

## THE EFFECT OF PRINCIPAL LEADERSHIP, ETHOS, AND WORK CLIMATE ON EDUCATOR PERFORMANCE MAN DISTRICT OF SUMEDANG

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### Abstract

Education is seen as a valuable investment in improving the quality of human resources and building a nation. The research focuses on the MAN Se-Kab district of Sumedang to analyze the leadership of the head of the school, the work ethos, the working climate, and the performance of the educators. Quantitative survey methods are used with data collection using lifts. Data analysis includes validity, reliability, classical assumption tests, double linear regression, and hypothesis tests. Research at MAN Se-Kab district Sumedang found that the leadership of the head of school, the work ethos, and the working climate were rated "Good" (average 4.24, 4.58, and 4.27), as well as the performance of educators. (rata-rata 3,90). Nevertheless, the leadership of the head of the school did not significantly impact the teacher's version ( $t$  count  $-1,035 < 2,012$ , significance  $0,306 > 0,05$ ). On the contrary, the work ethos ( $2,621$ , significance  $0.042 < 0,05$ ) and the working climate ( $2,047$ , signification  $0.053 < 0.05$ ) had a significant positive impact. Simultaneously, the three variables influence the performance of educators ( $f$  counts  $10,890 > f$  table  $4,052$ , significance  $0,045 < 0,05$ ). The determination coefficient of 30.4% suggests that the head of school leadership, work ethos, and work climate variables can explain variations in teacher performance. In comparison, the other 34.8% variations are influenced by external factors such as culture and environment. Research recommendations include improved teacher performance and the role of the head of school in creating a productive working environment. The study provides in-depth insight into education dynamics in the MAN Se-Kab district of Sumedang, providing a basis for improving the quality of educators' performance and leadership.

**Keywords:** Head of School Leadership, Work Ethos, and Educator Power Performance

## INTRODUCTION

Education is seen as a valuable investment in improving the quality of human resources to build a nation. (Roy Purwanto et al., 2022) Understand the urgency of education in line with its core role and mission, which aims to produce qualified individuals to support the progress and development of the nation and the country . It is a conscious effort to prepare future generations and enhance the nation's dignity (Purnama et al., 2021). Human resource management (HRM) becomes the key to achieving educational goals, where good HRM management enables employees to face and complete tasks well. Teachers, as educators, have a strategic role in achieving development goals, and their presence is a significant factor in the world of education (Khalik et al., 2021). Educational achievement can be achieved if teachers' performance is optimal. Teacher performance is influenced by various factors, where internal aspects such as motivation and teacher satisfaction play an important role. At the same time, external factors such as leadership and organizational climate also contribute to shaping the teacher's performance. In addition, good teachers also have a good work ethic; they will strive as best as possible to be qualified teachers to improve the effectiveness of teaching and learning processes and students' learning outcomes according to expectations. Thus, teachers are the main element that influences the quality level of education (Suriagiri et al., 2022).

UNESCO data indicate that education in Indonesia is still challenging, with education ranked 10th out of 14 developing countries and teacher quality ranked 14th. Although the number of teachers has increased, some still do not qualify for academic qualifications and do not have professional certificates. The role of teachers, according to the National Education Standards, is essential in determining student learning outcomes. The government is restructuring education management to improve the quality of education and evaluate teachers' performance. This step includes comprehensive improvements, including improvements in the leadership skills of the head of the school and teachers' motivation in each stage of learning, which directly affect the teacher's performance in the school. This is inseparable from the attitude of a manager or leader in directing a person or organization to utilize human, material, technological, and financial resources to achieve a common goal (Fahruzi & Hidayat, 2023).

Despite this, teachers' performance and professionalism are still often questioned. Some believe that the low Human Development Index (HDI) and quality of education in Indonesia

are due to the poor performance of teachers (Maponya, 2020). These challenges involve a low level of teacher education, a lack of supervision by the head of the school, the inertia of programming, and the lack of teacher motivation in self-development. It is also seen that education has a crucial role in shaping individuals who are superior, intelligent, democratic, visionary, able to compete, and can contribute to improving the well-being of the entire Indonesian society. Likewise, the role of teachers and leadership in determining the success of an education system, so in this case four competencies must be possessed by a teacher, namely pedagogic, professional, social, and personality. The principal also acts as a supervisor in improving teacher professionalism and teaching and learning outcomes (Alobiedat, 2011).

