

THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP, SCHOOL CULTURE, AND JOB SATISFACTION ON TEACHER PERFORMANCE IN PUBLIC ELEMENTARY SCHOOLS OF TEMANGGUNG DISTRICT

Anita Yuli Astuti^{1a}, Ngasbun Egar^{2b}, Guhfron Abdullah^{3b}

¹²³Manajemen Pendidikan, Pascasarjana, Universitas Persatuan Guru Republik Indonesia, Semarang

^a anitayuliastuti07@gmail.com

^b ngasbunegar@upgris.ac.id

^c ghufronabdullah@upgris.ac.id

(*) Corresponding Author

anitayuliastuti07@gmail.com

ARTICLE HISTORY

Accepted: 14-08-2025

Revised : 28-08-2025

Received: 30-08-2025

KEYWORDS

Transformational leadership

School culture

Job satisfaction

Teacher performance

Educational Management

ABSTRACT

This study investigates the influence of transformational leadership, school culture, and job satisfaction on teacher performance in public elementary schools in Temanggung District. Employing a quantitative research approach with a survey method, data were collected from 152 teachers using validated questionnaires and analyzed with multiple regression techniques. The findings reveal that transformational leadership contributes the highest impact on teacher performance (48.7%), followed by job satisfaction (38.7%) and school culture (37.4%). Simultaneously, these three variables account for 61.6% of the variance in teacher performance, indicating that the combination of effective leadership, positive school culture, and high job satisfaction significantly enhances teacher performance. The novelty of this research lies in its integrative model that simultaneously examines the roles of leadership, organizational culture, and job satisfaction in the context of Indonesian elementary education, particularly in Temanggung. However, this study is limited to a single district and focuses only on three independent variables. Future research should expand the scope to other regions and incorporate additional variables such as pedagogical competence, intrinsic motivation, and organizational commitment, possibly employing a mixed-methods approach. These extensions will provide deeper insights and more comprehensive recommendations for improving teacher performance and educational quality.

This is an open access article under the CC-BY-SA license.



INTRODUCTION

Teacher performance is a key factor in determining the quality of education, as the success of the teaching and learning process largely depends on teachers' professionalism in carrying out their duties. Teachers with optimal performance are able to create effective learning environments, enabling students to achieve the expected learning outcomes. However, several studies have shown that teacher performance is influenced by various internal and external factors, including school leadership, school culture, and job satisfaction (Fauzi, 2023; Rahmanto, 2023).

Transformational leadership is one of the leadership styles considered highly relevant in the context of modern education. Transformational leaders are able to inspire, motivate, and instill trust in their subordinates, encouraging them to perform beyond established standards. Principals who adopt a transformational leadership style play a vital role in creating a conducive school climate and empowering teachers to demonstrate higher levels of professionalism (Situmorang, 2023).

In addition to leadership, school culture is another factor that significantly affects teacher performance. A strong school culture where values of collaboration, recognition, innovation, and discipline are upheld can foster collective work spirit and ultimately improve the quality of learning. A positive school culture functions as both a behavioral guideline and a motivational driver, instilling a sense of responsibility among teachers in performing their duties (Septyarini, 2024; Wulandary, 2023).

Another important factor is teacher job satisfaction. Job satisfaction refers to the positive feelings teachers hold toward their work, encompassing aspects such as the work environment, recognition, opportunities for professional development, and interpersonal relationships. Teachers who are satisfied with their jobs tend to demonstrate higher dedication, increased productivity, and greater contributions to learning quality (Astuti, 2022; Fadhila, 2023).

Although many studies have examined the relationships among these variables, a research gap remains. Most previous research has focused on secondary school teachers or on the private sector (Arrazi, 2019; Denny, 2021), while studies emphasizing public elementary school teachers are still limited. Furthermore, earlier studies generally tested only two independent variables separately, without integrating transformational leadership, school culture, and job satisfaction simultaneously as determinants of teacher performance (Fauzi, 2023; Rahmanto, 2023). To the best of the authors' knowledge, no prior research has simultaneously investigated these three variables in the context of public elementary school teachers in Temanggung District. Hence, this study introduces novelty by examining the combined influence of transformational leadership, school culture, and job satisfaction within this specific educational setting.

