Ability, Knowledge, and Leadership Style as Determinants of Performance of UPTD Teachers of State Junior High School 5 Range

Sutika Manik, Sri Rahayu, Yohny Anwar

Abstract

In the midst of accelerating educational changes, teacher performance is the main force that determines the school's ability to maintain the quality of learning and respond to the demands of the times. The improvement of the quality of education is highly determined by the school's ability to encourage teacher performance in a sustainable manner. This study aims to analyze the influence of ability, knowledge, and leadership style on teacher performance in UPTD SMP Negeri 5 Kisaran. This study uses a quantitative approach with a survey method. The research population is all teachers of UPTD SMP Negeri 5 Kisaran which totals 35 people and the entire population is used as a sample through *total sampling techniques*. Data were collected using questionnaires and analyzed with descriptive statistics, validity and reliability tests, classical assumption tests, multiple linear regression analysis, partial tests (*t*), simultaneous tests (*F*), and determination coefficients with the help of SPSS. The results showed that knowledge had a positive and significant effect on teacher performance, while partial leadership abilities and styles did not show a significant influence. However, simultaneously, ability, knowledge, and leadership style had a significant effect on teacher performance. The research variables were able to explain some of the variations in teacher performance, while the rest were influenced by other factors outside the study. It is not enough to improve teacher performance only by relying on individual abilities or leadership, but it is necessary to pay attention to strengthening and updating teachers' knowledge in order to be able to respond to changing learning needs and educational development. Therefore, schools need to encourage the professional development of teachers in a sustainable manner through knowledge improvement, ability optimization, and leadership support.

Keywords*: ability, knowledge, leadership style, teacher performance.*

Sutika Beads
Master of Management, Panca Budi Development University, Medan E-mail: ikamanik40@gmail.com.

Sri Rahayu, Yohny Anwar
Email: srirahayu@dosen.pancabudi.ac.id, doktoryohnyanwar@gmail.com.

2nd International Conference on Islamic Community Studies (ICICS)
Theme: History of Malay Civilisation and Islamic Human Capacity and Halal Hub in the Globalization Era

Introduction

The bureaucratic reform that has been rolling since the promulgation of Law Number 20 of 2023 concerning the State Civil Apparatus emphasizes that the performance of the State Civil Apparatus (ASN) is the main benchmark for the success of the implementation of public services, including educational units such as SMA Negeri 12 Medan. This policy direction is strengthened by PANRB Ministerial Regulation Number 6 of 2022 concerning ASN Employee Performance Management which requires every employee to prepare Employee Performance Targets (SKP) digitally through the e-Performance platform, as well as by the Ministry of Education Number 271/O/2025 which specifically contextualizes performance management for educators and education personnel to be in line with Transforming Learning Towards Quality Education (Ministry of Primary and Secondary Education, 2025). The transformation of education influenced by technological developments and the increasing demands of stakeholders requires every educational institution to strengthen the management system and increase the effectiveness of the organization in order to be able to adapt to change in a sustainable manner (Rahayu et al., 2026). Therefore, teacher performance is one of the important factors in determining the success of achieving educational goals and improving school quality because the quality of learning implementation is highly dependent on the teacher's ability to plan, implement, and evaluate the educational process (Handayati, 2023; Long et al., 2024).

Teacher performance is the result of work achieved by teachers in carrying out their professional duties, especially in planning, implementing, evaluating, and developing the learning process in accordance with the responsibilities given (Chulaelah & Raharja, 2025). Teacher performanceis the level of success of teachers in carrying out their professional duties, especially in planning learning, carrying out the learning process, conducting assessments, and carrying out other educational responsibilities in accordance with the standards that have been set (Elfira et al., 2024). Optimal teacher performance is needed in facing current educational changes because teachers are required to be able to integrate professional competencies with technological developments and increasingly complex learning needs (Awan & Ather, 2024; Singerin, 2024). Improving teacher performance is not only related to individual demands, but is also influenced by various personal and organizational factors that support teachers' ability to carry out their duties optimally (Kholilah et al., 2025).