Other factors that affect the quality of education are the leadership of the head of the school, the work ethos, and the working climate. Research shows that these three factors together have a positive influence on teacher performance. Good leadership, a positive work ethos, and a conducive working environment can improve teacher performance, whereas a decrease in the three can lead to a decline in performance. The head of the school must have the ability to improve the performance of teachers or staff under his leadership. In addition, the head of the school must also be able to manage all the school's resources efficiently to enhance the overall quality of education. Considering that teachers are the pillars for a nation to build civilization and quality of life in the future, a teacher needs to have a personal consciousness to continue to develop the necessary abilities, skills, and knowledge. It aims to improve performance as a professional teacher or teacher (Maidiana & Khairuddin, 2022).

Although some studies have found consistent results, there are also gaps in studies that indicate that head school leadership hurts teacher performance. As the principal leader in the school, the principal must have the skills to positively impact and prevent adverse effects (Suhendra & Hidayat, 2023). Therefore, further research is required to identify the extent to which the leadership of the head of the school, ethos, and working climate affect the performance of educators in the MAN Se-Kab District of Sumedang (Setiani et al., 2022). From the preliminary study, it has been found that educators' performance in the Man Se-Kab District is quite optimal. However, there are still some problems such as teachers' inadequate education level and dissatisfaction with following certification. Therefore, further research is expected to provide a deeper understanding of the influence of the head of school leadership, ethos, and working climate on the performance of educators in educational institutions (Zakaria, 2024).

## METHODS

This study uses a quantitative approach with ex post facto research methods. This approach is based on the philosophy of positivism, testing hypotheses established on populations and samples that have already been determined. Ex post facto study methods are used to collect data that occurred in the past or present, focusing on beliefs, opinions, characteristics, behaviors, and social and psychological variable relationships of samples taken from a particular population.

The independent variables in this study include principal leadership (X1), work ethic (X2), and work climate (X3), while the dependent variable is the performance of teaching staff (Y). The data type used is quantitative, measured on a numerical scale, and obtained through the analysis of questionnaire answer scores filled in by research informants, namely teachers. Data sources consist of primary data obtained directly from respondents and secondary data obtained through literature, books, journals, articles, and the internet, as well as objective data about MAN in Sumedang Regency. The study population consisted of educators in two State Aliyah Schools in Sumedang Regency, with 100 people. A sample of 50 people was taken using the proportion formula based on the total population in each school.

The data collection technique is carried out through lifts/questions and documentation. The charges are measured on the Likert scale, and the documentation includes information related to the history, profile, and the condition of facilities and supplies at the school. Data analysis using double linear regression with the help of IBM SPSS Statistic v.26. Validity and reliability tests are carried out to ensure the quality of the research instruments. In addition, classical assumption tests such as normality tests, multicollinearity tests, and heterocadasthesis tests are also performed. The results of the data analysis will be interpreted by involving partial tests (t-tests), simultaneous tests (F tests), coefficient tests, and determination factors tests ( $R^2$ ). This research was carried out in MAN Sumedang District since November 2023 on April 20, the same as April 2024.

## RESULTS

Testing the research hypothesis includes two main stages, namely the validity and reliability tests of the research instrument. First, the validity test is carried out to measure the research instrument's validity level. This study measured validity using the SPSS version 26 application, with the count value as the determining parameter. If the count on an item is

greater than the table, then the item is considered valid; conversely, if the count is smaller than the table, the item is considered invalid.

