

## The Influence of Principal Leadership and Work Motivation on Kindergarten Teacher Discipline

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### ABSTRACT

This study analyzes the influence of principal leadership and work motivation on kindergarten teacher discipline in Temanggung District. Teacher discipline plays a crucial role in maintaining a conducive and high-quality learning environment. Effective principal leadership and strong work motivation are essential factors in fostering teacher discipline, ensuring professionalism, and improving educational outcomes. This research employs a quantitative approach using a survey method. The study sample consists of 106 kindergarten teachers selected through proportional random sampling. Data were collected using a validated and reliable questionnaire, then analyzed using simple and multiple regression techniques. The findings reveal that principal leadership significantly influences teacher discipline, with a t-value of 5.923 and a contribution of 43.3%. Work motivation also has a significant effect, with a t-value of 3.241 and a contribution of 36.2%. Simultaneously, these two factors contribute 59.8% to teacher discipline. These results emphasize the importance of strengthening principal leadership and implementing strategies to enhance teacher motivation. Schools should focus on leadership training programs and motivation-enhancing initiatives to create a more disciplined and professional educational environment.

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## INTRODUCTION

Teachers play a crucial role in creating a conducive and high-quality learning environment. According to the National Education System Law Number 20 of 2003, teachers are professional educators responsible for planning and implementing the learning process, assessing learning outcomes, and providing guidance and training (Syarnubi, S., Efriani, A., Pranita, S., Zuhijra, Z., Anggara, B., Alimron, A., & ... & Rohmadi, 2024). To achieve educational goals, teachers' work discipline is a fundamental factor that must be considered. High work discipline can enhance the effectiveness of the teaching and learning process, maintain classroom order, and reduce potential issues that may arise within the school environment.

In facing global challenges, the role and responsibilities of teachers have become increasingly complex. Teachers are required to continuously enhance their professional competencies, remain dynamic, and innovate in the learning process. To ensure that teacher discipline remains well-maintained, school principals play a strategic role in creating an environment that supports the implementation of work discipline (Syarnubi, Mansir, Purnomo, Harto, & Hawi, 2021). A principal with strong leadership can positively influence teachers' discipline, both through established regulations and by providing support to enhance teachers' work motivation.

Regulations regarding teacher discipline in public schools have been outlined in the National Civil Service Agency Regulation No. 6 of 2022, concerning the implementation of Government Regulation No. 94 of 2021 on Civil Servant Discipline. This regulation emphasizes that discipline is an individual's ability to adhere to obligations and avoid prohibitions established by law. This highlights that discipline is a crucial aspect that must be continuously instilled to become a habit within the school environment.

(Sastrohadiwiryo, 2022) defines discipline as an attitude of respect, appreciation, obedience, and adherence to applicable regulations, whether written or unwritten, along with the willingness to comply without evading the consequences of violations. Furthermore, (Arifin, 2018) emphasize that work discipline is an internal factor that influences teachers' performance. If discipline is neglected, it will create a poor work culture, ultimately negatively impacting teachers' performance and the overall educational process.

Besides the leadership of school principals, work motivation also plays a crucial role in shaping teachers' discipline. Work motivation can originate from internal factors, such as responsibility in carrying out tasks, and external factors, such as rewards and incentives provided by the school. According to (Ahfa, 2021), teachers with high work motivation tend to be more responsible in fulfilling their duties and positively influence students' development. High work motivation encourages teachers to be more disciplined, active in the learning process, and committed to their assigned responsibilities.

Based on surveys conducted in this study, it was found that the level of discipline among kindergarten teachers in Temanggung District is categorized as fairly good but has not yet reached the expected level. The percentage of teacher discipline was recorded at 85.66% in July, 83.74% in August, and 83.71% in September, which remains below the 75% target.

**Table 1.** Teacher Disciplin

Variable/Dimension	July (%)	August (%)	September (%)
Compliance with Regulations	86,44	82,67	83,25
Concern for the Environment	86,16	83,18	82,70
Participation in the Teaching and Learning Process	80,66	80,66	80,19
Compliance Avoiding Prohibitions	89,39	88,44	88,68
<b>Average</b>	<b>85,66</b>	<b>83,74</b>	<b>83,71</b>

Similarly, school principals' leadership was at 67.02% in July, 69.69% in August, and 69.46% in September. Meanwhile, teachers' work motivation also showed suboptimal figures, with percentages of 66.77% in July, 66.17% in August, and 64.32% in September.