One of the factors that is suspected to determine teacher performance is ability. Ability is an individual's capacity related to proficiency in carrying out tasks, completing work, and applying competencies to achieve optimal work results (Robbins & Judge, 2019). Ability is an individual's capacity to carry out work through a combination of intellectual abilities, skills, proficiency, and practical abilities possessed to complete tasks effectively (Wibowo, 2019). In the teaching profession, abilities are reflected in the ability to manage learning, deliver materials, use appropriate methods, utilize technology, and solve various problems that arise in the educational process (Chulaelah & Raharja, 2025; Singerin, 2024). The better the teacher's ability, the greater the opportunity for the teacher to carry out learning tasks effectively and produce optimal performance (Kholilah et al., 2025; Nauw et al., 2025). Teachers are not only required to master the learning materials, but are also required to have pedagogical and adaptive skills in dealing with the increasingly diverse characteristics of students (Chulaelah & Raharja, 2025; Singerin, 2024).

In addition to ability, knowledge is an important factor that can determine the quality of teacher performance. Knowledge is an individual's understanding and mastery of information, concepts, facts, procedures, and experiences that can be used as a basis for making decisions and carrying out work (Awan & Ather, 2024). In the teaching profession, knowledge includes mastery of learning materials, pedagogical understanding, knowledge of student characteristics,

and understanding of the development of learning methods and technologies (Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, 2005).
Knowledge has become increasingly strategic in the development of education today because changes in curriculum, technological developments, and learning needs require teachers to continuously update and develop their professional knowledge (Elfira et al., 2024). (Awan & Ather, 2024) shows that knowledge creation and sharing are linked to improved teacher performance, especially when the knowledge is supported by leadership behaviors that encourage learning and collaboration.

The next factor that has an important role is leadership style. Leadership style is a pattern of behavior that a leader uses in influencing, directing, guiding, and encouraging members of the organization to achieve common goals (Robbins & Judge, 2019). In the school environment, the principal's leadership style can affect the work atmosphere, motivation, communication, professional development, and behavior of teachers in carrying out their duties (Long et al., 2024). A leadership style that suits the needs of educational organizations can create a work environment that supports the improvement of professionalism and teacher performance (Aminudin et al., 2026). The current principal functions not only as administrators, but also as learning leaders who are able to drive innovation and teacher capacity building. Research (Hajar et al., 2026) shows that leadership style has a significant influence on teacher performance in secondary school.

(Chulaelah & Raharja, 2025) found that the principal's leadership had a positive but not indirect significant influence on teacher performance, although teacher competence had a positive and significant effect. Similar results were found by (Nauw et al., 2025) which shows that teacher competence has a significant effect on performance, while the leadership of the principal does not have a significant influence on teacher performance. On the other hand, research (Para et al., 2026) stated that leadership is one of the important factors in explaining changes in teacher performance. In addition, (Long et al., 2024) shows that the effective leadership dimension can improve teacher performance through strengthening self-awareness, transparency, and a better decision-making process (Yang et al., 2024).

Improving the performance of UPTD SMP Negeri 5 Kisaran teachers is important to be studied in line with the demands to improve the quality of learning, the use of educational technology, strengthen professional competencies, and changes in the needs of students. Teachers are required to have adequate abilities in carrying out learning, knowledge that is constantly updated according to educational developments, and the support of a leadership style that is able to create a productive work environment. Therefore, ability, knowledge, and leadership style are relevant factors to be analyzed in explaining the variation in teacher performance.

Literature Review

2.1 Ability

Ability is an individual's capacity to carry out work supported by intellectual ability, skills, and proficiency to complete tasks effectively (Wibowo, 2014). In the context of education, teachers' abilities are reflected in their ability to plan, implement, manage, and evaluate the learning process. Good abilities allow teachers to carry out professional duties optimally so that they can improve their performance (Kholilah et al., 2026).