**Table 1 Hasil Uji Validitas Variabel Kepemimpinan Kepala Madrasah (X1)**

Item	Indikator	r Hitung	>/<	r Tabel	Keterangan
1	Membuat tujuan sekolah	0,741	>	0,2787	Valid
2		0,773	>	0,2787	Valid
3		0,838	>	0,2787	Valid
4		0,823	>	0,2787	Valid
5		0,718	>	0,2787	Valid
6		0,677	>	0,2787	Valid
7	Melakukan perencanaan program sekolah	0,770	>	0,2787	Valid
8		0,706	>	0,2787	Valid
9		0,661	>	0,2787	Valid
10		0,824	>	0,2787	Valid
11		0,613	>	0,2787	Valid
12		0,743	>	0,2787	Valid
13		0,831	>	0,2787	Valid
14		0,652	>	0,2787	Valid
15	0,577	>	0,2787	Valid	
16	Mengorganisasi	0,719	>	0,2787	Valid
17		0,648	>	0,2787	Valid
18		0,810	>	0,2787	Valid
19		0,682	>	0,2787	Valid
20		0,662	>	0,2787	Valid
21		0,709	>	0,2787	Valid
22		0,598	>	0,2787	Valid
23	0,626	>	0,2787	Valid	
24	Melaksanakan dan mengevaluasi.	0,576	>	0,2787	Valid
25		0,748	>	0,2787	Valid
26		0,739	>	0,2787	Valid
27		0,755	>	0,2787	Valid
28		0,757	>	0,2787	Valid
29		0,774	>	0,2787	Valid
30	<b>0,771</b>	>	<b>0,2787</b>	<b>Valid</b>	

sumber: Data oleh peneliti, 2023

Based on Table 1 above, the 30 statements concerning the Chief School Leadership Variable (X1) are declared valid because of hitting > table. For  $n = 50$  with  $\alpha 5\%$  (0,05), we then obtained r table 0,2787. Therefore, the chief school leadership statement (x1) can be used to measure the studied variable.

**Tabel 2 Hasil Uji Validitas Variabel Etos Kerja (X2)**

Item	Indikator	r Hitung	>/<	r Tabel	Keterangan
1	Kesadaran	0,839	>	0,2787	Valid
2	Semangat	0,826	>	0,2787	Valid
3	Kemauan	0,832	>	0,2787	Valid
4	Disiplin Kerja	0,728	>	0,2787	Valid
5	Inisiatif	0,825	>	0,2787	Valid
6	Peningkatan	0,796	>	0,2787	Valid
7	Wawasan	<b>0,790</b>	>	<b>0,2787</b>	<b>Valid</b>

sumber: Data oleh peneliti, 2023

Table 2 above, shows that of the seven items of the statement concerning the Work Ethos Variable (X2), it is valid because  $r_{hitung} > r_{tabel}$ . For  $n = 50$  with  $\alpha 5\%$  (0,05), obtain  $r$  table 0,2787. Therefore, the Ethos of Work (X2) elevation statement can be used to measure the studied variable.

**Tabel 3 Hasil Uji Validitas Variabel Iklim Kerja (X3)**

Item	Indikator	r Hitung	>/ <	r Tabel	Keterangan
1	Menaruh kepercayaan dan terbuka	0,736	>	0,2787	Valid
2	Simpatik dan memberikan dukungan	0,760	>	0,2787	Valid
3	Jujur dan menghargai	0,774	>	0,2787	Valid
4	Kejelasan Tujuan	0,770	>	0,2787	Valid
5	Pekerjaan yang beresiko	0,732	>	0,2787	Valid
6	Pertumbuhan kepribadian,	0,806	>	0,2787	Valid
7	Otonomi dan	0,775	>	0,2787	Valid
8	Fleksibilitas	0,779	>	0,2787	Valid

Based on Table 3 above, the eight statements on the Working Climate Variable (X3) are valid because  $r_{hitung} > r_{tabel}$ . For  $n = 50$  with  $\alpha 5\%$  (0,05), we then obtained  $r$  table 0,2787. Therefore, the Working Climate (X3) lift statement can be used to measure the studied variable.

