



Various Factors Affecting the Performance of Public Elementary School Teachers in Urban Areas

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Article Info

Article History:

Received 18th September 2021

Accepted 27th November 2021

Published 23th December 2021

Keywords:

Principal Leadership, Work Environment, Discipline, Teacher Performance

Abstract

This study aims to examine, identify and analyze the influence of principals' leadership and discipline on teacher performance by using the work environment as an intervening variable for elementary school teachers in urban areas scattered in Klaten Regency. Respondents of this study amounted to 124 elementary school teachers. Sampling technique using proportional cluster random sampling and analysis techniques using path analysis (path analysis). The results of the study indicate that: 1) There is an influence of the principal's leadership on the work environment. 2) There is an influence of discipline on the work environment. 3) There is an effect of principal leadership on teacher performance. 4) There is an influence of discipline on teacher performance. 5) There is an influence of work environment on teacher performance. 6) There is an influence of principal's leadership on teacher performance through the work environment. 7) There is an influence of discipline on teacher performance through the work environment. Based on these findings, teacher performance can be improved through improvements in principal leadership, work environment and discipline.

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p-ISSN 2252-7001

e-ISSN 2502-454X

INTRODUCTION

Education is a very strategic means of improving the quality of human resources which is a primary factor in development. Education is a conscious effort to prepare students through guidance, teaching, and or training activities for their role in the future (National Education Standards, 2003). By not intending to minimize the contribution of the other components, the component of the education staff or teacher is one of the most essential factors in determining the quality of the students. The function of education is as a provider of clear directions for the implementation of educational activities. Education is carried out in a democratic and fair manner and is not discriminatory by upholding human rights, and religious values, Improving the quality of education is determined by the readiness of human resources involved in the educational process. According to Sutarto et al. (2021), human resources are one of the fundamental aspects of running the government, maintaining the sustainability of life, and maintaining the development of the country to achieve the predicate as a developed country. Human resources are one of the fundamental aspects of running the government, maintaining survival, and maintaining the country's development to achieve the predicate as a developed country. The next generation of a quality nation can be formed if the resources that carry out education master technology according to the times. Sutarto et al. (2019) state that human resources are a very important aspect of the survival and development of a country that human resources are a very important aspect of survival and development of a country.

According to Sutrisno (2012) performance is the result of work that can be achieved by a person or a group of people in an organization, in accordance with their respective authorities and responsibilities in an effort to achieve the goals of the organization concerned legally, not violating the law and in accordance with norms and ethics. Robbin and Judge (2012) state that increasing employee performance will bring progress to the company.

Teachers are one of the determinants of the high and low quality of educational outcomes that have a strategic position, so every effort to improve the quality of education needs to give a lot of attention to improving quality both in terms of quantity and quality. Teachers as education personnel are one of the determining factors for educational goals. Because the teacher is in direct contact with students, it is to provide guidance that will produce the expected quality. The teacher's performance is still low, such as teaching that is not according to his competence, structure unclear assignments, overlapping task schedules, teacher performance is also determined by high work discipline. Thus, a school that in its teaching and learning process grows discipline will function as a shaper of individual values and norms, self-control, attitudes, and responsibilities as a teacher. The lack of discipline of teachers in carrying out their duties, such as coming to school late, and being indifferent to students results in the quality of students being low.

Teacher performance in learning is a major factor in achieving educational goals because teachers are the spearhead in the world of education. Quality learning is a reflection of the teacher's performance. In other words, the better the teacher's performance, the better the learning in the classroom. Learning must be student-centered because the subject of learning is the student. The leadership of a leader (principal) will be able to distinguish between one organization and another. The leadership style possessed by the leader (principal) in leading an organization will affect the performance of the teacher (Sya'roni et al., 2018).

Improvement of teacher performance in schools needs to be done both by the teacher himself, namely through the motivation he has, and from the principal through his leadership and coaching. Everyone is a leader, even if that person does not have an official position as a leader. Leadership style is a behavioral norm used by a person when people try to influence the behavior of others. The leadership style influences the success of a leader in influencing the behavior of his subordinates. The leadership

of an organization needs to develop staff and build a motivational climate that results in high levels of productivity. The principal's approach to his subordinates, in this case, the teacher, is the key to a teacher's performance.

Teacher performance is also influenced by the discipline of the teacher. Teachers are role models for their students, so teachers should have high discipline. Rivai (2012) states that a work discipline is a tool used by managers to communicate with employees so that they are willing to change behavior in an effort to increase their awareness and willingness to comply with all company regulations and applicable social norms. So it can be concluded that work discipline is an effort from the management of the company's organization to implement or carry out regulations or provisions that must be obeyed by every employee without exception.