2.2 Knowledge

Knowledge is an individual's understanding and mastery of information, concepts, procedures, and experiences that are used as a basis for carrying out work and making decisions (Awan & Ather, 2024). For teachers, knowledge includes mastery of learning materials,

pedagogics, student characteristics, and the development of educational methods and technologies. Adequate knowledge can help teachers determine the right learning strategies and support the improvement of their professional performance (Awan & Ather, 2024).

2.3 Leadership Style

Every leader has his own way of carrying out his leadership role. Basically, leadership style describes a leader's behavior pattern that is closely related to his ability to move and direct the people under his leadership (Adelia et al., 2026). Leadership style is a leader's pattern of behavior and approach in influencing, directing, motivating, and moving organizational members to achieve common goals (Setiawati et al., 2024). In the school environment, the principal's leadership style can create supportive working conditions, provide direction, and encourage teachers to improve the quality of their duties. An effective leadership style can make a positive contribution to improving teacher performance (Elfira et al., 2024). Leadership is characterized by the ability of leaders to provide inspiration, motivation, vision, and develop subordinates through ideal influence, inspirational motivation, intellectual stimulation, and individual attention (Petrus et al., 2026).

2.4 Teacher Performance

Teacher performance is the level of success of teachers in carrying out their professional duties and responsibilities, especially in planning, implementing, and evaluating learning (Singerin, 2024). Optimal teacher performance reflects the teacher's ability to carry out educational functions effectively to achieve learning goals and school organizational goals (Elfira et al., 2024).

Research Methodology

This study uses a type of quantitative research with an associative approach, which aims to analyze the influence of ability, knowledge, and leadership style on the performance of UPTD SMP Negeri 5 Kisaran teachers. The population in this study is all teachers who teach at UPTD SMP Negeri 5 Kisaran. Based on data obtained from the school, the total number of teachers is 35 people. Given the relatively small population, the sampling technique used is saturated sampling (total sampling), so that all members of the population totaling 35 people are used as research samples. Data was collected through questionnaires using the Likert scale and then analyzed using descriptive statistics and inferential statistics with the help of the SPSS program. The data analysis technique in this study uses an instrument test consisting of a validity test and a reliability test, followed by a classical assumption test which includes normality, multicollinearity, and heteroscedasticity tests. Furthermore, hypothesis testing was carried out using multiple linear regression analysis, partial test (t test), simultaneous test (F test), and determination coefficient (R^2) to determine the magnitude of the influence of ability, knowledge, and leadership style on the performance of UPTD SMP Negeri 5 Kisaran teachers.

Results

4.1 Descriptive Statistical Analysis

Descriptive Statistical Analysis is used to describe the characteristics of research data based on minimum, maximum, mean, and standard deviation values.

Table 1. Descriptive Statistical Analysis

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation

Ability	35	18	40	31.71	5.859
Knowledge	35	20	40	31.26	5.371
Leadership Style	35	21	40	30.37	5.275
Employee Performence	35	18	30	23.46	3.433
Valid N (listwise)	35				

Based on the results of descriptive statistical analysis of 35 respondents in table 1., the ability variable had the highest average value of 31.71 with a standard deviation of 5.859, followed by knowledge of 31.26 with a standard deviation of 5.371, and leadership style of 30.37 with a standard deviation of 5.275. Meanwhile, teacher performance had an average score of 23.46 with a standard deviation of 3.433. In general, these results showed that there was a variation in respondents' answers to each research variable, with ability as the variable that had the highest average score.

4.2 Test Instruments

The Instrument Test is used to determine the level of validity and reliability of the questionnaire as a research data collection tool.

