

## The Influence of Principal's Role, Work Motivation, and School Culture on Elementary School Teachers' Competence

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### ABSTRACT

This study aims to examine the impact of the principal's role, teacher work motivation, and school culture on the competence of elementary school teachers in Petarukan District, Pemalang Regency. Teacher competence is a key factor in enhancing the quality of education and learning outcomes. This quantitative research used an ex post facto design with a sample of 242 teachers from 80 elementary schools selected through stratified random sampling. Data were collected using questionnaires and analyzed with multiple linear regression. The results indicate that the principal's role has a positive and significant effect on teacher competence, contributing 34.6% to the variance. Teacher work motivation also positively and significantly impacts competence, contributing 36.0%, while school culture exerts the strongest positive and significant influence, contributing 43.4%. Collectively, these three variables explain 54.0% of the variance in teacher competence. Among the principal's role dimensions, the entrepreneurship development dimension is the strongest predictor, while teacher motivation reflects a balance of intrinsic and extrinsic factors. The instrumental dimension of school culture, emphasizing recognition and collaboration, emerges as the most dominant factor. Teacher competence encompasses pedagogical, personality, social, and professional aspects, with personality competence being the most dominant. These findings highlight the critical synergy between the principal's role, teacher motivation, and school culture in enhancing teacher competence to improve the quality of learning. This study recommends strengthening principal supervision, fostering teacher motivation, and cultivating a supportive and collaborative school culture.

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## INTRODUCTION

Education is a conscious and planned effort to create a learning environment and process so that students can develop their potential optimally. This is regulated in the Republic of Indonesia Law Number 20 of 2003 concerning the National Education System, which affirms that national education is rooted in religious values, Indonesian national culture, and responsive to the demands of changing time (*Undang-Undang Republik Indonesia No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional*, 2024). In this context, teachers hold a central role as professional educators. Law No. 14 of 2005 concerning Teachers and Lecturers mandates that teachers must have a minimum qualification of a bachelor's degree or Diploma IV and master pedagogic, personality, social, and professional

competencies as learning agents (*Undang-Undang Republik Indonesia No. 14 Tahun 2005 Tentang Guru Dan Dosen*, 2024) (Febriana, 2021).

Teacher competence critically determines the quality of education and learning in schools. This competence is a combination of knowledge, skills, and attitudes manifested in intelligent and responsible actions during the learning process (Febriana, 2021). Thus, good teacher competence will create effective and quality learning. Conversely, if teacher competence is low, the quality of learning will decline (Syuhada, Siti., 2024). This phenomenon draws special attention in Petarukan District, Pemalang Regency, where based on the Pemalang Regency Education Report 2024, only 46% of 80 elementary schools in the area have good learning quality, while 44% are moderate, and 10% are still inadequate. This indicates the necessity of efforts to improve teacher competence to enhance learning quality.

The issue of low teacher competence in Petarukan District, according to interviews with the local Regional Coordinator, Mr. Kiswandi, includes teachers' insufficient understanding of the curriculum, minimal preparation of adaptive learning devices, as well as a lack of innovation and motivation in the learning process. Teachers tend to use administrative and monotonous teaching tools without adjustments that support successful learning. This highlights a significant gap in the literature, where most studies have addressed individual factors in isolation. However, few have examined the simultaneous and interactive influence of multiple factors, such as the principal's role, teacher work motivation, and school culture, in improving teacher competence. This condition requires an examination of factors influencing teacher competence, especially the role of the principal, teacher work motivation, and school culture.

The principal is a strategic component in educational management, playing a vital role in improving education quality. According to Mulyasa (2018), the principal is responsible for planning, resource utilization, managing change, and creating a conducive and innovative school culture and climate (Mulyasa, 2018). A professional principal is the key to creating professional teachers through managerial duties, entrepreneurial development, and supervision of teachers and educational staff (Glickman, C. D., Gordon, S. P., & Ross-Gordon, 2014). Effective academic supervision by principals can significantly enhance teacher competence and work motivation (Suchyadi, Y., 2022).

