



The influence of principal leadership, competence, and organizational commitment on teacher performance at SMKN 10 Pandeglang

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ABSTRACT

This study aims to evaluate the influence of principal leadership, teacher competence, and organizational commitment on teacher performance at SMKN 10 Pandeglang, both individually and collectively. Using a quantitative research design, the study seeks to provide empirical evidence on how these factors contribute to improving teachers' professional performance. Data were collected through a standardized questionnaire distributed to all 71 teachers at SMKN 10 Pandeglang, applying a census sampling technique to ensure full population participation. The hypothesis testing results reveal statistically significant relationships between the examined variables and teacher performance. Specifically, teacher competence was found to have a positive and significant effect on performance, as indicated by a calculated t-value of 2.241 exceeding the critical value of 1.966 and a significance level of 0.03, below the 0.05 threshold. Additional hypothesis testing further supports the substantial role of teacher competence in enhancing performance. Moreover, the combined influence of principal leadership, teacher competence, and organizational commitment was shown to significantly affect teacher performance, demonstrated by a t-value of 3.828 and a significance level of 0.00. These findings are reinforced by the F-test results, where the calculated F-value of 8.048 exceeds the table value of 2.628, confirming the strong collective impact of the three variables.

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INTRODUCTION

The rapid development of science and technology has significantly transformed various aspects of human life, particularly in the field of education. In Indonesia, formal education systems, ranging from early childhood education to higher education, play a vital role in improving the quality of human resources. Through structured and systematic learning processes, education functions as a

strategic instrument for developing knowledge, skills, values, and competencies required to respond effectively to the challenges of globalization and technological change. In this context, teachers occupy a central position as a profession that demands a high level of professionalism. Law Number 14 of 2005 concerning Teachers and Lecturers affirms that teachers are professionals responsible for the planning, implementation, and evaluation of learning. Therefore, the quality of education depends heavily on teachers' performance in carrying out their duties and responsibilities professionally. Teachers with a high level of professionalism tend to demonstrate optimal performance, thereby supporting the achievement of quality education (Yulianti, 2023).

Teacher performance is shaped not only by personal capabilities but also by the broader organizational environment in which teachers operate. Among the most critical determinants of teacher performance is professional competence. Competence refers to an integrated combination of knowledge, skills, and attitudes that enables individuals to perform their professional responsibilities effectively and ethically, as stipulated in the Minister of National Education Decree No. 045/U/2002. In the context of education, teacher competence encompasses pedagogical, personal, social, and professional dimensions, which are developed through formal education, continuous training, and accumulated teaching experience. Teachers who demonstrate a high level of competence are generally more proficient in designing and managing learning activities, selecting and utilizing appropriate instructional media, and conducting accurate and meaningful assessments of student learning outcomes.

In addition to competence, principal leadership is a strategic factor in determining school success and teacher performance. Principals are responsible for instructional leadership, curriculum development, human resource management, and school-community relations. Effective principal leadership, demonstrated through managerial skills, decision-making skills, and the ability to motivate and empower teachers, will create a conducive work climate and support improved teacher performance. Conversely, ineffective leadership has the potential to hinder teacher creativity, participation, and performance in the learning process (Urika, 2022).

Another equally important factor is organizational commitment. Schools, as educational organizations, require strong commitment from all elements, including the principal, teachers, and educational staff. Organizational commitment reflects the loyalty, involvement, and willingness of individuals to work optimally to achieve organizational goals. Schools with a high level of organizational commitment are generally characterized by discipline, strong collaboration, and alignment of values between individuals and school goals, which ultimately positively impact teacher performance.

Empirical findings at SMKN 10 Pandeglang indicate that teacher performance is not yet optimal. Initial observations revealed limitations in teacher competency development, weak principal leadership in providing direction and motivation, and suboptimal teacher commitment to the school. Some teachers demonstrated low loyalty and engagement, even viewing school as a temporary place before moving on to other fields. Furthermore, competency issues are also evident in the discrepancy between teachers' academic qualifications and professional demands, as mandated by Law Number 14 of 2005 concerning Teachers and Lecturers and Government Regulation Number 19 of 2005 concerning National Education Standards.

SMKN 10 Pandeglang possesses several distinctive characteristics that make it scientifically relevant as a research context. As a vocational high school located in a developing region, the school faces challenges related to teacher qualification alignment, limited professional development opportunities, and varying levels of organizational commitment. These contextual conditions reflect real issues commonly encountered by vocational schools in similar regions, making the findings of this study both contextually meaningful and potentially generalizable to comparable educational institutions.

