


The Effect of Principal Leadership Orientation and Teacher Performance on the Quality of Education at Madrasah Ibtidaiyah (MI) Muhammadiyah

***Muh. Rofi Imtihan¹, Retna Febri Arifiati², Sumarji³**

¹Universitas Muhammadiyah Surakarta, Jl. Ahmad Yani, Pabelan, Kartasura, Sukoharjo, Jawa Tengah 57169, Indonesia

²Politeknik Kesehatan Kemenkes Surakarta, Jl. Letjend Sutoyo, Mojosongo, Surakarta 57127, Indonesia

³Magister Universitas Muhammadiyah Surakarta, Jln. Ahmad Yani, Pabelan, Kartasura, Sukoharjo, Jawa Tengah 57169, Indonesia

¹  orcid id: <http://orcid.org/0009-0000-0745-2497>

²  orcid id: <http://orcid.org/0000-0002-3519-0495>

³  orcid id: <http://orcid.org/0000-0002-6118-4187>

*muhrofiimtihan@gmail.com

Keywords:	Abstract
Orientation, Principal Leadership, Teacher Performance, Quality Education	<i>This study aims to investigate the influence of principal leadership orientation and teacher performance on the quality of education in MI Muhammadiyah Kertonatan Kartasura. The method used in this study was census sampling, which involved 15 teachers as respondents. Data were collected through questionnaires using Likert scale and analyzed by multiple linear regression using SPSS 17.0 software. The results of the analysis show that simultaneously, the principal's leadership orientation and teacher performance have a significant influence on the quality of education, with the contribution of influence reaching 47.0%. Meanwhile, 53.0% of the quality of education is influenced by other variables outside the two factors. The t test and partial correlation coefficient show that teacher performance has a dominant influence on the quality of education at MI Muhammadiyah Kertonatan Kartasura. In conclusion, principal leadership orientation and teacher performance have a significant positive influence on education quality, with teacher performance as the most influential factor. This study emphasizes the importance of developing teacher performance and implementing effective leadership to improve the quality of education in these institutions.</i>
Kata Kunci: Orientasi, Kepemimpinan Kepala Sekolah, Kinerja Guru, Mutu Pendidikan	Penelitian ini bertujuan untuk menginvestigasi pengaruh orientasi kepemimpinan kepala sekolah dan kinerja guru terhadap mutu pendidikan di MI Muhammadiyah Kertonatan Kartasura. Metode yang digunakan dalam penelitian ini adalah sensus sampling, yang melibatkan 15 orang guru sebagai responden. Data dikumpulkan melalui kuesioner yang menggunakan skala Likert dan dianalisis dengan regresi linier berganda menggunakan perangkat lunak SPSS 17.0. Hasil analisis menunjukkan bahwa secara simultan, orientasi kepemimpinan kepala sekolah dan kinerja guru memiliki pengaruh signifikan terhadap mutu pendidikan, dengan kontribusi pengaruh mencapai 47,0%. Sementara itu, 53,0% dari mutu pendidikan

dipengaruhi oleh variabel lain di luar kedua faktor tersebut. Uji t dan koefisien korelasi parsial menunjukkan bahwa kinerja guru memiliki pengaruh dominan terhadap mutu pendidikan di MI Muhammadiyah Kertonatan Kartasura. Kesimpulannya, orientasi kepemimpinan kepala sekolah dan kinerja guru memberikan pengaruh positif yang signifikan terhadap mutu pendidikan, dengan kinerja guru sebagai faktor yang paling berpengaruh. Penelitian ini menekankan pentingnya pengembangan kinerja guru dan penerapan kepemimpinan yang efektif untuk meningkatkan mutu pendidikan di lembaga tersebut.

Received : 20 January 2025; Revised: 2 February 2025; Accepted: 21 March 2025



<http://doi.org/10.55080/jpn.v4i1.173>

This is an open access article under the [CC-BY](#) license

1. Introduction

The success of educational institutions is largely determined by the calibre of their human resources, who must be guided in a directed, integrated, and holistic manner from an early stage through various initiatives. Such efforts aim to enable future generations to develop to their fullest potential, supported by an environment that fosters both academic and non-academic growth. The Education Office, functioning as the operational arm of educational implementation, represents a key pillar for institutions striving to achieve educational success (Levinson et al., 2022). Accordingly, the Education Office holds a strategic role in enhancing the quality of human resources and is expected to deliver its services with increasing professionalism across its respective fields.