Table 2. Validity Test

Variables	Indicators	r-count	r-table	Desc.
Ability	X1.1	.834***	0,338	Valid
	X1.2	.806***	0,338	Valid
	X1.3	.630***	0,338	Valid
	X1.4	.762***	0,338	Valid
	X1.5	.609***	0,338	Valid
	X1.6	.803***	0,338	Valid
	X1.7	.833***	0,338	Valid
	X1.8	.862***	0,338	Valid
Knowledge	X2.1	.864***	0,338	Valid
	X2.2	.704***	0,338	Valid
	X2.3	.713***	0,338	Valid
	X2.4	.769***	0,338	Valid
	X2.5	.445**	0,338	Valid
	X2.6	.790***	0,338	Valid
	X2.7	.714***	0,338	Valid
	X2.8	.696***	0,338	Valid
Leadership Style	X3.1	.751***	0,338	Valid
	X3.2	.650***	0,338	Valid
	X3.3	.641***	0,338	Valid
	X3.4	.807***	0,338	Valid
	X3.5	.516**	0,338	Valid
	X3.6	.767***	0,338	Valid
	X3.7	.648***	0,338	Valid
	X3.8	.675***	0,338	Valid

Employee Performence	Y1	.600***	0,338	Valid
	Y2	.623***	0,338	Valid
	Y3	.691***	0,338	Valid
	Y4	.866***	0,338	Valid
	Y5	.796***	0,338	Valid
	Y6	.585	0,338	Valid

Based on the results of the validity test, all indicators in the variables of ability, knowledge, leadership style, and teacher performance had a greater r-count value than the r-table (0.338), so that all indicators were declared valid and suitable for use in the study.

Table 3. Reliability Test

Variables	Cronbach's Alpha	N of Items	Desc.
Ability (X1)	.902	8	Reliable
Knowledge (X2)	.863	8	Reliable
Leadership Style (X3)	.829	8	Reliable
Employee Performance (Y)	.719	6	Reliable

Based on the results of the reliability test, all variables had a Cronbach's Alpha value above 0.70, so that the research instruments on the variables of ability, knowledge, leadership style, and teacher performance were declared reliable and consistent to be used in the research.

4.3 Classic Assumption Test

The Classical Assumption Test is used to ensure that the research data meets the requirements before multiple linear regression analysis is carried out, which includes normality, multicollinearity, and heteroscedasticity tests.

Table 4. Kolmogorov Smirnov Test

One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			35
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		2.41977663
Most Extreme Differences	Absolute		.118
	Positive		.099
	Negative		-.118
Test Statistic			.118
Asymp. Sig. (2-tailed)[c]			.200[d]
Monte Carlo Sig. (2-tailed)[e]	Say.		.245
	99% Confidence Interval	Lower Bound	.233
		Upper Bound	.256

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.
e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Based on the results of the Kolmogorov-Smirnov normality test, the value of Asymp. Sig. (2-tailed) of 0.200 is greater than 0.05, so it can be concluded that the data or residual in this study is normally distributed and meets the assumption of normality.

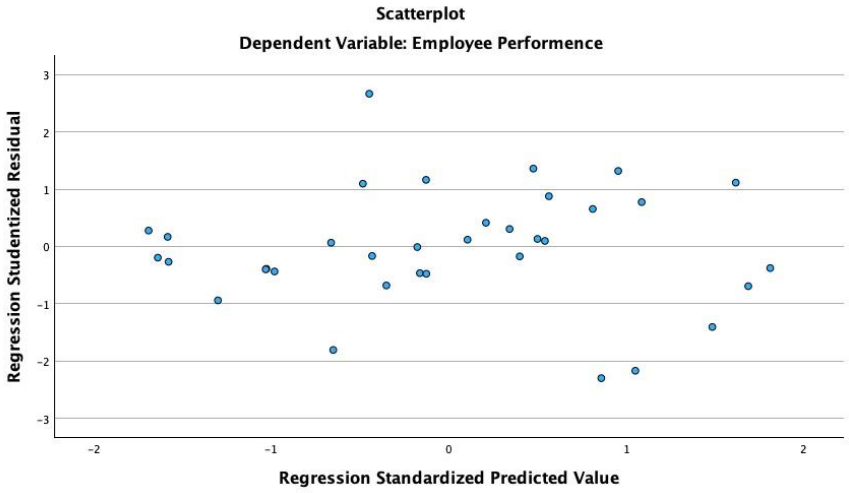
Table 5. Multicollinearity Test

Coefficients[a]

Model		Collinearity Statistics	
		Tolerance	LIVE
1	Ability	.929	1.076
	Knowledge	.660	1.516
	Leadership Style	.632	1.583

a. Dependent Variable: Employee Performence

Based on the results of the multicollinearity test, all independent variables had a tolerance value of more than 0.10 and a VIF value of less than 10, so it can be concluded that the regression model of this study did not experience symptoms of multicollinearity.