**Tabel 4 Hasil Uji Validitas Variabel Kinerja Tenaga Pendidik (Y)**

Item	Indikator	rHitung	>/<	r Tabel	Keterangan
1	Kualitas pekerjaan	0,516	>	0,2787	Valid
2		0,408	>	0,2787	Valid
3		0,795	>	0,2787	Valid
4		0,516	>	0,2787	Valid
5	Kuantitas pekerjaan	0,408	>	0,2787	Valid
6		0,513	>	0,2787	Valid
7		0,408	>	0,2787	Valid
8	Ketepatan	0,489	>	0,2787	Valid
9	Waktu	0,795	>	0,2787	Valid
10	Efektifitas	0,513	>	0,2787	Valid
11	Biaya	0,553	>	0,2787	Valid
12	Pengawasan	0,516	>	0,2787	Valid
13		0,408	>	0,2787	Valid
14		0,588	>	0,2787	Valid
15	Kemampuan Diri	0,511	>	0,2787	Valid
16		0,513	>	0,2787	Valid
17		0,601	>	0,2787	Valid
18		0,578	>	0,2787	Valid

Based on table 4. Above, it shows that the 18 statement items regarding the Educator Performance Variable (Y) are declared valid because  $r_{count} > r_{table}$ . For  $n = 50$  with  $\alpha 5\%$  (0.05), the  $r$  table is 0.2787. Therefore, the questionnaire statement on Educator Performance (Y) can be used to measure the variable under study.

The reliability test results of the Principal Leadership Variable (X1) show a Cronbach's Alpha value of 0.967, which far exceeds the 0.60 threshold. The same thing happened to the Work Ethic Variable (X2), Work Climate Variable (X3), and Educator Performance Variable (Y), all of which showed a high level of reliability. Thus, the entire research instrument can be considered valid and reliable, so measuring the variables studied in this study is feasible.

The reliability test is a critical step in evaluating the consistency of measuring instruments or research instruments, as explained by Tanzeh (2021). The reliability of a tool reflects its ability to produce consistent data when used repeatedly in the same research context. In this study, the reliability test was carried out using Cronbach's Alpha formula with decision criteria. Namely, the alpha value above 0.60 indicates adequate reliability (Dacholfany et al., 2024).

The results of the reliability test calculation using SPSS version 26 show that the Principal Leadership Variable (X1) has a Cronbach's Alpha value of 0.967 out of 30 statement items, indicating a very high level of reliability. The same thing happened to the Work Ethic Variable (X2), which had a value of 0.908 from 7 statement items, and the Work Climate Variable (X3), which had a value of 0.895 from 8 statement items. Both variables are also considered reliable and suitable for measuring instruments. However, it should be noted that the Educator Performance Variable (Y), although still passing the reliability threshold (0.60), received a Cronbach's Alpha value of 0.875 from 18 statement items. Although still considered reliable, the reliability of this variable is slightly lower than the other variables. Nevertheless, this instrument can still be regarded as reliable enough to measure the performance of teaching staff in this study. This conclusion is based on the reliability test results that reflect the instrument's consistency and support the confidence in the data generated.

In a partial analysis of the variables in this study, researchers examined several indicators to evaluate the consistency and reliability of the instruments used. The first focus is on the Principal Leadership Variable (X1), which consists of four indicators: Creating School Goals, Planning School Programs, Organizing, and Implementing and Evaluating. The analysis showed that the overall average of Variable X1 was 4.24, indicating a high level of fulfillment

of principal leadership in MAN in Sumedang Regency. Furthermore, researchers analyzed the Work Ethic Variable (X2), which includes seven indicators: Awareness, Passion, Willingness, Work Discipline, Initiative, Improvement, and Insight. The analysis showed that the overall average of Variable X2 was 4.58, reflecting a very high level of fulfillment of work ethic in these schools. Indicators such as Awareness, Willingness, Initiative, Improvement and Insight, with averages above 4.5 each, indicate a very positive level of response from respondents to these aspects.

The results of this analysis illustrate that this research instrument is reliable and feasible to use in the context of research at MAN Se-Kabupaten Sumedang. These findings support the reliability and validity of the tools used in measuring Principal Leadership and Work Ethics, and the results can be used as a basis for a deeper understanding of school dynamics and the performance of educators in this educational environment.

In the analysis of variable X3, namely Work Climate, seven indicators are assessed: Trusting and Open, Sympathetic and Supportive, Honest and Respectful, Clarity of Purpose, Risky Work, Personality Growth, and Autonomy and Flexibility. Each indicator was averaged using a predetermined formula, and the results were interpreted into category intervals that included Very Low, Low, Medium, High, and Very High. For example, in the first indicator, Trusting and Open, an average value of 4.44 was obtained, which falls into the "High" qualification because it is within the interval range of 3.6 - 4.5. Similarly, other indicators such as Sympathetic and Supportive (average 4.36), Honest and Respectful (average 4.30), Clarity of Purpose (average 4.32), Risky Work (average 4.26), Personality Growth (average 4.16), and Autonomy and Flexibility (average 4.35) were all categorized as "High".