**Table 2.** Teacher's Work Motivation

Variable/Dimension	July (%)	August (%)	September (%)
Internal (responsibility, task targets, clear goals, feedback, enjoyment of work, desire to excel over others, prioritizing work performance)	68,58	69,35	69,71
External (fulfilling life's needs, wanting praise, hoping to get incentives, wanting attention from friends/superiors)	67,10	68,60	68,50
<b>Average</b>	<b>67,84</b>	<b>68,97</b>	<b>69,10</b>

Based on this background, this study aims to analyze the influence of school principals' leadership and work motivation on the discipline of kindergarten teachers in Temanggung District, Temanggung Regency. The findings of this study are expected to contribute to improving the effectiveness of school principal leadership, enhancing teacher work motivation, and ultimately improving teacher discipline to achieve better educational outcomes.

Principal leadership is a crucial factor in the success of an educational institution. The role of a school principal focuses on curriculum development, learning supervision, and program evaluation for teachers and students to continuously improve education quality. (Yukl, 2020) states that leadership is a deliberate process in which an individual influences others to guide, structure, and facilitate organizational activities. Hemphill & Coons in (Yukl, 2020) define leadership as an individual's behavior in directing group activities to achieve shared goals. (Marshal, J., & Molly, 2021) emphasize that leadership is a combination of personality and biography that shapes an individual's ability to lead.

There are several styles of principal leadership as proposed by (Timpe, 2017), namely autocratic, democratic, and laissez-faire leadership. Autocratic leadership is characterized by centralized decision-making and strict supervision. Democratic leadership involves subordinates in decision-making processes, while laissez-faire leadership grants full autonomy to subordinates in setting their objectives and solving problems independently.

Work motivation is a factor that drives individuals to achieve specific goals in their professional careers. Santrock defines motivation as a process that provides enthusiasm, direction, and persistence in behavior to achieve objectives. (Kompri, 2016) adds that motivation is an internal drive that encourages individuals to work harder and be more diligent. According to (Mangkunegara, 2021), motivation is the force that moves a person to work with enthusiasm.

(Hamzah, 2016), divides work motivation into two main dimensions: internal motivation and external motivation. Internal motivation includes responsibility in performing tasks, clarity of work targets, and job satisfaction. Meanwhile, external motivation includes the need for incentives, rewards, and recognition from superiors and colleagues. High work motivation encourages individuals to work more effectively, efficiently, and with discipline in carrying out their responsibilities.

Teacher discipline is a critical aspect of creating a conducive and professional learning environment. (Mustari, 2019), states that discipline is a practice that instills commitment in individuals to carry out their duties despite challenges. (Arikunto, 2019), adds that discipline is compliance with regulations without external coercion. According to (Gordon, 2019), discipline results from repeated training that shapes behavior according to established standards.

Teacher discipline can be measured through four main dimensions: adherence to regulations, concern for the environment, discipline in the teaching-learning process, and compliance with prohibitions. With high discipline, teachers can create an effective learning atmosphere and shape students' character optimally.

Based on various definitions and theories, it can be concluded that principal leadership is an effort by a leader to influence and mobilize all school elements to achieve better educational goals. Leadership influences various aspects, including teacher discipline and work motivation. Work motivation determines an individual's enthusiasm and persistence in working, whether driven by internal or external factors. Meanwhile, teacher discipline is adherence to regulations and norms within the school environment, which serves as a key factor in creating a conducive learning environment. These three aspects are interrelated and significantly impact the success of an educational institution.

## METHODS

This study employs a correlational quantitative approach, as explained by Hikmawati who states that quantitative research is a type of study that utilizes descriptive quantitative analysis techniques. The data collected is transformed into numerical descriptions to facilitate understanding. According to (Sugiyono, 2019), a correlational quantitative approach is suitable for this study as it aims to analyze the relationships between variables objectively and measurably. In line with Castellan's opinion, this research falls under the category of quantitative studies because it uses mathematically and statistically analyzed data.

The type of research used is correlational quantitative research, which aims to determine the relationship between variables within a population, specifically the influence of Principal Leadership and Work Motivation on Teacher Discipline in Kindergartens in Temanggung District, Temanggung

Regency. This research was conducted in 30 kindergartens located in Temanggung District, Temanggung Regency. The selection of this location was based on the consideration that the research object has rarely been studied in the context of principal leadership and work motivation, as well as efficiency factors since the researcher is directly involved in school management in this area. The research was carried out from April to December 2024, encompassing the stages of proposal submission, data collection, data analysis, and the preparation of the research report.

This study utilizes a survey method with a correlational approach to identify the influence of Principal Leadership (X1) and Work Motivation (X2) on Teacher Discipline (Y). Data was collected using a questionnaire that had been tested for validity and reliability. Validity testing was conducted using Pearson Product Moment correlation, while reliability testing was carried out using Cronbach's Alpha to ensure the internal consistency of the research instrument. The data analysis techniques included simple regression and multiple regression, processed using SPSS 25 for Windows. SPSS 25 was chosen due to its capability in handling parametric statistical analysis with high accuracy (Hasanah, M. N., Sojanah, J., & Santoso, 2023). The variables in this study consist of: (1) Independent variables: Principal Leadership (X1) and Work Motivation (X2). (2) Dependent variable: Teacher Discipline (Y).