Based on the educational evaluation in Temanggung District, problems persist regarding low levels of literacy, numeracy, and teaching quality among elementary school teachers. The 2022 Education Report indicated that most public elementary schools were categorized as fair to poor across various learning dimensions. This highlights the need to strengthen the role of transformational leadership, foster a healthy school culture, and improve job satisfaction to optimize teacher performance.

Against this backdrop, this study focuses on examining the influence of transformational leadership, school culture, and job satisfaction on the performance of public elementary school teachers in Temanggung District. The study is expected to provide theoretical contributions to the development of educational management knowledge as well as practical recommendations for principals and policymakers in improving the quality of primary education.

Teacher Performance

Teacher performance is one of the key factors in the success of education. Wijaya and Hidayat (2022) define teacher performance as the ability to carry out teaching tasks and take responsibility for students through the improvement of learning achievement. Masrum (2021) emphasizes that teacher performance is reflected in the ability to create educational communication that encompasses cognitive, affective, and psychomotor aspects. Furthermore, Yusutria. (2022) argue that teacher performance represents the level of success in fulfilling professional duties, which can be measured through working style and task outcomes in accordance with established standards. The dimensions of teacher performance include the ability to design lesson plans, implement the teaching process, and evaluate learning outcomes (Widagdo, 2020). These indicators are consistent with the teacher performance appraisal instruments of the Ministry of Education and Culture (Kemendikbud), which cover planning, implementation, and evaluation of teaching (Majid, 2016). Thus, teacher performance is not only assessed from the final learning outcomes but also from the continuous implementation of professional processes.

Transformational Leadership

Transformational leadership has been shown to have a significant impact on the effectiveness of educational organizations. Assingkiy (2019) states that transformational leadership brings change through a clear vision and subordinate involvement. Suriagiri (2020) further argues that this model is effective because it emphasizes attention, communication, trust, and respect. Bass, as cited in Senny and Kurniawan (2018), highlights four core dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. In the educational context, transformational leadership helps build collective awareness, motivates teachers, and fosters innovation in teaching practices (Fadhilah, 2020). This indicates that principals who apply transformational leadership styles are capable of significantly improving teacher motivation and performance.

School Culture

School culture is a set of shared values, norms, and beliefs that influence the behavior of school members. Wahyuningsih (2018) explains that work culture is formed from belief systems and norms that serve as behavioral guidelines in addressing both internal and external challenges. Musbikah, Miyono, and Egar (2021) add that school culture includes innovation, result orientation, team orientation, and stability. Indicators of school culture, according to Susanto (2016), include initiative, integration, managerial support, and communication patterns. Meanwhile, Edison (2016) highlights aspects of self-awareness, personality, performance, and team orientation. A strong school culture is believed to continuously enhance teacher motivation and performance.

Job Satisfaction

Teacher job satisfaction is an important factor that influences performance. Wirawan (2015) defines it as an individual's positive perception of their work. Wibowo (2016) adds that job satisfaction relates to positive evaluations of both the job itself and the work environment. Sinambela (2016) underscores the interplay between internal and external factors, while Hasibuan (2016) argues that job satisfaction is correlated with discipline, morale, and turnover rates. The dimensions of job satisfaction include work, work environment, compensation, leadership, and organizational policies (Wirawan, 2015). Thus, teacher job satisfaction emerges when there is congruence between expectations and the reality experienced in the teaching profession.

RESEARCH METHOD

This study employed a quantitative approach with a survey method, as this approach enables the researcher to objectively explain causal relationships among variables through statistical analysis (Sugiyono, 2019). The survey method was selected because it allows for the collection of primary data directly from respondents, thereby ensuring the research results are more accurate and contextual. The variables examined in this study include transformational leadership, school culture, job satisfaction, and teacher performance in public elementary schools (SD Negeri) in Temanggung District.