Teacher work motivation also holds an important role in encouraging enthusiasm and innovation in learning. High motivation enables teachers to perform their duties responsibly, from preparing learning tools to evaluating learning outcomes (Uno, 2024). A supportive school environment, including facilities and collaboration among stakeholders, can increase teacher motivation in competence development (Syuhada, Siti., 2024). Strong work motivation drives teachers to create and innovate in the learning process, resulting in better education quality. School culture, as a collection of shared values and norms, also significantly influences teacher behavior and performance. A positive and consistent school culture can foster a conducive work climate and continuously improve teacher competence (Suchyadi, Y., 2022). Harmonious cooperation among principals, teachers, and school committees reflects a culture that supports educational quality (Mulyasa, 2018).

This study aims to examine the influence of the principal's role, work motivation, and school culture on the competence of elementary school teachers in Petarukan District, Pemalang Regency. The study is expected to provide a systematic and relevant empirical overview for developing strategies to enhance teacher competence to improve learning quality in the region. This research presents novelty by integrating these three factors into a single, comprehensive analytical model, an approach that has been underexplored in previous studies. Most previous studies tend to focus on only one factor or discuss them separately without examining the interaction and simultaneous influence of all three. Furthermore, this study is conducted in Petarukan District, Pemalang Regency, where empirical studies on factors affecting teacher competence remain scarce. Using a systematic quantitative approach and current empirical analysis, this study is expected to contribute both practically and theoretically to educational management development and more directed, contextual teacher quality improvement policies.

Teacher competence is a crucial aspect in improving education quality. According to Law Number 14 of 2005 concerning Teachers and Lecturers, teacher competence is defined as a set of knowledge, skills, and behaviors that teachers must possess, internalize, and master in carrying out their professional duties. This competency standard is national and mandatory for every teacher. Mulyasa (2018) states that teacher competence is a blend of personal ability, scientific knowledge, technology, social, and spiritual aspects forming the standard professional competencies of teachers, including mastery of material, understanding of students, educational learning, and personal and professional development (Mulyasa, 2018). Similarly, Yulianto (2024) asserts that teacher competence is an important component encompassing knowledge, skills, attitudes, and principles for effective teaching (Yulianto, T, Nopri D. S., Hasbi I., 2024). Puspitasari (2024) views competence as an integration of knowledge realized through intelligent and responsible actions (Puspitasari, 2025). Febriana (2021) argues that teacher competence is personal and complex, comprising potential that includes material mastery, student understanding, and professional development (Febriana, 2021). According to Suyanto in Sulastrri et al. (2020), teacher competence is a depiction of what teachers must do in their work, encompassing activities, behaviors, or outcomes in the learning process oriented toward cognitive, affective, and psychomotor aspects of students (Sulastrri, Happy, F., 2020). Broadly, teacher competence covers four main aspects: pedagogic, personality, social, and professional ((Febriana, 2021); Directorate General of Teachers and Education Personnel, 2023). Indicators of pedagogic competence include learning management and technology utilization; professional competence relates to mastery of subject matter; social competence concerns effective communication; and personality competence reflects a stable personality and exemplary behavior for students.

The principal has a strategic role in improving education quality and teacher competence. Mulyasa (2016) identifies three main roles of principals: manager, supervisor, and innovator. As a manager, the principal is responsible for program planning, personnel management, and optimizing school resources to achieve goals (Mulyasa, 2016). The supervisory role involves overseeing the implementation of teachers' and educational staff's duties, while as an innovator, the principal must bring innovations for school advancement. Minister of Education, Culture, Research, and Technology Regulation Number 25 of 2024 states that the principal's workload includes managerial tasks, entrepreneurial development, and supervision of teachers and educational staff. Consistent with this, Rochajati (2023) states that principals are expected to make strategic plans, manage human resources, and conduct continuous supervision (Rochajati, Siti. Muhdi, 2023). Rochaendi (2024) adds that principals need to drive changes in the education unit profile toward excellence through entrepreneurial development involving creative ideas and resource optimization (Rochaendi, Endi. & Ma'mun, 2024). Nurchaeni (2023) emphasizes the importance of principals as the driving force for improving teacher competence with strong managerial skills (Nurchaeni, S., Wuryandini, E., & Miyono, 2023). Hermino (2016) and Susanto (2016) underline the principal's role in supporting teacher competence development to improve performance and learning quality (Hermino, 2016)(Susanto, 2016). Asrori (2022) views principals as supervisors who provide direction and encouragement to all school components to achieve common goals (Asrori, 2020). The dimensions of the principal's role include managerial, entrepreneurial, and supervisory aspects, with various specific indicators such as empowering educational staff, innovation, and implementing and evaluating supervisory programs (Mulyasa, 2016).