The expertise and proficiency of teachers are fundamental to the attainment of equitable educational quality. Accelerated innovations within the educational landscape further serve to enhance teachers' motivation, encouraging a more positive approach to the fulfilment of their professional responsibilities. Accordingly, the Education Office bears the mission of aligning its strategies with the national objective of cultivating Indonesian citizens who are not only competent but also demonstrate initiative and autonomy in executing their duties to an exemplary standard. Consequently, the Education Office is tasked with preparing human resources capable of addressing strategic and conceptual issues that are intrinsically linked to the core functions of teaching.

Currently, teacher performance is a major focus within society, particularly concerning the quality of education delivered. This is closely tied to both the academic competence of the teachers and the institutions where they are employed. Teacher performance is not only an integral part of the educational process but also a critical determinant in the pursuit of both governmental and private sector objectives (Alimmudin et al., 2022). Therefore, fostering a sense of ownership and commitment among teachers is essential to ensure the availability of competent human resources that can effectively compete in the globalized era.

In recognition of the critical role of teacher performance, the Indonesian government enacted Law Number 14 of 2005 concerning Teachers and Lecturers. This legislation specifies the rights, duties, and professional standards required of teachers. It also addresses various aspects related to the profession, including teachers' rights and responsibilities. Such an initiative is justified, as ensuring the availability of high-quality and dedicated teaching staff is a crucial step towards enhancing human

resources for the future. Furthermore, teacher performance is shaped by factors such as teacher discipline, behaviour, and the school culture, which includes the leadership and motivational support provided by school principals. Teacher behaviour is actually just the simplest reflection of their basic spirit so that the behaviour shown is in accordance with the goals of the organization; there must be a combination of enthusiasm for fulfilling teacher needs and organizational demands (Amerstorfer & Freiin von Münster-Kistner, 2021). Basically, managing and improving the quality of human resources needs special attention from the leadership so that the behaviour of human resources in educational institutions becomes more capable of carrying out activities in the field of their duties and functions.

Therefore, human resources are a determining element in educational organizations because the effectiveness of every educational organization is influenced by teacher behaviour.

Changes in behaviour that result from teacher performance quality can be made in various ways, such as through education, training, coaching, counselling, motivation, and the influence of leadership behaviour. Behaviour that can improve the quality of teacher performance is based on the teacher's own motivation, both motivation that comes from the teacher himself or from outside that is able to actualize the teacher's performance. The development of human resources, particularly the motivational factors influencing teacher performance, becomes a central focus of evaluation. High levels of work motivation directly impact teacher effectiveness. Leaders play a pivotal role in fostering an environment that encourages and stimulates improved teacher performance. In this context, effective leadership motivates subordinates to strive towards achieving set objectives (Bakker et al., 2023). Many factors influence teacher performance, including school environment competence (Kanya et al., 2021), work motivation and work culture (Tilaar, 1999), leadership and work environment (Lestari, 2023).

At MI Muhammadiyah Kertonatan Kartasura, initial observations by the researcher suggest that teacher performance is influenced by both the motivation of the individual teachers and the leadership provided by the principal. When the principal's leadership is able to address the teachers' needs, it results in increased motivation, which in turn enhances their performance. Conversely, if the principal's leadership fails to meet the teachers' needs, motivation tends to decrease, leading to a decline in performance. Based on the formulation of the existing problems, the objectives to be achieved in this study are as follows: 1) To find out whether the principal's leadership and teacher performance have a significant influence on the quality of education at MI Muhammadiyah Kertonatan Kartasura. 2) To determine whether there is a correlation between principal leadership and teacher performance with the quality of education in MI Muhammadiyah Kertonatan Kartasura. 3) To determine whether the principal leadership and teacher performance variables have a dominant influence on the quality of education in MI Muhammadiyah Kertonatan Kartasura.

