesis is rejected".

## RESULTS AND DISCUSSION

### Data Variable X (Principal Leadership)

The data of this variable was obtained through a questionnaire distributed to teachers with a total of 15 items. The scores used in this questionnaire were 1 to 5. The results of the questionnaire obtained from respondents in this study can be seen in the table below.

**Table 1. Frequency Distribution Results of Variable X (Principal Leadership)**

X	F	FX	$X = X - \bar{X}$	$X^2$	$FX^2$
133	1	133	-9	81	81
135	1	135	-7	47	47
136	1	136	-6	36	36

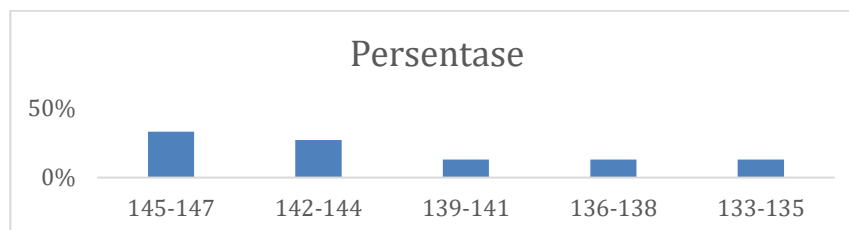
138	1	138	-4	16	16
140	1	140	-2	4	4
141	1	141	-1	1	1
142	2	142	0	0	0
144	2	288	2	4	4
145	2	145	3	9	16
147	3	441	5	25	75
	15	1839	-19	223	280

From the calculation results obtained from the principal leadership data, the average value (mean) is 193.73, while the result of the standard deviation (SD) is 3.94, the result of the standard error is 1.05. The frequency distribution of data on the principal leadership variable can be seen below, the following is a table of principal leadership categories.

**Table 2. Frequency of Principal Leadership Categories**

Score	Score Range	Frequency	Percentage	Category
1	145-147	5	33%	Very High
2	142-144	4	27%	High
3	139-141	2	13%	Fair
4	136-138	2	13%	Low
5	133-135	2	13%	Very Low

Based on the table above, the frequency of principal leadership is in the low category at 33%.



**Figure 1. Principal leadership diagram**

Based on the diagram above, it can be concluded that the level of influence of the principal's leadership at SD Negeri 047159 Ketaren is in the very high category at 33%.

#### Data for Variable Y (Teacher Performance)

The data for this variable can be obtained through a questionnaire distributed to teachers with a total of 15 items. The scores used in this questionnaire are 1 to 5. The results of the questionnaire obtained from respondents in this study can be seen in the table below.

**Table 3. Frequency Distribution of Teacher Performance**

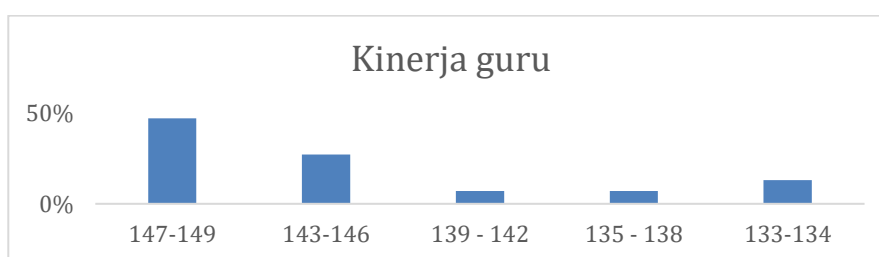
X	F	FX	$X - \bar{X}$	$X^2$	$FX^2$
133	1	133	-9,66	93,3156	93,3156
135	1	135	-7,66	58,6756	58,6756
136	1	136	-6,66	44,3556	44,3556
140	1	140	-2,66	7,0756	7,0756
141	1	141	-1,66	2,7556	2,7556
142	2	284	-0,66	0,4356	0,8712
143	1	143	0,34	0,1156	0,1156
145	3	435	2,34	5,4756	16,4268
147	4	588	4,34	18,8356	75,3424
$\Sigma$	15	2135	-21,94	231,0404	298,934

From the calculation results obtained from the school teacher performance data, the average value (mean) is 142.33 while the result of the standard deviation (SD) is 4.46, the result of the standard error is 1.19. The frequency distribution of data on teacher performance variables can be seen below, the following is a table of teacher performance categories:

**Table 4. Frequency of teacher performance categories**

Score	Score Range	Frequency	Percentage	Category
1	147-149	7	47%	Very High
2	143-146	4	27%	High
3	139 - 142	1	7%	Fair
4	136 - 138	1	7%	Low
5	133-135	2	13%	Very Low

Based on the table above, the frequency of teacher performance is in the sufficient category at 47%.



