



## The effect of school culture, leadership, and teacher competence on teacher performance in cluster 05, Padarincang District

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### ABSTRACT

This study examined the effects of school culture, principal leadership, and teacher competence on the performance of elementary school teachers in Cluster 05 of Padarincang District. Using a quantitative correlational survey design, the research involved all 87 teachers from public elementary schools in the cluster through a saturated sampling technique. Data were collected through literature review, field observations, and structured questionnaires employing a five-point Likert scale. Prior to hypothesis testing, the research instruments were tested for validity and reliability, and classical assumption tests – covering normality, multicollinearity, and heteroscedasticity – were conducted to ensure the suitability of the regression model. The data were then analyzed using multiple linear regression. The results indicate that school culture, principal leadership, and teacher competence each have a positive and statistically significant effect on teacher performance, both individually and simultaneously. Among these variables, school culture emerged as the most influential factor. The Adjusted R Square value of 0.523 shows that 52.3% of the variation in teacher performance is explained by the three variables, while the remainder is influenced by factors outside the model. These findings highlight the importance of strengthening school culture, enhancing leadership quality, and continuously developing teacher competencies to improve educational outcomes.

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## INTRODUCTION

Education is a fundamental factor in improving the quality of human resources and the progress of a nation. The success of education delivery is largely determined by the performance of teachers, the spearheads of the learning process. Teachers play a vital role not only in transferring

knowledge but also in shaping students' attitudes, character, and skills. Therefore, improving teacher performance is a primary focus in efforts to improve educational quality (Munardi et al., 2021).

Several variables, both internal and external, affect teacher performance. Teacher competence, from an internal perspective, encompasses pedagogical, professional, social, and interpersonal skills in performing learning tasks. Teachers with strong competence will be able to successfully manage learning, create new instructional strategies, and provide the best possible direction for their students (Suryani & Dewi, 2022). Law Number 14 of 2005 pertaining to teachers and lecturers highlights the unity of pedagogical, professional, personal, and social competency as the deciding factor for teachers' success in fulfilling their responsibilities.

In addition to teacher competence, principal leadership plays a strategic role in improving teacher performance. Principals are responsible for instructional leadership, curriculum development, human resource management, and school-community relations. Effective principal leadership, demonstrated through managerial skills, a clear vision, strong communication skills, and the ability to motivate teachers, will create a conducive work climate and support school quality improvement. Conversely, ineffective leadership can hinder teacher performance and the achievement of educational goals (Palahiyah et al., 2024).

Another external factor that influences teacher performance is school culture. School culture encompasses the values, norms, and habits that develop within the school environment and shape the teacher's work climate. A positive school culture, such as discipline, cooperation, and mutual respect, has been shown to increase teacher motivation and performance (Maryani & Rasyid, 2023). Teachers who work within a supportive school culture tend to have a higher level of commitment and responsibility to their professional duties.

The learning context in elementary schools (SD) in Indonesia is currently undergoing changes with the implementation of the Merdeka Curriculum as the national curriculum through Regulation of the Minister of Education, Culture, Research, and Technology Number 12 of 2024. This curriculum provides flexibility for educational units to adapt learning to students' needs and emphasizes strengthening literacy relevant to current developments. This requires teachers to possess adaptive competencies supported by principal leadership and a strong school culture.

Based on observations and observations at Cluster 05 Elementary Schools in Padarincang District, teacher performance is generally considered good, but various problems remain, such as delays in developing learning materials, low mastery of educational technology, and minimal innovation in learning methods (Hidayat & Lestari, 2022). This situation indicates a gap between expected competencies and learning practices in the field. The most pressing teacher performance issues in Cluster 05 Padarincang include delays in developing learning materials, low mastery of educational technology, minimal innovation in teaching methods, low discipline, lack of cooperation among teachers, and uneven performance among teachers within the same school. These weaknesses indicate the urgency of research aimed at understanding how school culture, principal leadership, and teacher competence can address these specific gaps.