Gambar 1. Scatterplot

Based on Figure 1, the dots on the scatterplot were randomly scattered above and below the zero on the Y-axis and did not form a specific pattern, so it can be concluded that the regression model of this study did not experience symptoms of heteroscedasticity.

4.4 Multiple Linear Regression Analysis

Multiple linear regression analysis was used to determine the influence of ability, knowledge, and leadership style on teacher performance partially or simultaneously.

Table 6. Multiple Linear Regression Analysis

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Say.
		B	Std. Error	Beta		
1	(Constant)	11.538	4.261		2.708	.011

	Ability	.087	.077	.149	1.134	.266
	Knowledge	.274	.100	.428	2.749	.010
	Leadership Style	.202	.104	.310	1.946	.061

a. Dependent Variable: Employee Performence

Based on the results of multiple linear regression analysis, the regression equation Y = 11.538 + 0.087X_1 + 0.274X_2 + 0.202X_3 was obtained. A constant value of 11.538 indicates that if the variables of ability, knowledge, and leadership style are considered fixed or zero, then the teacher's performance value is 11.538. The ability regression coefficient of 0.087 indicates that each increase in ability by one unit will increase teacher performance by 0.087 units assuming that other variables are fixed. Furthermore, the knowledge regression coefficient of 0.274 indicates that every increase in knowledge by one unit will increase teacher performance by 0.274 units, while the regression coefficient of leadership style of 0.202 indicates that every increase in leadership style by one unit will increase teacher performance by 0.202 units assuming other variables remain the same.

4.5 Hypothesis Tests

Hypothesis testing is used to test the correctness of research allegations through partial tests (t-test) and simultaneous tests (F-tests).

Table 7. T-test (Partial)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Say.
1	(Constant)	11.538	4.261		2.708	.011
	Ability	.087	.077	.149	1.134	.266
	Knowledge	.274	.100	.428	2.749	.010
	Leadership Style	.202	.104	.310	1.946	.061

a. Dependent Variable: Employee Performence

Based on the results of the partial test (t-test), the ability variable obtained a t-count value of 1.134 with a significance value of 0.266, which is greater than 0.05, so that the ability partially did not have a significant effect on teacher performance. The knowledge variable had a t-count value of 2.749 with a significance value of 0.010, which is less than 0.05, so that knowledge partially had a positive and significant effect on teacher performance. Meanwhile, the leadership style variable obtained a t-count value of 1.946 with a significance value of 0.061, which is greater than 0.05, so that the leadership style partially did not have a significant effect on the performance of UPTD SMP Negeri 5 Kisaran teachers.

Table 8. Test F (Simultaneous)

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Say.
1	Regression	201.605	3	67.202	10.464	<.001[b]
	Residual	199.081	31	6.422		
	Total	400.686	34			

a. Dependent Variable: Employee Performence

b. Predictors: (Constant), Leadership Style, Ability, Knowledge

Based on the results of the simultaneous test (F test), an F-calculation value of 10.464 was obtained with a significance value of 0.001, which is smaller than 0.05. These results show that ability, knowledge, and leadership style together have a significant effect on the performance of UPTD teachers of SMP Negeri 5 Kisaran.

4.6 Coefficient of Determination

The Determination Coefficient is used to find out how much the variables of ability, knowledge, and leadership style are capable of explaining the variation in teacher performance changes.

Table 9. Coefficient of Determination (R2)

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.709[a]	.503	.455	2.534

a. Predictors: (Constant), Leadership Style, Ability, Knowledge

b. Dependent Variable: Employee Performence

Based on the results of the determination coefficient test, an Adjusted R Square value of 0.455 was obtained, which shows that ability, knowledge, and leadership style were able to explain 45.5% of the variation in teacher performance, while the remaining 54.5% was influenced by other factors outside the variables studied.