The benefits of this research are expected to be: 1) It is used to examine the application of knowledge regarding leadership in relation to teacher performance, as imparted to the students. 2) Contribute to the existing body of knowledge, particularly in the areas of principal leadership and teacher performance. 3) Offer valuable insights for future researchers regarding the impact of principal leadership and teacher performance on the quality of education at MI Muhammadiyah Kertonatan Kartasura. 4) Serve as a reference for other researchers examining the various factors that influence the quality of education.

Leadership can be defined as the provision of direction and the exercise of influence over members of an organisation or group in the fulfilment of tasks (Saleem et al., 2024). It is further conceptualised as the collective process of motivating individuals to work collaboratively towards the achievement of mutually desired goals (Sonmez Cakir & Adiguzel, 2020). The concept of leadership is intrinsically intertwined with that of management, as the attainment or failure of an organisation's or educational institution's objectives is largely contingent upon the effectiveness of its leader or principal. In essence, leadership entails the strategic use of influence, rather than coercion, to inspire and drive individuals towards the accomplishment of predetermined goals (Aeni & Kuswanto, 2021). Leadership is also stated as the art of persuading subordinates to complete a job or their tasks with full enthusiasm and conviction (Jun & Lee, 2023).

Leadership constitutes a dynamic process in which an individual exercises the capacity to direct, guide, influence, or regulate the thoughts, emotions, and behaviours of others (Buryk et al., 2025). In the broader context, leadership is further conceptualised as the ability to achieve specific organisational or societal outcomes through the mobilisation of others, essentially embodying the skill to motivate and guide individuals towards accomplishing designated tasks that yield desired results. Synthesising the aforementioned perspectives, leadership can be characterised as the art of influencing and shaping the behaviour of others towards the attainment of collective objectives. Consequently, a fundamental prerequisite for effective leadership lies in the leader's ability to exert influence over subordinates, fostering an environment conducive to collaboration, the establishment of harmonious relationships, and the efficient execution of tasks aimed at realising shared goals.

Leadership is also the art of influencing others to work together to achieve a goal that requires the responsibility of the person who functions as a leader (Benmira & Agboola, 2021). The responsibilities of a leader include (1) determining goals, (2) implementing real work (quality, safety), (3) providing employees with the necessary financial resources to carry out their duties, (4) communicating appropriate rewards to encourage achievement, (5) delegating authority when necessary and inviting participation when possible, (6) eliminating obstacles to effective work implementation, (7) assessing work implementation and communicating the results, (8) showing concern for subordinates.

In this context, responsibility encompasses all activities aimed at achieving the organisation's objectives in the most appropriate manner. The organisation's goals are often defined as the targets that the institution seeks to accomplish with both effectiveness and efficiency (Aguilera et al., 2023). The goals, or the stimuli and motivations driven by an individual or group, are influenced by a leader's guidance. These efforts may lead to a successful outcome, or conversely, may fall short of success. However, those outcomes that fail to achieve success are still deemed effective if the process itself was carried out with due diligence, though the lack of success may stem from inefficiencies in the approach.

The aforementioned leadership authority is derived from two distinct sources: one emanating from higher levels of the hierarchy, often referred to as top-down authority, and the other stemming from the selection made by the members who will become subordinates, known as bottom-up authority. In the case of top-down authority, the power to lead or issue commands is conferred by superiors. Conversely, in bottom-up authority, the leader is elected and accepted by those who will follow, resulting in a

scenario where subordinates show respect and deference to the individual they have chosen as their legitimate leader.

Etymologically, performance comes from the word performance. Memon states that performance refers to the level of completion of tasks that form individual work (Memon et al., 2023). Performance emphasizes more on the degree of completion of tasks individually (Balakrishnan et al., 2024). In general, several performance measures include 1) Quality of work, 2) Knowledge of work, 3) Opinions or statements conveyed, 4) Decisions taken, 5) Work planning, 6) Work organization area, 7) Speed of work completion time, 8) Cooperation with coworkers

Research on teacher performance and job satisfaction is mostly felt to be based on a model developed. Furthermore, Bacus stated that there are a number of factors that affect teacher performance, namely (Bacus et al., 2024): (1) driving factors, including achievement, recognition of responsibility and the work itself and (2) causal factors, including salary, opportunities for growth, personal relationships with subordinates, position, personal relationships with superiors, personal relationships between colleagues, personal life and job security.