The research population consisted of all teachers in public elementary schools across Temanggung District, totaling 305 teachers from 36 schools. Considering the size of the population, the sample was determined using Slovin's formula with a 5% margin of error, resulting in 173 teachers. To ensure representativeness, the sampling technique employed was proportional random sampling (Creswell, 2014; Sahir, 2021). This technique allowed each teacher to have an equal opportunity of being selected while maintaining proportional distribution according to the number of teachers in each school.

Based on proportional allocation, the number of respondents from each school was calculated in line with its population size. For instance, schools with 6–8 teachers contributed 3–5 respondents, schools with around 14–17 teachers contributed 8–10 respondents, while larger schools such as SD Negeri Kowangan with 17 teachers contributed 10 respondents. The overall proportional distribution resulted in a total of 173 respondents across 36 schools.

Data were collected using a questionnaire designed with a five-point Likert scale, ranging from strongly disagree to strongly agree. The Likert scale was chosen because it provides flexibility in measuring the extent of respondents' attitudes and perceptions (Azwar, 2021). The research instrument was developed based on indicators derived from the theoretical review and previous studies related to transformational leadership, school culture, job satisfaction, and teacher performance (Komariah & Triatna, 2015; Wijaya & Hidayat, 2022).

Instrument validity was tested using Pearson's Product-Moment correlation analysis, while reliability was tested using Cronbach's Alpha, with a threshold of 0.70 (Azwar, 2021; Ghazali, 2018). Data analysis was conducted using multiple linear regression with SPSS version 25 (Reza, 2021), preceded by classical assumption tests including normality, multicollinearity, and heteroscedasticity, ensuring that the regression model met the required assumptions for valid interpretation.

Data analysis was carried out using multiple linear regression to examine the influence of transformational leadership, school culture, and job satisfaction on teacher performance. The analysis was conducted with the assistance of SPSS version 25, which allows for comprehensive data processing (Ghozali, 2018; Reza, 2021). Prior to hypothesis testing, classical assumption tests were performed, including normality, multicollinearity, and heteroscedasticity tests. These tests were employed to ensure that the regression model met the required assumptions, so that the results of the analysis could be interpreted validly and reliably.

RESULT AND DISCUSSION

Result

This study involved 173 public elementary school teachers in Temanggung District as respondents. Data were collected using a questionnaire with a five-point Likert scale and analyzed using SPSS. The descriptive analysis aimed to provide an overview of teachers' perceptions regarding the four main variables: transformational leadership, school culture, job satisfaction, and teacher performance. The results revealed that the average scores for all variables fell into the "fairly good" category, indicating that although the conditions in schools are relatively positive, there is still considerable room for improvement. For instance, while principals have applied transformational leadership practices and schools have developed collaborative cultures, some indicators such as motivation, innovation, and feedback to teachers still require strengthening. Similarly, teachers reported being moderately satisfied with their work, but aspects such as opportunities for professional development and recognition were identified as areas needing further attention.

Table 1. Descriptive Statistics of Research Variables

Variable	Mean	Median	Min–Max	Std. Dev.	Category
Transformational Leadership	118.53	120.00	91–145	12.996	Fairly Good
School Culture	124.50	125.00	95–148	12.538	Fairly Good
Job Satisfaction	117.58	118.00	88–137	10.230	Fairly Good
Teacher Performance	115.72	116.00	90–138	7.602	Fairly Good

The descriptive results show that school culture scored the highest mean (124.50), suggesting that values of collaboration, recognition, and discipline are relatively strong in the sampled schools. However, teacher performance obtained the lowest mean (115.72), reflecting that while teachers are already performing fairly well, their productivity and innovation still lag behind the expectations set by the national education standards. This reinforces the need for managerial and organizational strategies to enhance teacher engagement and professionalism.