Discussion

Teachers' abilities have not been directly a factor that determines teacher performance at UPTD SMP Negeri 5 Kisaran. This condition shows that teachers' abilities do not necessarily automatically result in improved performance if they are not supported by other factors, such as opportunities to apply competencies, learning management, motivation, discipline, and a supportive work environment. This is relevant to research (Aminudin et al., 2026)which shows that leadership competence and managerial ability are not always the most dominant factors in influencing teacher performance because there are other factors that can have a greater influence. These findings can also be attributed to research (Chulaelah & Raharja, 2025) which shows that the relationship between competence and teacher performance can involve an intermediate factor, namely learning management, so that the abilities possessed by teachers need to be realized in effective work practices to produce more optimal performance.

Knowledge is a more tangible factor in supporting the improvement of teacher performance because mastery of the material, pedagogic understanding, curriculum development, student characteristics, and learning strategies help teachers carry out their duties more appropriately. In today's educational developments, it is not enough for teachers to have teaching experience, but also need to continue to update their knowledge to be able to adapt to technological changes and learning needs. These findings are in line with (Awan & Ather, 2024) which emphasizes the importance of knowledge management in supporting leadership relationships and improving teacher performance. Thus, knowledge is an important resource that allows teachers to make more appropriate learning decisions and improve the quality of the implementation of their professional duties.

Leadership style has not directly been a factor that determines the performance of teachers in UPTD SMP Negeri 5 Kisaran. This shows that the influence of leadership on performance can be different from the organizational conditions and characteristics of teachers. As

professionals, teachers have responsibilities and work standards that must still be carried out, so their performance does not completely depend on the principal's leadership approach. However, some previous studies have shown different results, such as (Elfira et al., 2024; Handayati, 2023; Kholilah et al., 2025; Long et al., 2024) who found that leadership has a role in improving teacher performance. These differences show that the effectiveness of leadership styles is highly dependent on how leadership is implemented and the extent to which it is able to provide tangible support to teachers' professional needs.

Together, skills, knowledge, and leadership style form complementary factors in supporting teacher performance. The ability provides the basis for proficiency in carrying out tasks, knowledge helps teachers determine strategies and make the right decisions, while leadership creates the direction and environment of the organization that supports the implementation of work. This view is in line with research (Hajar et al., 2026; Kholilah et al., 2025; Nauw et al., 2025) which shows that the combination of competency and leadership factors along with other supporting factors can contribute to improving teacher performance. Therefore, improving teacher performance at UPTD SMP Negeri 5 Kisaran needs to be carried out in an integrated manner through strengthening professional skills, continuous knowledge renewal, and implementing leadership that is able to create a work environment that supports teacher development.

Conclusion

This study confirms that the improvement of teacher performance in UPTD SMP Negeri 5 Kisaran is stronger based on knowledge mastery than separate leadership abilities and styles. However, when these three factors run simultaneously, teacher performance can be supported more optimally. This means that schools need to pay main attention to updating teachers' knowledge, while ensuring that their abilities can be applied optimally and supported by the right leadership.

References

[1] Adelia, M., Rahayu, S., & Samrin. (2026). Analysis of Organizational Commitment, Work Motivation for Leadership Style at PT Perkebunan Nusantara IV Regional I Sei Batang Hari Medan. *Journal of Accounting, Management and Economics (Jasmien), 6*(1), 474–487. https://doi.org/https://doi.org/10.54209/jasmien.v6i01.2569

[2] Aminudin, L., Cathrin, S., & Widiyan, A. P. (2026). The dominant role of principals' supervisory competence over leadership style and managerial competence in influencing teacher performance: A study from Indragiri Hilir Regency. *Asatiza: Jurnal Pendidikan, 7*(2), 397–411. https://doi.org/10.46963/asatiza.v7i2.3678

[3] Awan, R.-N., & Ather, T. (2024). The knowledge ties that bind: mediating effect of knowledge management on heads' leadership and teachers' performance. *Cogent Education, 11*. https://doi.org/10.1080/2331186X.2024.2394740