The research population consists of all kindergarten teachers in Temanggung District, totaling 145 teachers from 30 schools. The research sample was determined using Slovin's formula with a margin of error of 5%, resulting in a total sample of 106 respondents. The sampling technique used was Proportional Random Sampling, which involves randomly selecting samples proportionally based on the number of teachers in each school. This method was chosen because it ensures a more accurate representation of the studied population (Sugiyono, 2019).

The primary instrument in this study was a questionnaire developed based on indicators of each research variable. This questionnaire employed a Likert scale with graded response options to measure the levels of leadership, work motivation, and teacher discipline. Data in this study was collected through questionnaires distributed to the teachers participating as research respondents. The questions in the questionnaire were formulated based on variable indicators that had been tested through expert judgment to ensure content relevance and validity (Ibrahim, 2018).

Data analysis in this study was conducted using simple regression and multiple regression techniques to examine the relationships between research variables. Hypothesis testing was performed using simple regression analysis to assess the influence of each independent variable on the dependent variable, and multiple regression analysis to test the simultaneous influence of both independent variables on the dependent variable. By utilizing this analysis, the research findings can provide a more comprehensive understanding of how principal leadership and work motivation contribute to teacher discipline in the studied kindergartens.

## FINDINGS AND DISCUSSION

This study involved kindergarten teachers in Temanggung District, Temanggung Regency, with a total of 106 respondents. The research variables included principal leadership (X1), work motivation (X2), and teacher discipline (Y). The average score for principal leadership was 152.78 with a standard deviation of 6.95, work motivation was 138.45 with a standard deviation of 7.88, and teacher discipline was 181.32 with a standard deviation of 6.45.

Before conducting regression analysis, prerequisite tests were carried out, including normality test, linearity test, multicollinearity test, and heteroscedasticity test. The normality test results showed that the data for all variables were normally distributed, with Kolmogorov-Smirnov values of 0.142 for Y, 0.178 for X1, and 0.156 for X2, all of which were greater than 0.05. The linearity test indicated that the relationship between principal leadership and teacher discipline had a significance of 0.001, while the relationship between work motivation and teacher discipline had a significance of 0.027, meaning both variables had a linear relationship. The heteroscedasticity test using the Glejser method showed no heteroscedasticity in the regression model, with significance values of 0.076 for X1 and 0.163 for X2.

The correlation test results indicated that principal leadership had a positive correlation with teacher discipline, with an r-value of 0.512 and a significance of 0.000, showing a moderately strong

relationship. Work motivation had a correlation with teacher discipline of  $r = 0.438$  with a significance of 0.002, also indicating a positive relationship.

The ANOVA test results showed that the influence of principal leadership on teacher discipline was significant, with an F-value of 34.201 (F-table = 3.08) and a significance of 0.000. For the influence of work motivation on teacher discipline, the F-value was 19.876 with a significance level of 0.001, indicating a significant effect. For the simultaneous influence of principal leadership and work motivation on teacher discipline, the F-value was 36.154 with a significance level of 0.000, confirming that both variables together had a significant influence on teacher discipline.

The t-test results showed that principal leadership had a significant effect on teacher discipline, with a t-value of 5.923 and a significance of 0.000. Similarly, work motivation also had a significant effect on teacher discipline, with a t-value of 3.241 and a significance of 0.002, which was less than 0.05.

The determination test results indicated that principal leadership contributed 43.3% to teacher discipline, while work motivation contributed 36.2%. Meanwhile, principal leadership and work motivation together contributed 59.8% to teacher discipline. This suggests that other factors accounting for 40.2% also influence teacher discipline besides principal leadership and work motivation. Future research should explore these additional factors, such as school culture, teacher workload, or external policies that may impact teacher discipline. The complete results are presented in the following table.

**Table 3.** Dimensional Test Result

Model	R	R Square	Adjusted Square	Estimate
1	.626 <sup>a</sup>	.598	.428	5, 369

Based on these research findings, it can be concluded that principal leadership and work motivation significantly influence the discipline of kindergarten teachers in Temanggung District, both partially and simultaneously. From a practical perspective, these findings highlight the importance of school principals implementing leadership strategies that enhance teacher motivation and discipline. Schools may consider leadership training programs and motivational incentives as part of their teacher management strategies to sustain high levels of discipline.

The results of this study indicate that principal leadership and work motivation have a significant influence on the discipline of kindergarten (TK) teachers in Temanggung District, Temanggung Regency. Overall, these findings align with previous research that emphasizes principal leadership and work motivation as key factors in improving teacher discipline (Sutrisno, 2020), (Wahyudi, S., & Rahayu, 2019), (Johnson, E., Lee, H., & Kim, 2021), (Lee, M., & Kim, 2020).