Kanya that the factors that can improve teacher performance are (Kanya et al., 2021): (1) cooperative and helpful attitudes, (2) cooperative and persuasive parents of students, (3) adequate facilities, (4) student interest in school lessons, (5) polite students, (6) helpful supervision, (7) well-organized schools, and (8) well-formulated policies from the school. On the other hand, factors that reduce teacher performance are (1) lack of release from contracts with students throughout the day, (2) administrative tasks, (3) lack of cooperation and encouragement from the principal, (4) inadequate school buildings, (5) lack of cooperation with staff, (6) excessive teaching load, (7) low salaries, (8) low student discipline, and (9) incomplete work facilities.

The quality of a school can generally be assessed through the outcomes of its students, which can be categorised into two primary forms: academic and non-academic achievements. Academic achievements encompass a range of accomplishments, such as participation in scientific paper competitions, performance in national exams, and success in subject-specific competitions, including those in mathematics, biology, and physics, as well as the development of critical thinking skills (including critical, rational, and scientific approaches). Non-academic achievements, on the other hand, include attributes such as curiosity, effective collaboration, discipline, and other personal qualities (Aden, 2025).

Three characteristics measure the success of implementing educational quality, namely effectiveness, efficiency and productivity (Javornik & Klemenčič Mirazchiyski, 2023). These three characteristics are interrelated and influence each other. However, in measuring the success of a program or activity, these three characteristics can be separated. Likewise, in measuring the success of School-Based Quality Improvement Management, they can be separated.

Effectiveness, efficiency, and productivity must be determined early on so that their impact on the achievement of educational goals can be known early on, especially when realizing various school programs. Thus, weaknesses or shortcomings can be corrected early on, while strengths can be maintained. Quality can be seen in academic achievements, such as scientific writing competitions, national exam scores, math competitions, biology competitions, physics competitions, and critical thinking (critical, rational and scientific). Non-academic achievements include high curiosity, good cooperation, discipline, and others.

Based on the theoretical studies that have been stated above, the author tries to raise a study model related to the problems in the object of research, thus the conceptual model can be explained as follows:

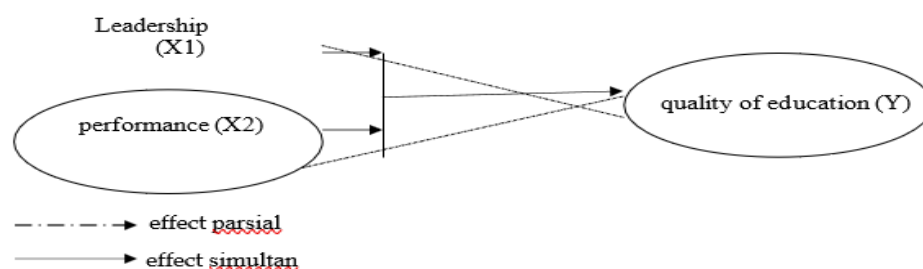


Figure 1. Conceptual Framework

Before putting forward a hypothesis to solve a problem, the definition of a hypothesis will first be put forward, which is a statement whose truth is still weak and still needs to be proven. Based on the study of theory and previous research results, the researcher formulated the following hypotheses: 1) It is suspected that the leadership of the principal and teacher performance have a significant effect on the quality of education at MI Muhammadiyah Kertonatan Kartasura. 2) It is suspected that the leadership of the principal and teacher performance are correlated with the quality of education at MI Muhammadiyah Kertonatan Kartasura. 3) It is suspected that the leadership of the principal and teacher performance have a dominant influence on the quality of education at MI Muhammadiyah Kertonatan Kartasura

2. Methods

Based on the formulation of the problem and the hypothesis that has been proposed, the variables to be analyzed consist of two types of variables, namely the independent variable (X) and the dependent variable (Y). The independent variable (X) used in this study consists of 2 (two) variables, namely: 1) Leadership Variable (X1), 2) Teacher Performance Variable (X2), 3) The dependent variable to be studied in this study is the quality of education at MI Muhammadiyah Kertonatan Kartasura (Y).