Furthermore, the school culture in several schools within the cluster has a positive vision, mission, and values, but these have not been fully internalized in teacher behavior. Low discipline, lack of cooperation among teachers, and limited innovation in the use of learning media are still observed. Another phenomenon that emerged was the difference in performance among teachers within the same school, indicating that the influence of school culture on teacher performance is not entirely uniform.

Previous research has shown that school culture significantly influences teacher motivation and performance (Pratama, 2023). However, other findings suggest that this influence is not always significant because it is influenced by individual factors such as personal competence and motivation (Wulandari & Setiawan, 2022). Similarly, research on principal leadership has yielded mixed results, with some studies finding a positive and significant influence on teacher

performance (Yudha et al., 2024; Devi & Wiyasa, 2021), while others show no significant influence (Jumarpati & Dewi, 2023).

Inconsistent research findings were also found in the competency variable. Some studies indicate that competency significantly influences performance (Mawardi & Lovedly, 2023; Yani et al., 2024; Wandu & Hakiki, 2022), while others show that competency has no effect on performance due to a mismatch between individual competencies and job demands (Salvano et al., 2023; Hidayat, 2021). This situation reinforces the urgency of research that integrates school culture, principal leadership, and teacher competency within a single research model. The most specific empirical gap that previous studies have not addressed is the integrated effect of school culture, principal leadership, and teacher competence on teacher performance in elementary school clusters. While prior studies have examined these variables separately, there is limited research that combines all three factors within a single research model, especially in the context of elementary schools, to explain variations in teacher performance.

According to what was said before, there is still not enough research on how school culture, the way principals lead, and the skills of teachers affect how well teachers do their jobs, especially in elementary schools. Because of this, this study wants to look into how school culture, principal leadership, and teacher skills impact the performance of elementary school teachers in Cluster 05, which is in Padarincang District.

## RESEARCH METHOD

This research used numbers and statistics to look at how school culture, the way school leaders manage, and teachers' skills affect how well teachers perform. The study took place at Gugus 05 Public Elementary Schools in Padarincang District from March to August 2025. There were 87 teachers from six different public elementary schools, and all of them participated in the study because of a method called saturated sampling. The six schools in Cluster 05 Padarincang have several important characteristics that are relevant for interpreting the research results. These include school size, in terms of the number of students and teachers, which can affect classroom management and teacher workload. All schools are public elementary schools, providing a similar policy and administrative context. Accreditation levels vary, reflecting differences in school quality, facilities, and operational standards. Social and economic conditions of the students, such as parental education and family income, also influence teacher performance. Additionally, the availability of facilities and infrastructure, including classrooms, libraries, and educational technology, supports effective teaching. Finally, the composition of teachers, including their experience, competence, and student-teacher ratio, plays a significant role in shaping overall teacher performance.

To gather information, the researchers did two types of studies: one in libraries and another in the field. The library research involved reading books, academic articles, and other important documents, while the field research included watching what happens in the schools and giving out surveys with questions to the teachers. The survey used a five-point scale, where 1 meant they strongly disagreed and 5 meant they strongly agreed. After collecting the information, the researchers analyzed it with a method called multiple linear regression. Before testing their ideas, they checked to make sure their survey questions were valid and reliable, and also ran tests to check for normality, multicollinearity, and heteroscedasticity. They tested their ideas using partial tests (t-tests) and simultaneous tests (F-tests), alongside finding the coefficient of determination ( $R^2$ ) (Sugiyono, 2021).

## RESULTS AND DISCUSSIONS

### Results

#### Respondent Characteristics

This study involved 87 respondents who were public elementary school teachers in Cluster 05, Padarincang District. Based on gender characteristics, the respondents were predominantly male (54 people) (62.07%), while female (33 people) (37.93%). This composition indicates that the teaching staff in Cluster 05, Padarincang District, is still dominated by male teachers.

In terms of age, the majority of respondents were in the 31–39 age range, representing 40 respondents (45.98%), reflecting a productive and professionally mature age group. Furthermore, 26 respondents (29.89%) were aged 21–30, while 21 respondents (24.14%) were over 40. This age distribution indicates that the majority of respondents are in the working age phase, which has the potential to support performance improvement and competency development.