Before hypothesis testing, classical assumption tests were conducted. The results confirmed that the data were normally distributed, showed no signs of multicollinearity, were free from heteroscedasticity, and fulfilled the linearity requirement. Thus, the regression analysis could be validly performed.

To examine the research hypotheses, both simple and multiple regression analyses were employed. The simple regression tested each independent variable separately, while the multiple regression analysis examined the combined influence of transformational leadership, school culture, and job satisfaction on teacher performance.

Table 2. Simple Regression Results

Independent Variable	B	t	Sig.	R	R ²	F	Sig. F
Transformational Leadership (X ₁)	0.409	12.731	0.000	0.698	0.487	162.082	0.000
School Culture (X ₂)	0.372	10.110	0.000	0.612	0.374	102.217	0.000
Job Satisfaction (X ₃)	0.464	10.400	0.000	0.622	0.387	108.154	0.000

The results in Table 2 demonstrate that all three independent variables have a positive and significant effect on teacher performance. Transformational leadership explained the largest variance (48.7%), meaning that principals who inspire, motivate, and provide individualized support significantly enhance teacher performance. Job satisfaction contributed 38.7%, indicating that teachers who feel content with their working conditions, recognition, and opportunities for growth are more likely to demonstrate better performance. School culture accounted for 37.4% of the variance, showing that collaborative, innovative, and disciplined school environments also play a crucial role in shaping teacher productivity and professionalism. When examined simultaneously, the combined influence of the three variables was even stronger, as shown in the multiple regression model.

Table 3. Multiple Regression Results (X₁, X₂, X₃ → Y)

Model	B	t	Sig.	R	R ²	F	Sig. F
Constant	45.752	9.182	0.000				
Transformational Leadership (X ₁)	0.231	6.166	0.000	0.785	0.616	90.330	0.000
School Culture (X ₂)	0.139	3.739	0.000				
Job Satisfaction (X ₃)	0.240	5.725	0.000				

The multiple regression results indicate a strong combined effect of transformational leadership, school culture, and job satisfaction on teacher performance, with $R = 0.785$ and $R^2 = 0.616$. This means that together these three variables explain 61.6% of the variation in teacher performance, while the remaining 38.4% is influenced by other factors not examined in this study. The regression equation obtained was: $Y = 45.752 + 0.231X_1 + 0.139X_2 + 0.240X_3$.

The findings reinforce the argument that teacher performance is not determined by a single factor, but by the synergy of leadership, organizational culture, and individual job satisfaction. Strong transformational leadership provides vision and support, a healthy school culture creates collaboration and innovation, and satisfied teachers exhibit motivation and dedication. Together, these elements form an integrated framework for enhancing teacher performance in public elementary schools of Temanggung District.

Discussion

The Influence of Transformational Leadership on Teacher Performance

Transformational leadership plays a critical role in enhancing teacher performance, as it emphasizes a clear vision, inspiration, and attention to the individual needs of teachers (Assingkily & Mesiono, 2019; Danim, 2019). The findings of this study indicate that transformational leadership among elementary school principals in Temanggung District is categorized as fairly good. Among the four dimensions of transformational leadership, inspirational motivation scored the highest, while idealized influence was relatively lower. The correlation coefficient of 0.698 demonstrates a strong relationship, with a contribution of 48.7% to teacher performance. This result is consistent with previous studies, which emphasized that effective transformational leadership can improve teacher performance through motivation, emotional support, and role modeling (Triyono, 2019; Hartiwi et al., 2020).

School principals should strengthen the dimension of *idealized influence* by becoming role models in professionalism, discipline, and innovation. This can be done through routine classroom observations followed by constructive feedback, leadership training, and transparent decision-making. Local governments can support by providing principal capacity-building programs focusing on transformational leadership skills.

The Influence of School Culture on Teacher Performance

A positive school culture fosters a conducive working environment that motivates teachers to perform at their best (Directorate of Senior Secondary Education, 2018). This study revealed that the school culture of elementary schools in Temanggung District is categorized as fairly good, with the team orientation dimension obtaining the highest score. The correlation coefficient of 0.612 confirms a strong relationship between school culture and teacher performance, contributing 37.4%. These findings strengthen the conclusions of Widagdo (2020) and Miyono & Makhsun (2017), who stated that a strong work culture significantly enhances teacher professionalism and performance.