Work motivation is an important factor affecting teacher performance. Nurwiyanto state that work motivation is the driving force for teachers in carrying out their duties influenced by intrinsic and extrinsic factors, such as achievement, recognition, responsibility, working conditions, and incentives (Nurwiyanto, N., Abdullah, G., & Nyoman, 2022). Muyasaroh define work motivation as the teacher's drive to work optimally and responsibly according to organizational tasks (Muyasaroh, I., Miyono, N., & Prayitno, 2024). Robbins and Judge (2024) describe work motivation as the energy, direction, and persistence that propel individuals toward goal achievement. Hasibuan views motivation as a driving force creating work enthusiasm, stemming from both internal and external drives (Hasibuan, 2019). Hamzah B. Uno explains that teacher work motivation includes the process

of directing teacher behavior toward goal attainment. Indicators of work motivation consist of internal motivation, such as responsibility and job satisfaction, and external motivation, such as rewards and work environment support (Uno, 2024)(Robbins, 2024).

School culture is a set of values, norms, traditions, and beliefs that form the basis of behavior and practices within the school environment. Supardi (2014) states that school culture includes values and habits that shape the school's characteristics (Supardi, 2014). Daryanto (2015) adds that school culture consists of long-established norms and traditions influencing individual and institutional performance (Daryanto, 2015). Robbins (2024) affirms that school culture is a collection of values underpinning behavior and traditions among school members (Robbins, 2024). Zamroni (2011) defines school culture as patterns of values and traditions believed in and upheld by school members (Zamroni, 2011). Tilaar (2000) and Hoy and Miskel (2014) note that school culture is manifested in norms, values, rituals, and beliefs that shape the school climate and effectiveness (Tilaar, 2000)(Hoy, W.K., 2015). Ansar and Masaong (2011) and Deal and Kennedy (in Daryanto, 2015) highlight school culture as a system of values that binds the school community together (Ansar, & Masaong, 2021). According to Robbins and Judge (2024), school culture dimensions include ethical orientations such as instrumentalism, caring, independence, law and code, and rules (Robbins, 2024). Indicators of school culture include values like camaraderie, appreciation, initiative, collaborative work, a balance between innovation and tradition, and maintaining the school's good name (Susanto, 2016).

## METHODS

The research method used in this study is the *ex post facto* approach, which aims to investigate events that have already occurred and then systematically trace their causal factors without manipulating the research variables (Sugiyono, 2022a)(Puspitasari, 2025). This study is correlational quantitative research that emphasizes the numerical study of phenomena by collecting and analyzing both primary and secondary data to reveal relationships among variables (Musfiquon, 2012)(Sugiyono, 2024).

The research was conducted in elementary schools distributed across Petarukan District, Pemalang Regency, with a total of 80 schools constituting the population. The study period was planned from August 2024 to April 2025. The research design tests the influence of independent variables, namely the principal's role, work motivation, and school culture, on the dependent variable, teacher competence. The research model was developed based on the paradigm of relationships among variables with hypotheses concerning the influence of each independent variable and their simultaneous effect on teacher competence.