The population in the study consisted of all teachers at MI Muhammadiyah Kertonatan Kartasura, a total of 15 people. All members of the population became respondents in this study, so this study is a census study; namely, all members of the population were tested. The number of samples is the entire population, namely all teachers consisting of 15 teachers. This research was conducted in July 2024.

The data collection method employed in this study involves primary data, which is obtained through the completion of instruments and interviews with respondents. A set of statements, serving as the research instrument, is distributed to all participating teachers, with clear explanations provided regarding the content of the questions and the process for responding. This ensures that all teachers feel confident in answering the questions and engaging in dialogue with both their peers and leadership representatives to gather insights that may inform the formulation of the study's findings. Prior to distribution, the questionnaire is subjected to validity and reliability testing to ensure its accuracy and consistency.

This study used all teachers except for the leadership elements. Because it uses all teachers as respondents, the sampling method used is the census method. The use of the census method is based on the consideration that the number of samples is not too many and that the researcher is capable of implementing it (Sugiono, 2001).

The analysis model used in this study is the multiple regression analysis technique. This technique is used to determine the accuracy of predictions from all independent variables to dependent variables. Multiple Regression Formula:

$$Y = a + b_1X_1 + b_2X_2 + e$$

The data analysis approach employed is tailored to the objectives of the study. A quantitative analysis model is utilised, incorporating statistical tests for hypothesis testing. Additionally, a qualitative analysis model is applied to interpret the relationships between the obtained data and the theoretical framework, through systematic description. The analysis process unfolds in several stages: a) the collection of raw data derived from questionnaire responses, b) the execution of validity and reliability tests, c) the conversion of ordinal data into interval data, and d) the application of data analysis techniques.

3. Result and Discussion

Furthermore, based on the results of data analysis, the following regression equation is obtained:

$$Y = a + b_1X_1 + b_2X_2 + e$$

If both the Principal's Leadership Orientation and Teacher Performance are absent or set to zero, the quality of education is measured at -0.798. This figure represents the regression coefficient for school quality. In other words, if leadership orientation and teacher performance have no influence, the expected quality of education at MI Muhammadiyah Kertonatan Kartasura would be -0.798.

The leadership orientation regression coefficient of 0.539 indicates that principals' leadership orientation has a positive effect on education quality. Increasing the principal's leadership orientation leads to an increase in education quality. It increases education quality by 0.539 units due to an increase in leadership-oriented units. Similarly, the regression coefficient of 0.61 for teacher performance means that teacher performance also positively affects teaching quality. When teacher performance increases in units, education quality increases by 0.61 units. Based on this equation, it is clear that both the principal's good management orientation and teacher performance contribute positively to the education quality of Mi Muhammadiyah Kertonatan of Kartasura.

MI Muhammadiyah Kertonatan Kartasura's principal's orientation and teacher performance on teaching quality is to test the initial hypothesis that there is an analysis using the F test. The results of the analysis in the F test received a calculated F value of 11.986 with a significance level of 0.000 (less than 0.05). In other words, leadership orientation and principal performance have a major impact on the quality of education. This can be seen in the following ANOVA table:

Table 1. Results of Analysis of Variance (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.724	2	2.362	11.986	.000 [^]
	Residual	5.320	27	.197		
	Total	10.044	29			

The table shows that both Principal Leadership Orientation and Teacher Performance have a significant influence on the quality of education. Thus, the hypothesis that both factors have a significant effect on the quality of education in MI Muhammadiyah Kertonatan Kartasura is proven correct.

The second hypothesis test, which states that Principal Leadership Orientation and Teacher Performance have a significant effect on the quality of education, was conducted through analysis using the t-test. Based on the results of data analysis using SPSS, the t-count values listed in the following table were obtained:

Table 2. Data Analysis Results

Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	t
1	(Constant)	-.798	.990		-.806
	Kepemimpinan	.539	.248	.361	2.177
	Kinerja	.614	.243	.420	2.531
					Sig
					.427
					.038
					.018

Based on the results of the analysis using the t test, the calculated t value for Principal Leadership Orientation is 2.177 with a significance level of 0.038. This indicates that the principal's leadership orientation has a significant influence on the quality of education. In addition, the t value calculated for teachers' work performance is 2.531 with a significance level of 0.018, which indicates that both the Principal's leadership orientation and teachers' work performance have a significant impact on the quality of education at MI Muhammadiyah Kertonatan Kartasura.