Schools should reinforce values of collaboration and innovation by establishing teacher learning communities (*komunitas belajar guru*) and routine professional forums where teachers share best practices. Principals can also integrate cultural values into daily routines such as morning briefings or joint reflections—that strengthen discipline and teamwork. The district education office may design programs that promote school culture development, for instance through inter-school collaboration or annual awards for schools with the most innovative and collaborative culture.

The Influence of Job Satisfaction on Teacher Performance

Job satisfaction has been proven to be an essential factor in improving teacher performance. The study results show that teacher job satisfaction is in the fairly good category, with a mean score of 117.58. The correlation coefficient of 0.622 indicates a strong relationship between job satisfaction and teacher performance, contributing 38.7%. The regression equation further suggests that the higher the level of job satisfaction, the better the teacher performance. These findings support the arguments of Masrum (2021) and Madjid (2016), who emphasized that job satisfaction is a determinant variable in fostering teacher commitment and performance.

Improving teacher job satisfaction requires attention to both intrinsic and extrinsic factors. Principals should provide recognition for teachers' achievements, ensure fair workload distribution, and encourage professional development. Local governments can enhance job satisfaction by providing career advancement opportunities, incentives for high-performing teachers, and adequate welfare programs. In addition, schools should promote healthy interpersonal relationships and a supportive work environment that values teacher well-being.

The Simultaneous Influence of Transformational Leadership, School Culture, and Job Satisfaction on Teacher Performance

The multiple regression analysis demonstrated that transformational leadership, school culture, and job satisfaction collectively influenced teacher performance by 61.6%. The significant F-value confirms the real effect of these three variables on teacher performance. This indicates that effective school management does not rely solely on the leadership of the principal but also on a conducive work culture and teacher job satisfaction. These results align with the findings of Wijaya & Hidayat (2022) and Yusutria (2022), who highlighted the importance of integrating leadership, organizational culture, and job satisfaction in building optimal teacher performance.

An integrated approach is needed, where leadership, culture, and job satisfaction are developed simultaneously. Principals should adopt transformational leadership practices while nurturing a strong school culture and paying attention to teacher welfare. The district education office can design comprehensive teacher development programs that combine leadership coaching, cultural strengthening, and satisfaction enhancement. For example, structured mentoring systems, collaborative school improvement projects, and reward schemes tied to innovation and performance can be implemented.

CONCLUSION

The findings of this study demonstrate that transformational leadership, school culture, and job satisfaction have a positive and significant influence on the performance of public elementary school teachers in Temanggung District. Partially, transformational leadership provides the largest contribution with an effect of 48.7%, school culture contributes 37.4%, while job satisfaction accounts for 38.7%. Simultaneously, these three variables influence teacher performance by 61.6%, confirming that the combination of principals' transformational leadership, a conducive school

culture, and teachers' job satisfaction plays a vital role in improving the quality of teacher performance. Thus, efforts to enhance the quality of basic education in Temanggung cannot be separated from strengthening leadership, fostering a healthy school culture, and fulfilling aspects of teacher job satisfaction.

The novelty of this research lies in its integrative analysis, which positions three main variables transformational leadership, school culture, and job satisfaction as simultaneous factors influencing teacher performance at the public elementary school level. This study enriches the educational management literature by providing new empirical evidence on the importance of transformational leadership within the context of Indonesian basic education, particularly in Temanggung, which has been relatively underexplored in previous studies. Nevertheless, this research has several limitations. First, the scope of respondents was limited to public elementary school teachers within a single district, which restricts the generalizability of the findings to broader regions. Second, the study only examined three independent variables, whereas other factors such as intrinsic motivation, pedagogical competence, organizational commitment, and technological support in learning may also significantly influence teacher performance. For future research, it is recommended to expand the study area to other districts or provinces and to include additional variables as mediating or moderating factors. Subsequent studies may also employ a mixed-methods approach to obtain a more holistic understanding of the determinants of teacher performance. In this way, future research is expected to provide more practical recommendations for the development of educational policies and leadership practices in elementary schools.