Principal leadership issues are also a serious concern. Principals who provide insufficient space for teacher participation, feedback, and development opportunities can potentially reduce

teacher motivation and performance. This situation is reinforced by various findings showing that conventional and less innovative leadership can hinder the achievement of educational goals (Detik.com, 2019). Previous research has shown mixed results regarding factors influencing teacher performance. Some studies indicate that principal leadership has a significant effect on teacher performance (Nellitawati & Yunistisa, 2022; Lapaimalai & Fanpada, 2022; Mailina & Ali, 2024). However, other studies indicate that principal leadership does not significantly influence teacher performance because it is influenced by other variables such as the work environment and motivation (Fadhli et al., 2023; Umar, 2022). Inconsistent findings are also found for the organizational commitment variable. Some studies indicate that organizational commitment significantly influences teacher performance (Simbolon et al., 2022; Suryadi et al., 2022; Armawati et al., 2024), while other studies indicate that organizational commitment does not significantly influence teacher performance (Sudama, 2022; Ariska et al., 2021). This condition indicates a research gap that requires further study.

This research contributes to the existing literature by addressing the inconsistencies found in previous studies through an integrated analysis of professional competence, principal leadership, and organizational commitment within a specific vocational school context. Unlike prior studies that examined these variables separately or in different institutional settings, this study simultaneously investigates the three factors in SMKN 10 Pandeglang, thereby providing a more comprehensive explanation of teacher performance and offering context-based empirical evidence to clarify the inconsistent findings reported in earlier research.

RESEARCH METHOD

A quantitative research methodology was utilized in this investigation, employing a survey to evaluate the impact of leadership by school principals, the proficiency of educators, and dedication to the organization on teacher effectiveness. The scope of this research encompassed all 71 teachers at SMKN 10 in Pandeglang Regency. A comprehensive sampling strategy, known as saturated sampling, was implemented, ensuring that every individual within the defined population participated as a respondent in the study (Sugiyono, 2021).

Information was collected utilizing a dual strategy encompassing both academic resource review and practical fieldwork. The academic component involved a thorough examination of pertinent literature, academic publications, and official records to cultivate a robust theoretical framework. Concurrently, fieldwork was undertaken to procure firsthand data via direct observation, select interviews, and the administration of standardized surveys to a defined group of participants. The survey instrument incorporated a five-point Likert scale, with anchors from 1 (indicating strong dissatisfaction) to 5 (indicating strong satisfaction), to facilitate precise measurement of participant viewpoints. Subsequent to data compilation, descriptive statistical methodologies were employed for summarizing data attributes, followed by a multiple linear regression analysis to investigate inter-variable associations. Prior to the validation of the research hypotheses, the employed research tools underwent assessment for validity and reliability to confirm their precision and dependability. Furthermore, classical assumption tests, encompassing normality, multicollinearity, and heteroscedasticity evaluations, were performed to ascertain the appropriateness of the regression model. Hypothesis validation was undertaken via partial analysis (t-tests) and simultaneous analysis (F-tests) at a significance threshold of 5%. The coefficient of determination (R^2) was employed to assess the model's explanatory capability.

RESULTS AND DISCUSSIONS

Results

Respondent Characteristics

Table 1. Respondent Characteristics

Parameter	Category	Frequency	Percentage (%)
Gender	Male	54	62.07
	Female	17	37.93
Age (years)	21-30	26	29.89
	31-39	30	45.98
	> 40	25	24.14
Education Level	Diploma (D3)	10	24.14
	Bachelor (S1)	26	29.89
	Master (S2)	35	45.98
Total		71	100

Source: Primary Data, 2025

This study involved 71 respondents who were teachers at SMKN 10 Pandeglang. Based on gender characteristics, respondents were dominated by male teachers, amounting to 54 people (62.07%), while female teachers numbered 17 people (37.93%). This composition indicates that the teaching staff at SMKN 10 Pandeglang is still dominated by male teachers. Viewed from the age aspect, the majority of respondents were in the 31-39 age group, namely 30 people (45.98%), which reflects a productive and professionally mature age group. Furthermore, respondents aged 21-30 years numbered 26 people (29.89%), while respondents aged over 40 years numbered 25 people (24.14%). This age distribution indicates that most teachers are in the potential working age phase in supporting performance improvement and competency development.

Based on their last level of education, the majority of respondents had a postgraduate (S2) education background, as many as 35 people (45.98%), followed by Bachelor's (S1) as many as 26 people (29.89%), and Diploma Three (D3) as many as 10 people (24.14%). This composition indicates that the majority of teachers have adequate higher education qualifications in accordance with the demands of professionalism of educators in Vocational High Schools. Overall, the characteristics of respondents indicate that the research objects are dominated by productive age teachers with relatively high levels of education. This condition is considered representative to describe the quality of human resources at SMKN 10 Pandeglang and supports the analysis regarding the influence of principal leadership, competence, and organizational commitment on teacher performance.

Validity and Reliability Test

To ascertain the suitability of the research instrument for quantifying principal leadership, teacher competence, organizational commitment, and teacher performance, assessments of validity and reliability were conducted. The validity of individual questionnaire items was evaluated through the application of the Pearson Product-Moment correlation technique at a 5% significance threshold. Analytical findings demonstrate that all statement items pertaining to the variables under examination yielded correlation coefficients (r-count) surpassing the critical r-table value of 0.098. Consequently, every item was assessed as valid and appropriate for integration into subsequent data analysis phases.