By combining the seven indicators' mean values, the Work Climate's overall average is 4.27. This value is also included in the "High" qualification, reflecting a high level of fulfillment of the work climate at MAN Schools in Sumedang Regency. Therefore, it can be concluded that this variable contributes positively to the working conditions in the school. In the partial analysis of the performance of education personnel (variable Y), six indicators are assessed: quality of work, quantity of work, timeliness, cost-effectiveness, supervision, and self-ability. The average of the six indicators was calculated using a predetermined formula, and the results were interpreted into category intervals, including Very Low, Low, Medium, High, and Very High. For example, in the first indicator, Quality of Work, an average value of 4.10 was obtained, which falls into the "High" qualification because it is within the interval range

of 3.6 - 4.5. Similarly, other indicators such as Quantity of Work (average 3.95), Timeliness (average 3.91), Cost Effectiveness (average 3.98), Supervision (average 3.94), and Self-Efficacy (average 3.50) were all categorized as "High". Combining the average values of the six indicators, the overall average of Education Personnel Performance is 3.90. This value is also included in the "High" qualification, reflecting the high level of fulfillment of the performance of education personnel at MAN in Sumedang Regency. Therefore, it can be concluded that this variable contributes positively to implementing education personnel in these schools. In testing classical assumptions, the steps consist of a normality test, multicollinearity test, and heteroscedasticity test. In the normality test, the data was tested using a standard probability plot, and the results showed that the residual distribution was within the limits of normality. The Kolmogorov-Smirnov normality test also indicates that the sig value is  $> 0.05$ , so the data is usually distributed.

The multicollinearity test examines the Variance Inflation Factor (VIF) and Tolerance values. The analysis results show no symptoms of multicollinearity because the VIF and tolerance values on the independent variables are within the acceptable range.

The heteroscedasticity test is done through scatterplot and Glejser test. The scatterplot shows that there is no clear pattern, and the Glejser test also indicates that there is no heteroscedasticity. Thus, it can be concluded that the regression model fulfills the assumption of heteroscedasticity. Furthermore, multiple linear regression analysis was conducted involving the variables of principal leadership, work ethic, and work climate on educators' performance. The results showed that only the work ethic variable significantly influenced the performance of teaching staff, while the principal's leadership and work climate were not significant.

Hypothesis testing is done with a test on each independent variable. The results show that only the work ethic variable significantly influences the performance of teaching staff. Principal leadership and work climate variables, partially, do not substantially affect teaching staff performance.

An F-test was conducted to test the simultaneous effect of the three independent variables on the dependent variable. The results show that simultaneously, the principal's leadership, work ethic, and work climate significantly affect the performance of teaching staff.

The coefficient of determination (Adjusted R Square) is 30.4%, indicating how much variation in educator performance can be explained by the independent variables included in

the model. Most of the other variations are influenced by factors outside the variables that have been studied.

## DISCUSSION

The discussion of the results of this study aims to gain an understanding of the impact of principal leadership (X1), work ethic (X2), and work climate (X3) on the performance of teaching staff (Y) at MAN in Sumedang Regency. Statistical data interpretation has been done to detail the research results and answer the problem formulation. The discussion of the results of this study is intended to reveal the effect of principal leadership (X1), work ethic (X2), and work climate (X3) on the performance of teaching staff (Y) at MAN in Sumedang Regency. Statistical data has been interpreted to detail the study's results by formulating the problem. Based on the results of statistical interpretation (Ali et al., 2021).

According to (Sunaryo, 2020), leadership is a matter of relationship that affects the relationship between the leader and the leader. Leadership functions are based on the leader's power to invite, influence, and move others toward achieving specific goals. Aedi (2016) mentions indicators of principal leadership, including setting school goals, planning school programs, organizing, and implementing and evaluating. The results of statistical tests on variable X1 (Principal Leadership) in MAN in Sumedang Regency obtained an average value of 4.24, included in the category "High." The four indicators measured are making school goals, planning school programs, organization, and implementation and evaluation (Nazir et al., 2021). From the four indicators measured, namely making school goals, planning school programs, organization, and performance and evaluation, it can be concluded that Principal Leadership in MAN Se-Kabupaten Sumedang is included in the category good.