**Figure 2. Teacher Performance Diagram**

Based on the diagram above, it can be concluded that the level of teacher performance at SD Negeri 047159 Ketaren is in the very high category at 47%.

### Data Analysis Prerequisite Test

In this prerequisite test, the researcher uses normality test and hypothesis test. The following is an explanation of normality and linearity test.

### Normality Test

The normality test is conducted to determine whether the residual value generated from the regression is normally distributed or not. Therefore, before conducting a hypothesis test, the data normality test must first be conducted. The normality test is conducted on both variables studied, namely the independent variable (X) and the dependent variable (Y).

**Table 5. Instrument Normality Test**

		Unstandardized Residual
N		15
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	3.95808473
Most Extreme Differences	Absolute	.182
	Positive	.133
	Negative	-.182
Test Statistic		.182
Asymp. Sig. (2-tailed)		.192 <sup>c</sup>
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

The normality test is used to determine whether this study is normally distributed or not. After using the calculation using SPSS, the normality test is using the Kolmogorov-Smirnow (K-S) test, where the significant value is known to be  $\geq 0.05$ . Based on the results of the normality test, the significant value is  $0.192 \geq 0.05$ , so it can be concluded that the data is normally distributed.

### Hypothesis Testing

After being declared normally distributed and the samples come from the same or homogeneous population, then the hypothesis testing can be carried out using the "t-test". The statistics used to test the research hypothesis is the t-test, the hypothesis proposed is:

1. Ho: "There is no influence of principal leadership on teacher performance at SD Negeri 047159 Ketaren in the 2023/2024 academic year"
2. Ha: "There is an influence of principal leadership on teacher performance at SD Negeri 047159 Ketaren in the 2023/2024 academic year"

The t-test criteria can be significant if they are obtained to determine whether or not there is an influence on teacher performance. Hypothesis testing using the t-test is done by comparing t count  $\geq$  t table the hypothesis is accepted, and if t count  $\leq$  t table is rejected. The t-test calculation is carried out using the manual formula and using SPSS Version 25. The following table shows the results of hypothesis testing using the SPSS version 25 program.



**Table 6. t-Test Results**

Model	Unstandardized Coefficients			Standardized Coefficients	t	Sig.
	B	Std. Error		Beta		
1 (Constant)	71.206	33.252			2.141	.052
Principal Leadership	.503	.234		.512	2.147	.051

a. Dependent Variable: Teacher Performance

Based on the table above, it can be seen that the calculation results obtained a t-count value of 2.148 and a t-table of 1771 so that  $t\text{-count} \geq t\text{-table}$ , then  $H_a$  is accepted, namely that the principal's leadership (x) has a positive influence on teacher performance (y).

### Discussion of Findings

This research was conducted at SD Negeri 047159 Ketaren in the Kabanjahe district. The researcher used a questionnaire as a data collection tool with 15 teachers. The sampling in this study is a random sample. The purpose of this study is to determine the influence of the principal's leadership on teacher performance. Leadership, Leadership is someone who has the attitude and way to influence others in a group or organization to be led in order to achieve the expected goals. Based on the results of this study, it shows that the principal's leadership towards teacher performance at SD Negeri 047159 Ketaren falls into the very high category with a percentage rate of 33%. From the results of the questionnaires filled out by the teachers, the overall score is 2130 with an average of 142, Ideal Mean (IM) 140, Ideal Standard Deviation (ISD) 2.8, while the data results from the principal's leadership frequency table show an average (Mean) of 139.73, while the Standard Deviation (SD) result is 4.24, and the Standard Error result is 1.05.