According to preliminary observations and data from the Klaten Regency Supervisor, the reality shows that the performance behavior of teachers in several public elementary schools in Klaten Regency is still low. Of the several factors that affect teacher performance, it is limited to the influence of principal's leadership, on teacher performance with the work environment as an intervening variable for elementary school teachers in the urban area of Klaten Regency.

The purpose of this study was to analyze how much influence the principal's leadership, work environment and discipline had on teacher performance. Analyzing how much influence the principal's leadership, discipline has on the work environment, how much influence the principal's leadership has on teacher performance by using the work environment as an intervening variable, and how much influence discipline has on teacher performance by using the work environment of public elementary school teachers in urban districts Klaten. So that the results of this study are expected to be a reference in developing theory, namely by the emergence of intervening variables in the work environment.

METHOD

The approach in this research is quantitative, including the type of research exposed factor. The population referred to in this study are all teachers of public elementary schools in the urban area of Klaten Regency which have been determined by researchers based on criteria and regions. Members of this population are 217 teachers from 10 public elementary schools spread across the urban area of Klaten Regency, using the formula of solvin, the sample size obtained in this study is 124 teachers.

This study intends to examine the influence of principals' leadership and discipline on teacher performance in the work environment. Performance is the result or level of success of a person as a whole during a certain period in carrying out tasks compared to various possibilities, such as work standards, targets or targets or criteria that have been determined in advance and have been mutually agreed upon.. Principal leadership operationally principal leadership is the overall score of various aspects related to the implementation of the principal's leadership, which includes the dimensions educator, manager, administrator, supervisor, leader, innovator, and motivator obtained by the teacher from the questionnaire after the teacher answered the questionnaire statements about the principal's leadership.

The work environment is related to everything that is in the workplace. Teachers' perceptions are related to task structure, job design, leadership patterns, collaboration patterns, infrastructure, and rewards (reward system) in carrying out their duties, such as employee services, working conditions, employee relations within the company concerned which are measured based on indicators which include; the condition of the building, the availability of several facilities, the strategic location of the building or workplace, the feeling of security from the employees, the loyalty. A person's awareness and willingness to obey all applicable organizational rules and social norms. Awareness is the attitude of someone who voluntarily obeys all regulations and is in accordance with his

duties and responsibilities, so he will obey/do all his duties well, not under coercion. Willingness is an attitude, behavior, and actions of a person in accordance with organizational regulations, both written and unwritten. This study uses path analysis to determine the influence between variables according to the causal model formed. Collecting data in this study using a questionnaire. Before the questionnaire was used in this study, a trial was conducted to determine the validity and reliability of the instrument.

Empirical validity and reliability tests were carried out by testing the instrument on 30 respondents who were not the main respondents. Analysis of the test results was carried out using SPSS. An instrument item is declared valid if the coefficient value corrected item-total correlation of 0.361. The value of 0.361 is the value of the r-table for a sample size of 30 and a significance of 0.05. While the reliability test uses the formula Alpha from Cronbach. It is difficult to achieve a very high correlation coefficient, for the reliability of the instrument the result of 0.70 is sufficient. The results of the validity test and reliability test of each variable using the SPSS program at Table 1.

Table 1. Instrument Validity and Reliability Test Results

Instrument	Amount Item		Item No	Reliability
	item	Valid		
Teacher performance	15	11	2, 7, 12, 13	0.718
Principal Leadership	20	17	6, 11, 20	0.865
Work environment	10	10	-	0.905
Discipline	20	20	-	0.939

Source: Primary data processed, 2021

The teacher's performance variable instrument consists of 15 questions. 11 points of the principal's leadership questions have a coefficient corrected item-total correlation >0.361 and four questions Teacher performance has a coefficient value of corrected item-total correlation < 0.361 where KI 2 has a coefficient value of corrected item-total correlation namely -0.035, KI 7 of 0.285, KI 12 of 0.206 and KI 13 of -0.146. The principal's leadership variable instrument consists of 20 questions. From the questions used, 17 questions on the leadership of

the principal have a coefficient of corrected item-total correlation >0.361 and the three principal leadership questions have a corrected. coefficient value item-total correlation < 0.361 where Leadership KS 6 has a coefficient value of corrected item-total correlation namely 0.413, Leadership KS 11 is 0.306 and Leadership KS 20 is 0.185.