Based on the results of data analysis using the t test as described, it is known that Principal Leadership Orientation and Teacher Performance have a significant influence on Education Quality. Therefore, the hypothesis stating that Principal Leadership Orientation and Teacher Performance have a significant effect on Education Quality at MI Muhammadiyah Kertonatan Kartasura is accepted.

In addition, the results of the analysis using the t test and correlation coefficient show that teacher performance has a dominant influence on school quality. This can be seen from the calculated t value of 2.531 with a significance level of 0.018, which is greater than the t value for the principal's leadership orientation which is 2.177 with a significance level of 0.038. Thus, teacher performance has a dominant influence on school quality of MI Muhammadiyah Kertonatan Kartasura.

Based on the research results and data analysis that has been described, it can be concluded that the hypothesis stating that the principal's leadership orientation and teacher performance have a significant influence on school quality is proven true. Thus, it can be explained that the principal's leadership orientation and teacher performance have a significant effect on the quality of MI Muhammadiyah Kertonatan Kartasura. This study also supports the findings of previous studies.

Based on the analysis, the R square value of 0.470 indicates that the contribution of the influence of principal leadership orientation and teacher performance on the quality of MI Muhammadiyah Kertonatan Kartasura is 0.470 or 47.0%. This means that school quality is influenced by 47.0% by the leadership orientation of principals and teacher performance, while the remaining 53.0% is influenced by other variables.

Based on the results of the analysis, it can be explained that the principal's leadership orientation has a significant positive influence on school quality, as seen from the t-count value with a significance level below 0.05. This means that an increase in the principal's leadership orientation will be followed by an increase in school quality, and conversely, a decrease in the principal's leadership orientation will result in a decrease in school quality. This finding is in line with the theoretical study which states that the better the principal's leadership orientation, the better the school quality.

Principals' leadership orientation is a key factor in improving school quality. In this study, leadership was assessed through the leadership function dimension, which includes the principals' consistent involvement in the management process, especially in planning. Principals routinely provide guidance and direction to teachers in the performance of their duties, as well as take responsibility for any decisions made and strive to be role models for their subordinates.

Teacher performance is also an important factor in efforts to improve school quality. The results of the analysis show that teacher performance has a significant influence on school quality, which can be seen from the t value with a significance level below 0.05. This means that an increase in teacher performance will have a significant positive impact on school quality; conversely, a decrease in teacher performance will lead to a decrease in school quality. The factors of teacher performance that affect education quality in this study include teachers' efforts to use time, costs and energy effectively and efficiently, punctuality in completing work, efforts to work in accordance with applicable regulations, understanding of the tasks they do, and having self-confidence.

4. Conclusion

Principal leadership orientation and teacher performance have a major impact on the education quality of Mi Muhammadiyah Kertonatan kartasura. The contribution of the impact of the two variables on school quality is 7.0%, but 53.0% of school quality for other variables besides principal leadership orientation and teacher performance is affected. In addition, analysis using tests and correlation coefficients showed that teacher performance has a dominant influence on school education quality. Therefore, if we consider both variables to have a significant impact on school quality at the same time, we recommend increasing principals' leadership orientation and teacher performance, especially if we think it will have a significant impact on teacher performance, which has been shown to be more influential. Further trials are recommended to add other variables and increase the number of respondents so that the results can be generalized.

5. References

- Aden, A. A. (2025). What Matters to Academic Performance: A Brief Review of Literature. *International Journal of Scientific Research and Management (IJSRM)*, 13(02), 3930–3950. <https://doi.org/10.18535/ijrm/v13i02.el04>
- Aeni, N., & Kuswanto, H. G. (2021). The Influence of Leadership Style, Motivation and Work Discipline on Employee Performance. *International Journal of Management Science and Information Technology*, 1(2), 20–24. <https://doi.org/10.35870/ijmsit.v1i2.352>
- Aguilera, R. V., De Massis, A., Fini, R., & Vismara, S. (2023). Organizational Goals, Outcomes, and the Assessment of Performance: Reconceptualizing Success in Management Studies. *Journal of Management Studies*, 61(1), 1–36. <https://doi.org/10.1111/joms.12994>
- Alimmudin, A., Rizalie, A. M., & Basuki, S. (2022). The Effect of Teacher Competence, Work Discipline and Work Motivation on Teacher Performance. *International Journal of Social Science And Human Research*, 05(06), 2422–2427. <https://doi.org/10.47191/ijsshr/v5-i6-67>
- Amerstorfer, C. M., & Freiin von Münster-Kistner, C. (2021). Student Perceptions of