Teacher Performance, Performance is the work result achieved by an employee or subordinate in carrying out their primary duties. Based on the results of this study, it shows that the performance of teachers at SD Negeri 047159 Ketaren falls into the very high category with a percentage level of 47%. From the completed questionnaires, the overall score is 2140 with an average of 142.66, Ideal Mean (IM) 140, Ideal Standard Deviation (ISd) 2.8, while the data results from the frequency table of school principal leadership show an average (Mean) of 142.33, the Standard Deviation (SD) is 4.46, and the Standard Error is 1.19.

The Influence of School Principal Leadership on Performance, Based on the research results on the influence of school principal leadership on teacher performance at SD Negeri 047159 Ketaren, Kabanjahe District, it shows that the prerequisite tests conducted, namely the normality test, obtained a significant value of  $0.051 \geq 0.05$ , so it can be concluded that the data on school principal leadership on teacher performance at SD Negeri 047159 Ketaren, Kabanjahe District is normally distributed. Based on the hypothesis test results, the calculations show that the calculated r value is 2.150 and the table r value is 1.77, so it can be concluded that  $H_a$  is accepted, meaning that school principal leadership influences teacher performance.

The research on the influence of school principal leadership on teacher performance at SD Negeri 047159 Ketaren is in line with the opinion of Bass and Avolio (1994), who stated that transformational leadership involves a leader's efforts to motivate subordinates through inspiration, self-development, and the creation of a shared vision. The principal, as a transformational leader, can influence teacher performance by providing clear direction, building good interpersonal relationships, and encouraging innovation and collaboration. According to Hersey and Blanchard (1982), the effectiveness of leadership depends on the alignment of the leadership style with the maturity level of the subordinates. Principals who are able to adjust their approach based on the needs and conditions of the teachers will be more successful in improving their performance. The Ohio State and Michigan studies mention that leadership behavior can be categorized into two main dimensions: task-oriented behavior and relationship-oriented behavior. Principals who balance attention to tasks and interpersonal relationships tend to have a positive influence on teacher performance.

Herzberg's Two-Factor Theory (1959) explains that motivators (such as recognition and achievement) and hygiene factors (such as organizational policies and relationships with superiors) can affect performance. Effective school leadership can provide intrinsic motivation and create a conducive work environment for teachers. The Open Systems Theory (Katz and Kahn, 1966) states that the success of an organization depends on the interaction of internal and external elements. The principal, as part of the school organization system, plays an important role in directing human resources (teachers) to work effectively in achieving the school's goals. This concept emphasizes the role of the principal in the decentralization of school management. Effective leadership in MBS includes teacher empowerment, collaborative decision-making, and data-driven performance evaluation. This research is relevant to those theories, considering the results show that the principal's leadership significantly affects teacher performance, both from the aspects of questionnaire results and statistical analysis indicating a positive and significant relationship.

## CONCLUSIONS AND RECOMMENDATION

### Conclusions

Based on the results of the researcher's data analysis and discussion, several conclusions can be drawn, namely: The leadership of the principal at SD Negeri 047159 Ketaren, Kabanjahe District, is in the very high category with a level of 33% of the results of the questionnaires filled out by teachers at SD Negeri 047159 Ketaren obtained an overall score of 2130 with an average of 142, a maximum score (X MAX) of 147 and a minimum score (X MIN) of 133, an Ideal Mean (MI) score of 140, and an Ideal Standard Deviation (Sdi) score of 2.8. The results of the frequency distribution table of the principal's leadership so that it can be seen that the average (Mean) is 139.73 while the results of the Standard Deviation (SD) are 4.24, and the Standard Error results are 1.05.

The performance of school teachers at SD Negeri 047159 Ketaren, Kabanjahe District, is in the very high category with a level of 47% of the results of the questionnaires filled out by teachers at SD Negeri 047159 Ketaren, obtaining an overall score of 2140 with an average of 142.66, a maximum score (Y MAX) of 147 and a minimum score (Y MIN) of 133, a Mean Ideal (MI) score of 140, and an Ideal Standard Deviation (Sdi) score of 2.8. The results of the frequency distribution table of the principal's leadership so that it can be seen that the average (Mean) is 142.33 while the results of the Standard Deviation (SD) are 4.46, and the results of the Standard Error are 1.19. Based on the results of the study, the principal's leadership has a very high influence. Based on the results of the hypothesis test, the calculation results show that the calculated  $r$  value is 2.150 and the  $r$  table is 1.77, so it can be concluded that  $H_a$  is accepted, namely "There is an Influence of Principal Leadership on Teacher Performance at SD Negeri 047159 Ketaren in the 2023/2024 Academic Year.