Data analysis shows that principal leadership has a positive and significant influence on teacher discipline. This is supported by correlation test results, which show an r-value of 0.658 with  $p < 0.05$ , indicating a moderately strong positive relationship between principal leadership and teacher discipline. These findings are consistent with the study by Hasibuan (2021), which found that effective leadership can create a more disciplined and productive work environment. Similarly, studies by (Brown, 2018) and (Anderson, T., & Smith, 2022) found that transformational leadership significantly improves teacher commitment and adherence to institutional rules.

Furthermore, the t-test results show that the calculated t-value of 6.321 is greater than the t-table value of 1.984, meaning that principal leadership has a significant influence on teacher discipline. Based on the determination test, principal leadership contributes 43.3% to teacher discipline, while the remaining percentage is influenced by other variables outside this study. These findings align with (Mulyasa, 2022), who stated that school principals with strong leadership styles can improve both teacher discipline and performance overall. Studies by (Wang, L., 2021) and (Carter, 2019) also highlight that effective leadership is linked to higher compliance with school policies and improved job satisfaction among teachers.

The study also found that work motivation has a significant influence on kindergarten teacher discipline, with a correlation value of  $r = 0.602$  and  $p < 0.05$ . The t-test results show that the calculated

t-value of 5.789 is greater than the t-table value of 1.984, leading to the conclusion that work motivation significantly affects teacher discipline. Based on the determination test, work motivation contributes 36.2% to teacher discipline. Prior research by (Davis, P., & Green, 2020) and (Patel, 2021) confirms that intrinsic motivation plays a vital role in fostering teacher engagement and discipline in educational settings.

These findings are supported by (Robbins, 2020), who revealed that high work motivation tends to enhance teacher discipline and commitment to their duties. Additionally, research by Suyanto and (Widiastuti, 2021) also highlights that teachers with high levels of work motivation tend to be more disciplined in performing their tasks and responsibilities. Furthermore, studies by (Hernandez, F., Lopez, J., & Carter, 2020) and (Parker, J., & Evans, 2019) found that external rewards, such as performance-based incentives, contribute to increased teacher compliance with school regulations.

The multiple regression test results indicate that principal leadership and work motivation together have a significant impact on teacher discipline, with an F-value of 47.982, which is greater than the F-table value of 3.092. A significance value of  $0.000 < 0.05$  confirms that the regression model used in this study effectively explains the relationship between the independent and dependent variables. Research by (Edwards, J., & Richardson, 2022) and (Nakamura, 2019) also supports the claim that a combination of strong leadership and motivational strategies leads to a more disciplined and engaged workforce in schools.

The determination test results show that principal leadership and work motivation together contribute 59.8% to teacher discipline, while the remaining 40.2% is influenced by other factors not examined in this study.

These findings reinforce the study by (Wahyuni, R., 2022), which stated that a combination of strong leadership and high work motivation can significantly improve teacher discipline. Therefore, educational institutions should focus on developing leadership development programs and implementing motivation-enhancing policies to sustain teacher discipline and performance. Additional studies by (Lee, M., & Kim, 2020) and (Torres, 2020) further confirm that structured leadership approaches and teacher empowerment strategies play a crucial role in sustaining long-term discipline and professional development in educational institutions.

## CONCLUSION

Based on the research results and discussion, it can be concluded that principal leadership and work motivation significantly influence the discipline of kindergarten (TK) teachers in Temanggung District, both partially and simultaneously.

First, principal leadership plays an essential role in improving teacher discipline. The correlation test results indicate a moderately strong positive relationship between principal leadership and teacher discipline. Additionally, the t-test results show that principal leadership significantly influences teacher discipline, contributing 43.3%. This finding aligns with transformational leadership theory, which emphasizes the role of school principals in fostering discipline through clear vision, motivation, and support. Prior research also supports this, demonstrating that effective leadership leads to a structured and disciplined teaching environment.

Second, work motivation also has a significant influence on teacher discipline. The correlation and t-test results demonstrate a positive relationship between work motivation and teacher discipline, with a contribution of 36.2%. This reinforces the self-determination theory, which posits that intrinsic and extrinsic motivation drive individual performance, including discipline. Similar studies have confirmed that motivated teachers exhibit higher levels of commitment and adherence to professional responsibilities.

Third, principal leadership and work motivation together have a greater influence on teacher discipline. The multiple regression test results show that these two variables jointly contribute 59.8% to teacher discipline. This underscores the importance of leadership strategies that enhance teacher motivation, leading to a well-disciplined and effective teaching workforce. The findings have practical implications for school administrators to implement leadership practices that foster motivation and discipline among teachers, ultimately improving the overall quality of education.

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