REFERECES

- Arrazi, A. (2019). Pengaruh gaji dan masa kerja terhadap kinerja karyawan. *Jurnal Ekonomi*, 1–22.
- Asrul, A., Ananda, R., & Rosnita. (2015). *Evaluasi pembelajaran* (Cetakan kedua). Bandung: Citapustaka Media.
- Astuti, M. R. D. (2022). Pengaruh lingkungan kerja, gaji dan motivasi kerja terhadap kinerja karyawan. *Evokasi: Jurnal Kajian Administrasi dan Sosial Terapan*, 1–6.
- Assingikily, M. S., & Mesiono, M. (2019). Karakteristik kepemimpinan transformasional di Madrasah Ibtidaiyah (MI) serta relevansinya dengan visi pendidikan abad 21. *Manageria: Jurnal Manajemen Pendidikan Islam*, 4(1), 147–168.
- Azwar, S. (2021). *Reliabilitas dan validitas*. Yogyakarta: Pustaka Pelajar.
- Bahar, A., & Muhith, A. (2013). *Transformational leadership: Ilustrasi di bidang organisasi pendidikan*. Jakarta: Rajawali Pers.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. Los Angeles: Library of Congress Cataloging.
- Danim, S. (2019). *Manajemen kepemimpinan transformasional kepala sekolah*. Jakarta: Rineka Cipta.
- Denny, T. S. (2021). Pengaruh gaji dan motivasi kerja terhadap produktivitas kerja karyawan PT. Sinar Fajar Cahaya Abadi Medan. *Jurnal Bisnis Kolega*, 1–9.
- Direktorat PSMA Ditjen Pendidikan Dasar dan Menengah. (2018). *Budaya kerja Direktorat Pembinaan SMA*. Jakarta: Kemdikbud.
- Astuti, M. R. D. (2022). Pengaruh lingkungan kerja, gaji dan motivasi kerja terhadap kinerja karyawan. *Evokasi: Jurnal Kajian Administrasi dan Sosial Terapan*, 1–6.
- Era Fadhila, O. K. (2023). The influence of work motivation on work discipline with job satisfaction as an intervening variable for employees of the Public Housing and Residential Areas Agency of Pekanbaru City. *Publica: Jurnal Pemikiran Administrasi Negara*, 80–92.
- Fadhilah, S. (2020). *Prinsip kepemimpinan kepala sekolah*. Yogyakarta: Gava Media.
- Fauzi, S. (2023). Analisis kinerja guru berdasarkan faktor motivasi kerja, kompetensi dan kedisiplinan kerja. *SingKite*, 1–11.
- Ghozali, I. (2018). *Aplikasi analisis multivariate dengan program SPSS 25*. Semarang: Badan Penerbit Universitas Diponegoro.