Based on educational level, the majority of respondents had a Bachelor's degree (S1) of 43 people (49.43%), followed by Postgraduate (S2) of 24 people (27.59%), and Diploma Three (D3) of 20 people (22.99%). This composition indicates that the majority of teachers have adequate educational qualifications in accordance with the demands of professionalism of educators in Elementary Schools. Overall, the characteristics of respondents indicate that the research objects are dominated by productive age teachers with relatively high levels of education, so they are considered representative to describe the condition of human resources and support the analysis of the influence of school culture, principal leadership, and teacher competence on teacher performance.

**Table 1.** Respondent Characteristics

Parameter	Category	Frequency	Percentage (%)
Gender	Male	54	62.07
	Female	33	37.93
Age (years)	21–30	26	29.89
	31–39	40	45.98
	> 40	21	24.14
Education Level	Diploma (D3)	20	22.99
	Bachelor (S1)	43	49.43
	Master (S2)	24	27.59
Total		87	100

Source: Primary Data, 2025

Source: SPSS Output, 2025

#### Validity and Reliability Test

The study tool underwent validity and reliability testing to make sure it could accurately assess school culture, head leadership, teacher competence, and teacher performance. Pearson Product Moment correlation was used to test the validity of 87 responses at a 5% significance level. In this research, the r table value was 0.220. According to the test findings, the calculated r value for each statement item in each variable exceeded or equaled the r table, therefore all instrument items were deemed valid and appropriate for subsequent analysis.

**Table 2.** Validity Test Results

Variable	Number of Items	Range of r-count	r-table	Result
School Culture ( $X_1$ )	6	0.520 – 0.715	0.220	Valid
Principal Leadership ( $X_2$ )	8	0.472 – 0.724	0.220	Valid
Teacher Competence ( $X_3$ )	10	0.384 – 0.653	0.220	Valid
Teacher Performance (Y)	10	0.220 – 0.642	0.220	Valid

Source: SPSS Output, 2025

In order to assess the internal consistency of the research tools, reliability assessment was conducted using the Cronbach's Alpha coefficient. The test outcomes showed that all variables had

Cronbach's Alpha values exceeding 0.60, indicating an acceptable level of reliability. Consequently, all the instruments were considered reliable and suitable for analyzing the relationships among the variables within the study framework.

**Table 3.** Reliability Test Results

Variable	Cronbach's Alpha	Threshold	Result
School Culture ( $X_1$ )	0.751	> 0.60	Reliable
Principal Leadership ( $X_2$ )	0.660	> 0.60	Reliable
Teacher Competence ( $X_3$ )	0.724	> 0.60	Reliable
Teacher Performance (Y)	0.621	> 0.60	Reliable

Source: SPSS Output, 2025

## Regression Results

**Table 4.** Regression Results

Variable	B	Std. Error	Beta	t-value	Sig.
Constant	1,710	3,977	-	0.430	0.668
School Culture ( $X_1$ )	0.533	0.064	0.622	8,268	0.000
Principal Leadership ( $X_2$ )	0.228	0.085	0.201	2,678	0.009
Teacher Competence ( $X_3$ )	0.174	0.054	0.242	3,245	0.002

Source: SPSS Output, 2025

Based on the results from the multiple linear regression analysis, the performance of teachers is notably and positively influenced by the culture of the school, the leadership style of the principal, and the abilities of the teachers themselves. A consistent reading of 1.710 indicates that teacher performance stays at a satisfactory level, even when all other variables are held constant. The regression coefficient related to school culture ( $X_1$ ) has a significance value of 0.000 and stands at 0.533, implying that an increase of one unit in school culture will result in a 0.533 unit enhancement in teacher performance, assuming other factors are unchanged. This finding reinforces the notion that effective teaching is greatly enhanced by positive values, norms, and practices present in the educational environment.