[4] Chulaelah, S. Y., & Raharja, S. (2025). The Effect of Principal Leadership and Teacher Competence on Teacher Performance with Learning Management as a Mediating Variable. *Lembaran Ilmu Kependidikan, 54*(1), 21–29. https://doi.org/10.15294/lik.v54i1.21402

[5] Elfira, Rasdiana, Fitrawati, Jasman, M. W., Reski, K., Anwar, A., & Enaldi. (2024). How does principal's instructional leadership shape teacher performance mediated by teacher self-efficacy in Indonesian education context? *Frontiers in Education, 9*. https://doi.org/10.3389/feduc.2024.1401394

[6] Hajar, S., Suparmoko, M., & Maliki, B. I. (2026). The Effect of Interpersonal Communication, Leadership Style, and Training on Teacher Performance at Private Senior High Schools in Serang Regency. *Economics and Digital Business Review*, *7*(1), 212–225. https://doi.org/https://doi.org/10.37531/ecotal.v7i1.3654

[7] Handayati, N. A. (2023). The influence of leadership style and principal's supervision competence on the performance of teachers. *Managere: Indonesian Journal of Educational Management*, *5*(3), 244–256. https://doi.org/10.52627/managere.v5i3.140

[8] Ministry of Primary and Secondary Education. (2025). *Decree of the Minister of Primary and Secondary Education Number 271/O/2025 concerning Guidelines for the Management of Performance of Educators and Education Personnel*.

[9] Kholilah, M., Nurwahidin, M., Rusdiani, A., & Mardiyah, M. (2025). The Influence of Principal Leadership Style, Teacher Competence, and Organizational Culture on Teacher Performance. *Al-Idarah: Jurnal Kependidikan Islam*, *15*(2). https://doi.org/https://doi.org/10.24042/ae7kmh85

[10] Long, Y., Xia, Y., Cao, F., & Long, Y. (2024). The influence of authentic leadership on teacher performance in Guiyang public primary schools. *Studies in Educational Evaluation*, *83*, 101400. https://doi.org/10.1016/j.stueduc.2024.101400

[11] Nauw, K., Ismail, T., & Purwanto, A. J. (2025). The Influence of Leadership, Competence, and Discipline on Performance with Motivation as a Mediating Variable in Junior High School Teachers in Tambrauw Regency. *Journal of Noken: Social Sciences*, *11*(2), 363–373. https://doi.org/10.33506/jn.v11i2.4942

[12] Para, M. E. E., Fathorrahman, & Handarini, D. M. (2026). The influence of transformational leadership style, work discipline, and work environment on teacher performance in SMP Negeri 5 Kupang. *Journal of Educational Management*, *11*(1), 1368–1379. https://doi.org/https://doi.org/10.34125/jmp.v11i1.1848

[13] Petrus, H. L. S., Surya, E. D., & Rahayu, S. (2026). Analysis of Transformational Leadership and Organizational Justice on Organizational Commitment With Job Satisfaction as a Mediating Variable at the National Narcotics Agency North Sumatra Province. *Jurnal Akuntansi, Manajemen Dan Bisnis Digital*, *5*(3), 1115–1122. https://doi.org/https://doi.org/10.37676/jambd.v5i3.11417

[14] Rahayu, S., Surya, E. D., & Lubis, D. A. (2026). Analysis of Sustainable Domestic Cooperation Administration for Enhancing Educational Management Effectiveness at Universitas Pembangunan Panca Budi. *3rd International Conference Epicentrum of Economic Global Framework (ICEEGLOF)*, 259–266.

[15] Robbins, S., & Judge. (2019). *Organizational Behavior*. Salemba Four.

[16] Singerin, S. (2024). The Influence of Learning Leadership Competency Model on Teacher Performance. *Asian Journal of Education and Social Studies*, *50*(3), 71–81. https://doi.org/10.9734/ajess/2024/v50i31281

[17] Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers (2005).

[18] Wibowo. (2019). *Human Resource Management*. Bumi Aksara.