This result aligns with (Amiati et al., 2022) view, which states that principal leadership is an effort to influence, encourage, and guide various related parties in achieving school goals. Work Ethics at MAN Se-Kabupaten Sumedang According to Sinamo (2021), work ethics are a set of positive behaviors derived from fundamental beliefs and a total commitment to an integral work paradigm. The results of statistical tests on variable X2 (Work Ethic) at MAN Se-Kabupaten Sumedang obtained an average value of 4.58, included in the category "Very High". From seven indicators, such as awareness, enthusiasm, willingness, work discipline, initiative, improvement, and insight, it can be concluded that the Work Ethic at MAN in Sumedang Regency is in the "Good" category (Khofiyah, 2022).

This opinion is by Sukarman, who defines work ethic as the behavior of individuals or groups in various contexts, including organizations, which include motivation, enthusiasm, principles, codes of ethics, aspirations, standards, and beliefs. The Work Climate at MAN Se-Kabupaten Sumedang includes a workplace environment that affects the achievement of institutional goals. (Sugiyono, 2019) mentions several work climate indicators, such as trust, support, clarity of purpose, risky work, personality growth, autonomy, and flexibility. The results of statistical tests on variable X3 (Work Climate) at MAN in Sumedang Regency obtained an average value of 4.27, falling into the "High" category (Mutohar & Trisnantari, 2020).

The seven work climate indicators measured, it can be concluded that the Work Climate at MAN Se-Kabupaten Sumedang is in the "Good" category. states that work climate is an individual's perception of the rules and desires of the organization and its social environment. Performance of Educators in MAN Se-Kabupaten Sumedang Performance is the result of activities carried out to complete tasks by expectations and goals that have been set. The results of statistical tests on variable Y (Educator Performance) at MAN in Sumedang Regency obtained an average value of 3.90, included in the "High" category.

The seven indicators of educator performance measured, it can be concluded that the performance of educators at MAN in Sumedang Regency is in the "Good" category. Torang (2014) states that arrangement involves the quantity and quality of individual or group work by established norms, standard operating procedures, and criteria. Based on the results of the statistical analysis and classical assumption tests, there is no significant influence between principal leadership (X1) and teaching staff (Y) performance. This result aligns with research by Laily (2022), which states that central administration does not directly affect teacher professionalism (Gebczynski & Kutsyuruba, 2022).

Based on the results of statistical analysis and classical assumption tests, there is a significant influence between work ethic (X2) and teaching staff (Y) performance. These results align with research by Fachrurazi and Azhari (2022), which found that work ethic directly affects teacher professionalism. Based on the results of statistical analysis and classical assumption tests, there is a significant influence between the work climate (X3) and teaching staff (Y) performance. This is in line with research by Ayu Asmarani, Muhammad Fadhi, and Darma Putra (2022), which found that organizational climate positively affects teacher performance (Nurhayati et al., 2021).

Based on the results of the study, together the principal's leadership, work ethic, and work climate affect the performance of educators at MAN in Sumedang Regency. The adjusted coefficient of determination shows that 30.4% of the performance variables of educators can be explained by the variables of principal leadership, work ethic, and work climate. At the same time, the remaining 34.8% is influenced by outside factors such as culture and environment. These results are consistent with research by Muhammad Sularno, Yauqi Hamdi, et al (2022), who found that the principal's leadership style, teacher work ethic, and teacher performance jointly affect student learning outcomes (Roy Purwanto et al., 2022).

## CONCLUSION

From this study, it can be concluded that the principal's leadership, work ethic, and work climate in MAN in Sumedang Regency are good, with high teaching staff performance. Although principal leadership does not significantly influence educators' performance, work ethic, and work climate prove a positive correlation. Recommendations for future research include exploring external factors that may affect educator performance and deepening the relationship between leadership and performance. Personal reflections emphasize the importance of integrity and trust in building a competitive educational environment.

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