### Recommendation

The suggestions that can be submitted include:

For schools, For schools to create meeting activities that can improve the relationship between the principal and fellow teachers, deepen administrative skills, have a high commitment and be flexible in carrying out responsibilities. To Teachers, This research is expected to be able to be input and motivation for teachers to be able to further improve their performance as a teacher/educator and is expected to be able to be input and motivation for the principal to improve their performance in leading and managing the school so that the school's goals can be achieved effectively and efficiently. For PGSD Researchers, Santo Thomas Catholic University, To further researchers who use this thesis as a reference so that they can be more about the influence of principal leadership on the performance of elementary school teachers.

## REFERENCES

Afroh, N. H., & Fadillah, W (2020). Pengaruh Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru SD ALI- Irsyad Kota Sorong. *Jurnal pendidikan dasar*.2(2)5161.

- Agus M., & Yudin. C. (2024). Model Kepemimpinan Trasformasional Kepala Sekolah Perempuan Dalam Meningkatkan Kualitas Pendidikan di Kota Mataram. Studykasus di SD13 Ampenan. *El-Mail: Jurnal Ekonomi & Bisnis Islam*, 5(4), 3075-3088
- Alya Adeli a SP, dkk. (2021). Pengaruh Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru Sekolah Dasar. *Jurnal Basicedu*, 5 (5) 3625-3635.
- Arikunto, S. (2022 ). *Prosedur Penelitian Suatu Pendekatan Praktik*. PT.RINEKA CIPTA.
- Arinda, F., dkk. (2021). Pengaruh Gaya Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru. *DIRASAH*.4(2) 82-88.
- Aslan & akmaluddin. (2021). Gaya Kepemimpinan Kepala Sekolah. PT. Yayasan Berkode. E-BOOK
- Basri. (2014). Kepemimpinan Kepala Sekolah. PT.PUSTAKA SETIA
- Bonefantura, dkk. (2023). Pengaruh Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru di Sekolah Dasar Inpres Sein Arak Kabupaten Malaka. *Jurnal Penelitian Dosen*, (2).
- Dyan Wulan Sari, HS. dkk.(2023) Pengaruh Tangung jawab guru terhadap motivasi belajar siswa di SD Negeri 101824 Durin Simbelang Kecamatan Pancur Batu Tahun Pembelajaran 2022/2023. *Jurnal on Education*, 6 (1) 4858-4867.
- Evalin,N. dkk. (2021). Pengaruh Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru Sekolah Dasar Negeri di Kecamatan Bala Raja. *jurnal inovasi penelitian*, 2 (3) 1025-1035.
- Isma, R. dkk.(2020). Pengaruh Kepemimpinan Kepala Sekolah Dan Disiplin Kera Guru Terhadap Kinerja Guru SDN Dikecamatan Sembawa. *Jurnal Pendidikan Tambusai*, 4 (3) 1883-1894.
- Ivan FQ,&Ubun B.(2020).Pengaruh Kepemimpinan Kepala Sekolah Terhadap Kompetensi Guru Terhadap Kinerja Guru. *Jurnal Pendidikan Indonesia*, 1(2) 145-160S
- Kaiman, dkk.(2020).Pengaruh Kepemimpinan Kepala Sekolah dan Pengawasan Pengawas Sekolah Terhadap Kinerja guru. *jurnal of education research*, 1(3)283-289.
- Malik, J., Trisnamansyah, S., & Mulyanto, A. (2021). Pengaruh Kompetensi, Motivasi, Sarana Prasarana, dan Iklim Sekolah terhadap Kepemimpinan Kepala Sekolah di Sekolah Dasar Negeri. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 2(2), 81–94.
- Muliyasa. (2019). *Manajemen & Kepemimpinan Kepala Sekolah*.PT.BUMI AKSARA
- Musdiani, dkk. (2020). Peran kepemimpinan kepala sekolah untuk meningkatkan kinerja guru. CV SEFA BUMI ERSADA-ACEH. E-BOOK
- Nur'aini, M. (2020). Pengaruh Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru Sekolah Dasar Di Bayumas. *Jurnal Utile*.VI(1),66-67.
- Octavia. (2019). *Sikap dan Kinerja Guru Profesional*.PT.DEEPUBLISH
- Ratnawulan, dkk. (2021). *Manajemen dan Kepemimpinan Kepala sekolah*. Ikatan Penerbit Indonesia
- Romadhon, M., & MS, Z. (2021). Pengaruh Kepemimpinan Kepala Sekolah terhadap Kinerja Guru Sekolah Dasar. *Jurnal Basicedu*, 5(2), 479–489.
- Rukajat, dkk. (2022). *Peningkatan Kinerja Guru*. PT.BUDI UTAMA
- Sugiyono.(2021). *Metode Penelitian Kuantitatif Kualitatif*. Ikatan Penerbit Indonesia.
- Sugiyono.(2023). *Metode Penelitian Kuantitatif Kualitatif*. Ikatan Penerbit Indonesia.
- Suhartik. (2019). *Peran Kepala Sekolah*. PT. LAKEISHA
- Silaban, P. J. (2022). Pengaruh Model Pembelajaran Inkuiri Terhadap Hasil Belajar Siswa Pada Kelas IV Di SD. *Jurnal PAJAR (Pendidikan dan Pengajaran)*, 6(3), 749-766.
- Silaban, P. J. (2015). *Meningkatkan Motivasi dan Kemampuan Pemahaman Matematis Siswa Melalui Pembelajaran Kooperatif Tipe Tgt Berbantuan Alat Peraga Pada Mata Pelajaran Matematika di Kelas VI SD Methodist-12 Medan Tahun Ajaran 2014* (Doctoral dissertation, UNIMED).
- Silaban, P. J. (2017). Meningkatkan Motivasi Dan Kemampuan Pemahaman Matematis Siswa melalui Alat Peraga Montessori Pada Mata Pelajaran Matematika Kelas IV SD ASSisi Medan. *Elementary School Journal Pgsd Fip Unimed*, 7(4), 502-511.