- Academic Engagement and Student-Teacher Relationships in Problem-Based Learning. *Frontiers in Psychology*, 12(October), 1–18. <https://doi.org/10.3389/fpsyg.2021.713057>
- Bacus, R. C., Picardal, M. T., Perez, N. B., & Balo, V. T. M. (2024). Predictors of beginning teachers' teaching performance. *Frontiers in Education*, 9(42), 1–12. <https://doi.org/10.3389/feduc.2024.1375726>
- Bakker, A. B., Hetland, J., Kjellevold Olsen, O., & Espevik, R. (2023). Daily transformational leadership: A source of inspiration for follower performance? *European Management Journal*, 41(5), 700–708. <https://doi.org/10.1016/j.emj.2022.04.004>
- Balakrishnan, K., Angusamy, A., Patil, R. G., & Razak, M. N. F. (2024). Enhancing Work Performance: The Role of Communication and Leadership Styles. *Jurnal Komunikasi: Malaysian Journal of Communication*, 40(1), 376–394. <https://doi.org/10.17576/JKMJC-2024-4001-21>
- Benmira, S., & Agboola, M. (2021). Evolution of leadership theory. *BMJ Leader*, 5(1), 3–5. <https://doi.org/10.1136/leader-2020-000296>
- Buryk, Z., Piatnychuk, I., & Biloshkurskyi, M. (2025). Leadership , Management , and Socio- Economic Adaptation: Contemporary Challenges and Strategic Perspectives. *International Journal of Organizational Leadership*, 14, 1–8. <https://doi.org/10.33844/ijol.2025.60450>
- Javornik, Š., & Klemenčič Mirazchiyski, E. (2023). Factors Contributing to School Effectiveness: A Systematic Literature Review. *European Journal of Investigation in Health, Psychology and Education*, 13(10), 2095–2111. <https://doi.org/10.3390/ejihpe13100148>
- Jun, K., & Lee, J. (2023). Transformational Leadership and Followers' Innovative Behavior: Roles of Commitment to Change and Organizational Support for Creativity. *Behavioral Sciences*, 13(4). <https://doi.org/10.3390/bs13040320>
- Kanya, N., Fathoni, A. B., & Ramdani, Z. (2021). Factors affecting teacher performance. *International Journal of Evaluation and Research in Education*, 10(4), 1462–1468. <https://doi.org/10.11591/IJERE.V10I4.21693>
- Lestari, D. (2023). The Effect of Work Environment, Work Motivation and Career Development on Performance (Literature Reviews). *Dinasti International Journal of Digital Business Management*, 4(4), 733–741. <https://doi.org/10.31933/dijdbm.v4i4>
- Levinson, M., Geron, T., & Brighouse, H. (2022). Conceptions of Educational Equity. *AERA Open*, 8(1), 1–12. <https://doi.org/10.1177/23328584221121344>
- Memon, A. H., Khahro, S. H., Memon, N. A., Memon, Z. A., & Mustafa, A. (2023). Relationship between Job Satisfaction and Employee Performance in the Construction Industry of Pakistan. *Sustainability (Switzerland)*, 15(11), 1–21. <https://doi.org/10.3390/su15118699>
- Saleem, A., Bhutta, M. K. S., Abrar, M., Bari, M. W., & Bashir, M. (2024). Leader's ethical behavior: A precursor to employees' well-being through emotions management. *Acta Psychologica*, 249(July), 104453. <https://doi.org/10.1016/j.actpsy.2024.104453>
- Sonmez Cakir, F., & Adiguzel, Z. (2020). Analysis of Leader Effectiveness in

Organization and Knowledge Sharing Behavior on Employees and Organization.
SAGE Open, 10(1). <https://doi.org/10.1177/2158244020914634>