The variables in this study consist of the principal's role measured through managerial, entrepreneurial development, and supervision dimensions; work motivation covering intrinsic and extrinsic aspects; school culture representing values, norms, and traditions shaping the behavior of school members; and teacher competence encompassing pedagogical, personality, social, and professional competencies. The research population comprised all elementary school teachers in Petarukan District, totaling 612 teachers from 80 schools. A sample of 242 teachers was selected using Yamane's formula with a 5% margin of error, and sampling was conducted using proportional stratified random sampling to ensure representativeness based on the proportion of teachers in each school (Sugiyono, 2024). To address potential non-response bias, follow-up reminders were sent to participants, and non-respondents were replaced with other teachers selected randomly from the same schools. This ensured that the sample remained representative of the target population.

The research instrument consisted of a questionnaire developed based on the research variable grid. The questionnaire employed a 5-point Likert scale to measure teachers' perceptions of the principal's role, work motivation, school culture, and teacher competence. Data collection was carried out by distributing written questionnaires to respondents containing statements to be answered based on personal opinion (Arikunto, 2013).

Instrument validity was tested using the Pearson product-moment correlation via SPSS 25, with the criterion that an item is valid if the calculated *r* value is greater than or equal to the table *r*

value of 0.339 at the 5% significance level (Sugiyono, 2022b). The validity test results showed that most statement items were valid, with some invalid items subsequently excluded from analysis. Reliability testing was conducted using Cronbach's Alpha, yielding values above 0.60 for all variables, indicating that the instruments were reliable and trustworthy for data collection (Ghozali, 2016)(Arikunto, 2013).

Data analysis was performed through simple linear regression and multiple linear regression using SPSS 25. The analysis stages included descriptive analysis to depict data distribution, assumption tests covering normality test (Kolmogorov-Smirnov), linearity test, multicollinearity test using the variance inflation factor (VIF), and heteroscedasticity test (Glejser). Subsequently, hypothesis testing was conducted with simple linear regression to determine the effect of each independent variable on teacher competence, and multiple linear regression to examine the simultaneous effect of the three independent variables on the dependent variable. Hypothesis testing decisions were based on comparing the calculated F value with the F table value at a significance level of 0.05 (Sugiyono, 2024). Correlations among variables were analyzed using the Pearson product-moment coefficient, with the strength of relationships interpreted based on the correlation coefficient. The coefficient of determination ( $R^2$ ) was used to determine the contribution of independent variables in explaining the variation of the dependent variable.

## FINDINGS AND DISCUSSION

The Principal's Role was measured using 29 items, with a maximum score of 145 and a minimum of 29. The ideal midpoint value is 87. Descriptive statistics showed a mean score of 129.46 with a standard deviation of 10.429, indicating that the principal's role falls into the fairly good category ( $129.46 > 87$ ). Frequency distribution revealed that 9.5% of respondents rated it as very good, 24.8% as good, and 38.8% as fairly good. In the managerial dimension, the majority of teachers strongly agreed that the principal was capable of designing and communicating the school's vision and mission (56%), and agreed on managing school digitalization to improve quality (58%). The entrepreneurial development dimension received the highest agreement on the indicator of reflecting on school development programs (63%). Meanwhile, the supervision dimension regarding teachers received the highest agreement on the implementation of supervision for teacher competence development (56%).

Work motivation was measured using 30 items, with a maximum score of 150 and an ideal midpoint of 78. The results showed an average work motivation score of 111.24 with a standard deviation of 7.825, categorized as fairly good. Respondent frequencies showed 2.5% rated very good, 19.4% good, and 39.7% fairly good. For intrinsic motivation, the indicator "responsibility in carrying out duties" scored 54% strongly agree, and "performing duties with clear targets" scored 68% agree. For extrinsic motivation, the provision of facilities and infrastructure scored the highest agreement at 62%.

School culture was measured with 29 items, a maximum score of 145, and an ideal midpoint of 87. The average school culture score was 126.64 with a standard deviation of 8.236, falling within the fairly good category. Respondents rating very good were 8.7%, good 23.1%, and fairly good 36.4%. The independence dimension scored the highest strong agreement on commitment (51%), while the instrumental dimension scored highest on appreciation and recognition (50%). The caring dimension received the highest agreement score on respecting others (60%), and the rule implementation dimension scored highest on balancing innovation and tradition (61%).