- Silaban, P. J. (2019). Penerapan Model Pembelajaran Inkuiri untuk Meningkatkan Hasil Belajar Siswa pada Mata Pelajaran Matematika di Kelas VI SD Negeri 066050 Medan Tahun Pembelajaran 2018/2019. *Jurnal Ilmiah Aquinas*, 2(1), 107-126.
- Silaban, P. J. (2019). Penerapan Model Pembelajaran Inkuiri untuk Meningkatkan Hasil Belajar Siswa pada Mata Pelajaran Matematika di Kelas VI SD Negeri 066050 Medan Tahun Pembelajaran 2018/2019. *Jurnal Ilmiah Aquinas*, 2(1), 107-126.
- Silaban, P. J. (2019). Efektivitas Pembelajaran Melalui Pembelajaran Kooperatif Tipe Tgt Berbantuan Alat Peraga Di Kelas Vi Sd Methodist-12 Medan Pada Kompetensi Dasar Luas Bangun Datar Sederhana. *Jurnal Ilmiah Aquinas*, 2(2), 175-199.
- Silaban, P. J., & Hasibuan, A. (2021). Hubungan Lembar Kerja Peserta Didik Berbasis Cat Terhadap Kemampuan Pemahaman Matematis Siswa. *Jurnal Ilmiah Aquinas*, 4(1), 48-59.
- Silaban, P. J., Sinaga, B., & Syahputra, E. (2024). The Effectiveness Of Developing The Realistic Mathematics Education Based On Toba Batak Culture Learning Model To Improve The HOTS Capabilities Of Prospective Elementary School Teachers. *Educational Administration: Theory and Practice*, 30(5), 5625-5644.
- Wartini. (2022). *Pengaruh Kepemimpinan Kepala Sekolah dan Motivasi Belajar terhadap Kinerja Guru*. PT.LAKEISHA