The work environment variable instrument consists of 10 questions. The results of the validity test show that all work environment questions have a coefficient of corrected item-total correlation >0.361. While the disciplinary variable instrument consists of 20 questions. From the test results it is explained that the 19 points of the principal's leadership question have a coefficient of corrected item-total correlation >0.361 and one discipline question item 10 has a coefficient of corrected item-total correlation of 0.340<0.361. The results of the item validity test that has been carried out, if the results of the validity test of the question items are valid then it can be continued as an instrument in the research, and on the invalid question items then the question items can be revised again. Furthermore, from the results of the reliability test, it can be seen that the teacher performance instruments, principal leadership, discipline, and work environment showed results of 0.70, so it can also be said that all instruments used were reliable.

The results of these valid and reliable instruments are used as instruments to collect research data in the field. Data analysis includes: 1) data description, 2) analysis prerequisite test includes: normality test, linearity test, multicollinearity test, and heteroscedasticity test, 3) model feasibility test includes: determination test and F test, 4) Hypothesis test using t-test, 5) path analysis.

RESULTS AND DISCUSSIONS

Based on the results of descriptive analysis of the variables of Teacher Performance, Principal Leadership, Discipline, Work Environment, Public Elementary School teachers in the Urban Area of Klaten Regency are good

and based on the results of hypothesis testing shows there is a significant influence of principal leadership, discipline on teacher performance by using the environment. work as an intervening variable. This can be explained in detail as follows. Descriptive Analysis Results

Respondents' assessment of each variable for public elementary school teachers in the urban area of Klaten Regency was in high criteria as shown in Table 2, with the frequency of each teacher performance variable of 123, principal leadership of 140, the discipline of 105, and work environment of 108. While the percentage gain for each variable is 70.6% in teacher performance, 83.6% in principal leadership, 62% in discipline, and 63.7% in the work environment. Thus, the variables of Teacher Performance, Principal Leadership, Work Environment, and Discipline of State Elementary School teachers in urban areas, Klaten Regency are good.

Table 2. Respondents' Assessment

Variable	Frequency	Percentage	Criteria
Teacher performance	123	70.6%	Tall
Principal leadership	140	83.6%	Tall
Discipline	105	62%	Tall
Work environment	108	63.7%	Tall

Source: data processed, 2021

Hypothesis Test Results

From the results of path analysis using SPSS 21, based on Table 3, it can be explained that the first hypothesis which reads the influence of the principal's leadership on the work environment has a direct path analysis coefficient (Beta Standardized The coefficient) of 0.033, can also be interpreted as a direct effect of 0.0011 or 0.11%. Because the test value of t

= 3.042 > t table = 1.974, and the value of Sig. 0.000 < alpha (α = 0.05) then 0accepted means that the principal's leadership has a significant influence on the work environment.

The second hypothesis which reads that the effect of discipline on the work environment has a direct path analysis coefficient (Beta Standardized Coefficient) of 0.684, it can also be interpreted that the direct effect is 0.467 or 46.7%. Because the test value of t = 7.080 > t table =

1.974, and the value of Sig. 0.000 < alpha (α=0.05) then 0accepted means that discipline has a significant influence on the work environment. The third hypothesis which states that the influence of principal's leadership on teacher performance has a direct path analysis coefficient (Beta Standardized Coefficient) of 0.741, it can also be interpreted that the direct effect is 0.549 or 5.49%. Because the test value of t = 8,700 > t table = 1,974, and the value of Sig. 0.000 < alpha (α = 0.05) then 0accepted means that the principal's leadership has a significant influence on teacher performance.

Furthermore, the fourth hypothesis which reads the influence of discipline on teacher performance has a direct path analysis coefficient (Beta Standardized Coefficient) of 0.055, can also be interpreted as a direct effect of 0.0030 or 0.3%. Because the test value of t = 6.046 > t table = 1.974, and the value of Sig. 0.000 < alpha (α = 0.05) then 0accepted means that discipline has a significant influence on teacher performance. The fifth hypothesis which reads that the work environment has a significant influence on teacher performance has a direct path analysis coefficient (Beta Standardized Coefficient) of 0.554 can also be interpreted as a direct effect of 0.306 or 30.6%. Because the test value of t = 7.347 > t table = 1.974, and the value of Sig. 0.000 < alpha (α = 0.05) then accepted means that the work environment has a significant influence on teacher performance. Based on the calculations obtained from the results Beta Standardized Coefficient the direct influence is 0.549 or 54.9%, the indirect effect is 0.018 or 1.8% and the total effect is 0.567 or 56.7%. The principal's leadership variable on teacher performance through the work environment with a value of Sig. 0.000 < alpha (α = 0.05) then 0accepted means that the principal's leadership has a significant influence on teacher performance through the work environment. In addition, based on the calculations obtained from the results Beta Standardized Coefficient in direct influence of 0.0025 or 0.25%, indirect effect of 0.378 or 37.8% and the total effect is 0.382 or 38.2%. Based on the results of the Sobel test, the indirect effect of the discipline variable on teacher