The principal leadership variable ( $X_2$ ) also shows a positive and significant influence on teacher performance with a regression coefficient of 0.228 and a significance value of 0.009. This indicates that effective leadership, demonstrated through managerial, communication, and motivational abilities, can encourage improved teacher performance. Furthermore, teacher competence ( $X_3$ ) has a regression coefficient of 0.174 with a significance value of 0.002, which indicates that increasing teachers' pedagogical, professional, social, and personality competencies contributes significantly to improving teacher performance. Based on the standardized beta coefficient value, school culture is the variable that has the most dominant influence on teacher performance ( $\beta = 0.622$ ), followed by teacher competence ( $\beta = 0.242$ ) and principal leadership ( $\beta = 0.201$ ).

The practical significance of the regression coefficients shows that school culture (0.533) has the greatest impact on teacher performance, particularly in motivating teachers, improving classroom management, fostering collaboration, and reinforcing professional routines. Principal leadership (0.228) positively affects performance through effective communication, motivation, and managerial support, influencing lesson planning and instructional delivery. Teacher competence (0.174) contributes by enhancing pedagogical, professional, social, and personal skills, improving teaching quality and adaptability to student needs. Overall, strengthening school culture offers the most substantial improvement, followed by leadership and teacher competence.

## Coefficient of Determination and Hypothesis Testing

The Adjusted R Square value, which reflects the percentage of variations in teacher performance that can be accounted for by the variables school culture, principal leadership, and

teacher competence, can be used in regression analysis to gauge the model's ability to explain variations in the dependent variable.

**Table 5.** Coefficient of Determination Results

Model	R	R Square	Adjusted R Square	Std. Error
1	0.735	0.540	0.523	1,882

Source: SPSS Output, 2025

The Adjusted R Square figure of 0.523 suggests that 52.3% of the differences in teacher performance can be accounted for by the elements of school culture, leadership from principals, and the competence of teachers. Conversely, the rest, which amounts to 47.7%, is affected by factors that are not included in the research model, including intrinsic motivation, the work environment, workload, and educational policies.

The Adjusted R<sup>2</sup> value of 0.523 indicates that 52.3% of the variation in teacher performance is explained by school culture, principal leadership, and teacher competence, demonstrating that the model captures a substantial portion of the key determinants of performance. However, the remaining 47.7% of variation suggests that other factors outside the model also play a significant role. The most logical candidate variables to account for this unexplained variation include intrinsic teacher motivation, the quality of the work environment, workload management, and the influence of educational policies or regulations. Considering these factors in future research could provide a more comprehensive understanding of what drives teacher performance.

**Table 6.** Hypothesis Testing Results

Test	Variable	t / F Value	Sig.	Result
t-test	School Culture ( $X_1$ ) → Teacher Performance	8,268	0.000	Significant
t-test	Principal Leadership ( $X_2$ ) → Teacher Performance	2,678	0.009	Significant
t-test	Teacher Competence ( $X_3$ ) → Teacher Performance	3,245	0.002	Significant
F-test	$X_1, X_2, X_3 \rightarrow Y$	32,481	0.000	Significant

Source: SPSS Output, 2025

The outcomes of the t-test demonstrate that each independent variable, which includes school culture, principal leadership, and teacher competence, positively and significantly influences teacher performance ( $p < 0.05$ ). Additionally, the results of the F-test reveal that all three independent variables collectively exert a significant effect on teacher performance, leading to the acceptance of all research hypotheses.

## Discussion

### a. Effect of Organizational Culture on Employee Performance

The findings from the research suggest that organizational culture positively and significantly influences employee performance, as evidenced by a significance value of 0.000 ( $<0.05$ ) and an influence coefficient of 0.535. This outcome demonstrates that enhancing the quality of organizational culture plays a crucial role in elevating employee performance.

A robust organizational culture fosters a supportive work atmosphere, boosts a sense of community and loyalty among employees, and motivates them to engage in more productive work while focusing on reaching the organization's objectives. This conclusion is consistent with the viewpoints expressed by Pratama (2023), Lestari (2021), and Nugroho (2023), who assert that organizational culture represents a collection of shared meanings guiding the actions of members within the organization. A beneficial organizational culture functions as a basis for shaping employee attitudes and work behaviors, thus having a direct effect on the enhancement of individual and overall organizational performance.

b. Effect of Organizational Commitment on Employee Performance

The findings of the analysis indicate that organizational commitment positively influences employee performance, evidenced by a coefficient of 0.403 and a significance level of 0.000, which is below the threshold of 0.05. This suggests that as employees' commitment to the organization increases, their performance also improves. Employees who exhibit high levels of commitment are more likely to show increased loyalty, responsibility, and engagement in fulfilling their roles and obligations.