Teacher competence was measured with 45 items, a maximum score of 225 and an ideal midpoint of 105. The average teacher competence score was 151.85 with a standard deviation of 10.612, indicating a fairly good category. Frequency distribution showed 14.9% rated very good, 22.7% good, and 36.8% fairly good. For pedagogical competence, the indicator "safe learning environment" received a 67% strongly agree score. The highest personality competence was self-development through reflection with 69% agree. Social competence peaked at collaboration for learning improvement with 62% agree, and professional competence was highest on content knowledge with 69% agree.

Factor analysis testing the dimensions of independent variables revealed that: (1) For the Principal's Role variable, the entrepreneurial development dimension was the strongest (0.837), and supervision toward teachers was the weakest (0.735). (2) For the Work Motivation variable, intrinsic and extrinsic motivation dimensions scored equally at 0.772. (3) For the School Culture variable, the instrumental dimension was the strongest (0.764), and rule implementation the weakest (0.328). (4) For the Teacher Competence variable, personality was the strongest dimension (0.768), and professional the weakest (0.579).

A Pearson correlation coefficient of 0.588 ( $p = 0.000 < 0.05$ ) indicates a strong and significant relationship. Simple regression analysis produced the equation  $\hat{Y} = 74.403 + 0.598X$ , meaning every 1% increase in the principal's role raises teacher competence by 0.598%. An  $R^2$  value of 0.346 shows that 34.6% of the variance in teacher competence is explained by the principal's role. The results indicate that the principal's role among elementary school teachers in Petarukan District is fairly good, though improvement is still needed. The principal's role includes functions as manager, entrepreneurial developer, and supervisor. Among these, the entrepreneurial development dimension is the strongest, suggesting that teachers perceive principals as effective in mapping school needs and potential, as well as implementing development programs involving school community participation. Conversely, the supervision dimension is the weakest, indicating principals are less optimal in planning and executing supervision for teacher competence development. This finding aligns with theories stating that an effective principal's role can create a productive and proactive school environment that indirectly promotes teacher competence improvement. Statistically, the principal's role positively influences teacher competence; thus, better execution of the principal's role correlates with increased teacher competence. Professional principals contribute positively to teacher competence development through well-planned programs.

The Pearson correlation coefficient of 0.600 ( $p = 0.000$ ) also indicates a strong and significant relationship. The simple linear regression equation  $\hat{Y} = 61.385 + 0.813X$  shows that a 1% increase in work motivation increases teacher competence by 0.813%. The  $R^2$  value of 0.360 indicates that 36.0% of the variance in teacher competence is explained by work motivation. Teacher work motivation in Petarukan District elementary schools is fairly good but requires enhancement. Both intrinsic and extrinsic motivation dimensions equally contribute to overall work motivation. Internal factors include responsibility, job satisfaction, and achievement desire, while external factors involve appropriate rewards, verbal encouragement, supporting facilities, and opportunities for achievement. These findings are consistent with Dewi Puspitasari, Muhammad Prayito, and Dyah Nugrahani (2025), who stated that work motivation positively influences teacher competence. Motivated teachers tend to innovate and create engaging, quality learning experiences. High work motivation also enables teachers to respond effectively to problems, contributing to sustainable competence development (Puspitasari, 2025).