performance is 5.074 through the work environment with a value of Sig. 0.000 < alpha ($\alpha = 0.05$) then 0accepted means that discipline has a significant influence on teacher performance through the work environment.

Table 3. Overview of Hypothesis Testing

Hypothesis	Variable	Percentage (%)			Test Result
		DE	IE	TE	
Hypothesis 1	The better the leadership of the principal the better or the higher the work environment	0,0011	-	0,0011	Accepted t = 3,042 Sig = 0,000
Hypothesis 2	The better the discipline the better or the higher the work environment	0,467	-	0,467	Accepted t = 7,080 Sig = 0,000
Hypothesis 3	The better the leadership of the principal the better or the higher the teacher's performance	0,549	-	0,549	Accepted t = 8,700 Sig = 0,000
Hypothesis 4	The better the discipline the better or the higher the teacher's performance	0,0030	-	0,0030	Accepted t = 6,046 Sig = 0,000
Hypothesis 5	The better the better the work environment or the higher the teacher's performance	0,306	-	0,306	Accepted t = 7,347 Sig = 0,000
Hypothesis 6	The better or higher the work environment, the higher the influence of the principal's leadership on teacher performance	0,549	0,018	0,567	Accepted Sobel Test = 3,104 Sig = 0,000
Hypothesis 7	The better or higher the work environment, the higher the influence of discipline on teacher performance	0,0025	0,378	0,382	Accepted Sobel Test = 5,074 Sig = 0,000

Based on the results of hypothesis testing, it shows that there is an influence of principal leadership and discipline on teacher performance through the work environment.

The Effect of Principal's Leadership on the Work Environment

Based on the results of the analysis showed that there was a direct influence of the principal's leadership on the work environment of 0.0011%. Thus, the results of the study indicate that there is a positive and significant influence on the principal's leadership in the work environment. The results of the analysis can also be interpreted that the leadership of the principal who carries out his role well, the better the work environment will be and vice versa, the lower the leadership of the principal in carrying out his role, the lower the work environment. The head leadership of the school will have a direct effect on the work environment of the Public Elementary School in the Urban Area of Klaten Regency.

In the new paradigm of education management, a school principal must carry out his role as a leader by carrying out the function as a supervisor educator, manager, administrator, supervisor, leader, innovator, and motivator (Hasibuan, 2012). In line with the research conducted by Nurhafifah et al. (2016) revealed the results of his research that leadership has a role in creating organizational reality and shaping the work environment. This shows that the leadership of the principal will affect the formation of the work environment in the school.

The Effect of Discipline on the Work Environment

Based on the results of the analysis showed that there was a direct effect of discipline on the work environment of 0.467%. Thus, the results of the study indicate that there is a positive and significant effect of discipline on the work environment. The results of the analysis can also be interpreted that good discipline will make the work environment better and vice versa, the lower the discipline, the lower the work environment. Discipline will have a direct effect on the work environment of Public Elementary Schools in the Urban Area of Klaten Regency.

According to Saydam (2013) discipline is the ability to control oneself and carry out the norms that apply in life, obey the procedures that have been determined in life, obey the procedures that have been determined in carrying out the duties, and responsibilities that have been assigned to each person. people so that it can be run with full awareness. While the work environment is everything that is around the employee that affects him in carrying out and completing the tasks assigned to him. It can be concluded that the better the discipline, the better the work environment. From theory and research results show that discipline influences the work environment.

The Influence of Principal Leadership on Teacher Performance

Based on the results of the analysis showed that there was a direct influence of the principal's

leadership on teacher performance of 0.549%. Thus, the results of the study indicate that there is a positive and significant influence of principal's leadership on teacher performance. The results of the analysis can also be interpreted that the good leadership of the principal, the better the teacher's performance and also the better. On the other hand, the lower the principal's leadership, the lower the teacher's performance. The principal's leadership will have a direct effect on the performance of public elementary school teachers in the urban area of Klaten Regency. The results of this study are in line with the results of Putranti and Kurniady (2017) explaining the magnitude of the influence of transformational leadership on teacher performance. The better or higher the leadership of the principal, the better the teacher's performance.