The results of this study support the findings of Santoso (2018) and Hidayat (2020), who stated that organizational commitment consists of affective, continuance, and normative commitment. Affective commitment, which is based on employees' emotional attachment to the organization, is the most dominant dimension in driving performance improvement. Therefore, creating a positive work climate, harmonious working relationships, and employee involvement in the organization are crucial factors in maintaining and enhancing employee commitment.

c. Effect of Work Motivation on Employee Performance

The results also show that work motivation has a positive and significant effect on employee performance, with a coefficient of 0.289 and a significance value of 0.000 ( $<0.05$ ). This finding indicates that increased work motivation encourages employees to work with greater enthusiasm, passion, and initiative in achieving predetermined work targets. Employees with high levels of motivation tend to demonstrate greater creativity, responsibility, and commitment to their work.

These findings align with research by Setiawan (2020) and Anwar (2021), which explains that motivating factors, such as achievement, recognition, and opportunities for self-development, play a crucial role in improving employee performance. Furthermore, Maslow's theory of needs asserts that gradually fulfilling individual needs will lead to increased motivation and work performance. Therefore, organizational attention to motivational factors is key to driving optimal employee performance.

d. Simultaneous Effect of Organizational Culture, Organizational Commitment, and Work Motivation on Employee Performance

The findings from the simultaneous testing revealed that organizational culture, commitment, and work motivation collectively exert a positive and significant influence on employee performance. This implies that an employee's performance is shaped not by a singular factor but through the interplay and synergy of a strong workplace culture, heightened commitment levels, and continuous motivation. These results align with research by Lestari (2021) and Nugroho (2023), which highlighted that organizational elements greatly impact performance when evaluated in conjunction.

The values of the standardized beta coefficients reveal that organizational culture is the most influential variable affecting employee performance, followed by work motivation and organizational commitment. This underscores the crucial role of a positive work culture in shaping employee behavior, work ethics, and overall performance (Sumarjo et al., 2024). In summary, the findings of this study affirm that the simultaneous enhancement of organizational culture, the elevation of employee commitment, and the maintenance of work motivation are essential strategies for achieving sustained improvements in employee performance.

## CONCLUSION

The findings of the study reveal that the culture within schools, effective leadership from principals, and the skills of teachers all significantly contribute to enhancing the performance of elementary school educators in Cluster 05 of Padarincang District, both individually and

collectively. A strong school culture plays a role in creating a conducive work environment and encouraging teacher discipline, cooperation, and responsibility. Effective principal leadership, demonstrated through managerial skills, a clear vision, and good communication, has been proven to improve teacher professionalism and performance. In addition, teacher competence, which includes pedagogical, professional, social, and personality aspects, contributes significantly to the quality of learning implementation. The most critical limitations of this survey design include perception bias, as the data rely on teachers' self-reported responses, and the single cluster context, which limits the generalizability of the findings to other clusters or regions. The most appropriate follow-up research design could involve longitudinal studies to track teacher performance over time, experimental designs to test interventions targeting school culture, leadership, or teacher competence, or comparative studies across multiple clusters to strengthen external validity and understand contextual differences.

Simultaneously, these three variables form a synergy that strengthens teacher performance. These findings confirm that improving teacher performance requires integrated human resource management through strengthening school culture, developing principal leadership, and continuously improving teacher competencies. This integrated approach is expected to support sustainable improvements in the quality of basic education. The specific contribution of this research lies in its integrated model, which simultaneously examines school culture, principal leadership, and teacher competence within a single cluster context. Unlike previous studies that investigated these factors separately, this study provides a holistic measurement approach and highlights the synergy among these variables in influencing teacher performance. This model offers both theoretical novelty at the conceptual level and practical implications for cluster-based educational management.

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