A Pearson correlation coefficient of 0.659 ( $p = 0.000$ ) indicates a strong and significant relationship. The simple linear regression equation  $\hat{Y} = 44.310 + 0.849X$  suggests that every 1% increase in school culture raises teacher competence by 0.849%. The  $R^2$  value of 0.434 shows that 43.4% of the variance in teacher competence is explained by school culture. The school culture among elementary school teachers in Petarukan District falls into the fairly good category but is not yet optimal and requires improvement. Among the three school culture dimensions, the instrumental dimension, emphasizing appreciation, initiative, and collaborative work, is the strongest. Conversely, the rule implementation dimension is the weakest, indicating an imbalance between innovation and tradition as well as the need to maintain the school's good name. These findings support the research of Fatchurochman, Nurkolis, and Ngasbun Egar (2023), who found that school culture positively influences teacher competence (Fatchurochman, Nurkolis, 2023). A healthy and positive school culture creates a supportive, collaborative environment in which teachers feel comfortable and supported to develop their competence. Conversely, a negative or unsupportive culture can hinder teacher competence development.

Multiple regression analysis produced a multiple correlation coefficient (R) of 0.738 with an adjusted  $R^2$  of 0.540, indicating that 54.0% of the variance in teacher competence can be explained simultaneously by the three independent variables. The F-test value (95.148) > F-table (2.643) with significance  $0.000 < 0.05$  indicates a significant simultaneous effect. The multiple regression equation is:

$\hat{Y} = 19.477 + 0.244X_1 + 0.386X_2 + 0.457X_3$ . This means that a 1% increase in the principal's role, work motivation, and school culture respectively increases teacher competence by 0.244%, 0.386%, and 0.457%. Elementary school teacher competence in Petarukan District also falls into the fairly good category, with the personality competence dimension as the strongest, encompassing moral, emotional, spiritual maturity, and behavior according to the teacher's code of ethics. Professional competence is the weakest dimension, related to content knowledge, student characteristics, and curriculum understanding. Simultaneously, the principal's role, work motivation, and school culture significantly influence teacher competence. This implies that improvements in these three factors together will enhance teacher competence. The findings indicate that teacher competence is strongly affected by a good principal's role, high work motivation, and a conducive school culture. Together, these three factors contribute 54.0% to teacher competence improvement. An optimal principal's role encourages teachers to maximize their potential. High work motivation drives teachers to perform at their best, while a positive school culture creates a comfortable atmosphere and provides opportunities for teacher development. These findings affirm the importance of synergy among these three aspects in improving education quality through enhanced teacher competence.

## CONCLUSION

Based on data analysis, it can be concluded that the principal's role, work motivation, and school culture significantly and positively affect elementary school teacher competence in Petarukan District, Pemalang Regency. First, the principal's role significantly contributes to teacher competence improvement. Effective principals who perform supervisory, leadership, and coaching functions motivate teachers to develop professionally. To enhance this impact, principals should apply personalized leadership techniques and provide targeted feedback tailored to individual teacher needs. Second, teacher work motivation positively influences competence. Motivated teachers demonstrate higher commitment to teaching duties. Schools should implement customized professional development programs, recognize achievements, and provide career progression opportunities to sustain motivation.

Third, conducive school culture serves as a major supporting factor. A culture promoting collaboration, open communication, and professionalism creates an environment supporting teacher development. Schools should foster peer learning communities where teachers collaborate and share resources for collective professional growth. The three factors collectively influence teacher competence, confirming that improvement requires synergy among managerial, psychological, and social aspects rather than relying on single factors. Schools, policymakers, and stakeholders must ensure coherent integration of these elements into daily school operations for optimal results. Recommendations:

1. Principals should consistently and professionally enhance their supervisory role in monitoring and fostering teacher performance. The use of individualized supervisory approaches and regular feedback is crucial to stimulate teacher competence improvement.
2. Teachers are encouraged to increase work motivation by actively pursuing professional development and staying updated with curriculum changes.
3. Schools should facilitate structured, open communication channels to promote collaboration and shared learning among teachers, students, and parents.
4. Policymakers should design targeted training programs that address specific needs, combining the principal's role, work motivation, and school culture for a more integrated approach to teacher competence improvement.

This research contributes to the development of educational management by proving that the role of school principals, work motivation, and school culture significantly influence teacher

competence. These findings emphasize the importance of synergy among these three factors in improving learning quality, and serve as a foundation for policies to strengthen leadership, motivation, and supportive school culture

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