The Effect of Discipline on Teacher Performance

Based on the results of the analysis showed that there was a direct influence of discipline on teacher performance, contributing 0.0030%. Thus, the results of the study indicate that there is a positive and significant effect of discipline on teacher performance. The results of the analysis can also be interpreted that good discipline means the better the teacher's performance and vice versa, the lower the teacher's discipline, the lower the teacher's performance. Discipline will have a direct effect on the performance of public elementary school teachers in the urban area of Klaten Regency.

Discipline plays an important role in determining performance behavior in this study, namely the teacher. In line with research conducted by Mauli and Wijayanto (2021) explains that good discipline is needed in a school organization, teachers who care about good discipline for personal comfort as well as to facilitate task execution and improve better performance.

The Influence of the Work Environment on Teacher Performance

Based on the results of the analysis showed that the work environment variable contributed

to the teacher's performance by 30.6% while the remaining 69.4% was influenced by other factors. This means that the better the work environment, the higher the teacher's performance. The results showed that there was a positive and significant effect of the work environment on teacher performance. The results of the analysis can also be interpreted that a good work environment means the better the teacher's performance and vice versa, the lower the discipline, the lower the teacher's performance. The work environment will directly affect the performance of public elementary school teachers in the urban area of Klaten Regency.

The work environment involves conditions around the teacher which are associated with psychological changes in the teacher concerned (Mursalin, 2019). The work environment is an initial condition that is the main trigger for teacher performance. Teachers who have a positive attitude tend to adjust to social situations, in this case, the work environment itself. So, there is a work environment on teacher performance, so the higher the work environment, the higher the teacher's performance.

The Effect of Principal's Leadership on Teacher Performance by Mediation of Work Environment Variables

The findings of this study indicate that the results are positive and significant. The direction of the relationship that is positive means that the leadership of the principal is getting better, the better is the teacher's performance. Based on the results of the analysis, it is shown that the principal's leadership has a significant direct or indirect effect on the performance of public elementary school teachers in the urban area of Klaten Regency. The path of the principal's leadership relationship with the work environment is 11%. The next path is the relationship between principals' leadership and teacher performance by 54.9%. The indirect effect of principal's leadership on teacher performance through the work environment is 0.554, the total amount of influence is 56.7%.

If there is a change in the principal's leadership on teacher performance and the work environment in the same direction. The influence of the principal's leadership through the work environment is positive and significant, so it can be said that the work environment can mediate the principal's leadership on the performance of public elementary school teachers in the Klaten Regency Urban Area. There is a positive and significant influence on the principal's leadership role, discipline, and work environment on teacher performance, either partially or simultaneously. Good principal leadership will create a good work environment to improve teacher performance.

The Effect of Discipline on Teacher Performance through the Work Environment

Based on the results of the analysis, it shows that discipline has a significant direct or indirect effect on the performance of public elementary school teachers in the urban area of Klaten Regency. The path of the relationship between discipline and the work environment is 2.5%. The next path is the relationship between discipline and teacher performance by 37.8%. The indirect effect of discipline on teacher performance through the work environment is 0.554, the total effect is 38.2%.

The findings of this study indicate that the results are positive and significant. The direction of the relationship with a positive sign means that the discipline is getting better, the better the performance of State Elementary School teachers in the Klaten Regency Urban Area. If there is a change in the discipline in the performance of teachers and the work environment in the same direction. The influence of discipline through the work environment is positive and significant, so it can be said that the work environment can mediate discipline on the performance of elementary school teachers in the urban area of Klaten Regency.

CONCLUSION

Based on the results of research on elementary school teachers in the urban area of

Klaten Regency and the analysis of the statistical data used, it can be concluded that there is a significant influence between the principal's leadership and the work environment, between discipline and the work environment, between the principal's leadership and teacher performance, between the school environment and the environment. work with teacher performance, between the work environment and teacher performance, between principal leadership and teacher performance through the work environment, and between discipline and teacher performance through the work environment. Based on the results of this study, improving teacher performance can be done by developing and improving the principal's leadership, discipline, and work environment.

ACKNOWLEDGEMENT

The author would like to thank the public elementary schools throughout the urban area of Klaten Regency who have been willing to take the time to become respondents in this study so that this research can be completed properly.

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