- Hafidulloh, H. (2021). *Manajemen guru: Meningkatkan disiplin dan kinerja guru*. Yogyakarta: CV Bintang Surya Madani.
- Hartiwi, H., Kozlova, A. Y., & Masitoh, F. (2020). The effect of certified teachers and principal leadership toward teachers' performance. *International Journal of Educational Review*, 2(1), 70–88.
- Harsoyo. (2022). Dimensi kepemimpinan transformasional. *Southeast Asian Journal of Islamic Education Management*, 3(2), 245–258.
- Hutahayan, J. (2014). *Konsep kepemimpinan kepala sekolah*. Yogyakarta: CV Budi Utama.
- Ismara, K. I., et al. (2020). *Strategi penerapan budaya kerja industri di pendidikan vokasi dengan selamat dan sehat*. Yogyakarta: UNY Press.
- Komariah, A., & Triatna, C. (2015). *Visionary leadership menuju sekolah efektif*. Jakarta: Bumi Aksara.
- Machali, H., & Hidayat, A. (2016). *The handbook of education management: Teori dan praktik pengelolaan sekolah/madrasah di Indonesia*. Jakarta: Prenadamedia Group.
- Madjid, A. (2016). *Pengembangan kinerja guru melalui kompetensi, komitmen, dan motivasi kerja*. Yogyakarta: Samudra Biru.
- Masrum. (2021). *Kinerja guru profesional*. Purbalingga: Eureka Media Aksara.
- Miyono, N., & Makhsun, N. (2017). Kompetensi dan budaya kerja guru dalam membentuk profesionalisme guru Madrasah Ibtidaiyah di Kabupaten Temanggung. *Jurnal Manajemen Pendidikan (JMP)*, 6(3).
- Musbikah, N., Miyono, N., & Egar, N. (2021). Karakteristik budaya sekolah. *Jurnal Manajemen Pendidikan*, 10(2), 260–272. <https://journal.upgris.ac.id/index.php/jmp/article/viewFile/9437/4490>
- Rahmanto, E. E. A. (2023). Pengaruh lingkungan kerja dan kepuasan kerja terhadap kedisiplinan kerja guru pada SMP Negeri 22 Kota Bekasi. *Juremi: Jurnal Riset Ekonomi*, 699–712.
- Reza, W. (2021). *Buku ajar analisis regresi: Pendekatan praktis dan sistematis*. Yogyakarta: Eureka Media Aksara.
- Sahir, S. H. (2021). *Metodologi penelitian*. Bantul: Penerbit KBM Indonesia.
- Situmorang, H. S. L. S. (2023). Pengaruh kompensasi, gaya kepemimpinan, motivasi kerja dan lingkungan kerja terhadap kinerja guru. *JWEM: Jurnal Wira Ekonomi Mikroskil*, 140–154.
- Sedarmayanti. (2022). *Kepemimpinan dan manajemen organisasi modern*. Bandung: Refika Aditama.
- Senny, Y., & Kurniawan, D. (2018). Kepemimpinan transformasional dan implikasinya. *Jurnal Administrasi Pendidikan*, 25(2), 199–210.
- Septyarini, A. A. (2024). Pengaruh motivasi kerja, kompensasi dan lingkungan kerja terhadap disiplin kerja. *Manajemen Studies and Entrepreneurship Journal*, 3886–3893.
- Sugiyono. (2019). *Metode penelitian kuantitatif, kualitatif dan R&D*. Bandung: Alfabeta.
- Supardi. (2014). *Kinerja guru*. Jakarta: PT Raja Grafindo Persada.
- Suriagiri, F. (2020). Kepemimpinan transformasional dalam organisasi pendidikan. *Jurnal Ilmiah Manajemen Pendidikan*, 8(1), 25–34.
- Suwatno. (2019). *Pemimpin dan kepemimpinan dalam organisasi publik dan bisnis*. Jakarta: Bumi Aksara.
- Triyono, U. (2019). *Kepemimpinan transformasional dalam pendidikan (formal, non formal, dan informal)*. Yogyakarta: Deepublish.
- Widagdo, S. (2020). *Penilaian kinerja, budaya kerja, dan kepemimpinan: Optimalisasi penilaian kinerja guru*. Jember: Mandala Press.
- Wijaya, C., & Hidayat, R. (2022). *Manajemen kinerja: Pengelolaan, pengukuran, dan implementasi di dunia pendidikan*. Medan: Pusdikra Mitra Jaya.
- Wulandary, R. I. (2023). The effect of work environment and motivation on employee performance. *Manajemen Analysis Journal*, 187–191.
- Yusutria, Y. (2022). *Kompetensi manajerial kepala sekolah dalam meningkatkan kinerja guru dan mutu pendidikan di Sekolah Dasar Muhammadiyah Nitikan Yogyakarta*. Yogyakarta: Jivaloka Mahacipta.