Table 2. Validity Test Results

Variable	Number of Items	Range of r-count	r-table	Result
Principal Leadership (X ₁)	10	0.291 - 0.591	0.098	Valid
Teacher Competence (X ₂)	6	0.465 - 0.624	0.098	Valid
Organizational Commitment (X ₃)	8	0.294 - 0.582	0.098	Valid
Teacher Performance (Y)	14	0.243 - 0.531	0.098	Valid

To assess the internal consistency of the research instruments, reliability testing was conducted using the Cronbach's Alpha coefficient. The outcomes revealed that all research variables attained Cronbach's Alpha values above the minimum acceptable limit of 0.60, signifying adequate reliability. This evidence substantiates that the instruments exhibit consistency in their measurement of the intended constructs, validating their suitability for examining the interrelationships among variables in the presented research model.

Table 3. Reliability Test Results

Variable	Cronbach's Alpha	Threshold	Result
Principal Leadership (X_1)	> 0.70	> 0.60	Reliable
Teacher Competence (X_2)	> 0.60	> 0.60	Reliable
Organizational Commitment (X_3)	> 0.60	> 0.60	Reliable
Teacher Performance (Y)	> 0.80	> 0.60	Reliable

Source: SPSS Output, 2025

A Cronbach's Alpha reliability coefficient greater than 0.60 is considered adequate in the context of educational research because many studies in the social sciences involve constructs that are abstract, multidimensional, and influenced by human perceptions, attitudes, and behaviors. Unlike measurements in the natural sciences, educational and behavioral variables are often more dynamic and context-dependent. Therefore, a reliability threshold of 0.60 is generally accepted as the minimum standard for exploratory or early-stage research, while values above 0.70 are typically recommended for more advanced or confirmatory studies. In this research, the instruments are used to measure psychological and organizational constructs such as competence, leadership, and commitment, which are inherently complex. Thus, a Cronbach's Alpha value above 0.60 indicates that the measurement items have acceptable internal consistency and are reliable enough to be used for further statistical analysis.

Regression Analysis

Table 4. Regression Results

Variable	B	Std. Error	Beta	t-value	Sig.
Constant	0.224	8,428	-	0.027	0.979
Principal Leadership (X_1)	0.413	0.189	0.298	2,190	0.034
Teacher Competence (X_2)	0.306	0.137	0.305	2,241	0.031
Organizational Commitment (X_3)	0.522	0.136	0.492	3,828	0.000

Source: SPSS Output, 2025

The results from the comprehensive multiple linear regression examination indicate that the dimensions of principal leadership, teacher expertise, and organizational dedication, when considered in conjunction, demonstrate a positive and statistically verifiable impact on the performance of educators at SMKN 10 Pandeglang. The intercept value, quantified at 0.224, implies that when the independent variables are held constant, teacher performance maintains a foundational positive level, albeit one of moderate significance.

The regression coefficient for principal leadership (X_1) is 0.413 with a significance value of 0.034, indicating that enhancements in the quality of school leadership significantly contribute to improved teacher performance. This result underscores the importance of effective principals in providing clear direction, professional support, and motivational encouragement that enable teachers to perform their instructional duties more effectively.

Teacher competence (X_2) also demonstrates a positive and significant effect on performance, as reflected by a regression coefficient of 0.306 and a significance value of 0.031. This finding implies that strengthening teachers' pedagogical, professional, social, and personal competencies can lead to more effective classroom management, instructional delivery, and overall teaching performance.

Moreover, organizational commitment (X_3) emerges as the most influential factor, with the highest regression coefficient of 0.522 and a significance level of 0.000. This indicates that teachers who exhibit strong loyalty, involvement, and responsibility toward their school are more likely to demonstrate superior performance. The standardized beta coefficients further confirm that organizational commitment is the dominant predictor of teacher performance ($\beta = 0.492$), followed by teacher competence ($\beta = 0.305$) and principal leadership ($\beta = 0.298$).

Coefficient of Determination and Hypothesis Testing

Table 5. Coefficient of Determination Result

Model	R	R Square	Adjusted R Square	Std. Error
1	0.614	0.376	0.330	3,824

Source: SPSS Output, 2025

The Adjusted R-squared value of 0.330 signifies that principal leadership, teacher expertise, and institutional dedication collectively account for 33.0% of the variability observed in teacher performance. Consequently, these three elements exert a considerable influence on the determination of teacher performance. The remaining 67.0% of the variance is attributable to unaccounted-for external influences, potentially including factors such as the work environment, intrinsic motivation, compensation structures, and unique attributes of individual educators. This metric suggests that the established regression model possesses adequate predictive capacity.

Therefore, while the model provides meaningful explanatory power, it also indicates that teacher performance is a multifaceted phenomenon that requires further investigation with additional variables in future research.

Table 6. Hypothesis Testing Results

Test	Variable	t / F Value	Sig.	Result
t-test	Principal Leadership (X_1) → Teacher Performance	2,190	0.034	Significant
t-test	Teacher Competence (X_2) → Teacher Performance	2,241	0.031	Significant
t-test	Organizational Commitment (X_3) → Teacher Performance	3,828	0.000	Significant
F-test	$X_1, X_2, X_3 \rightarrow Y$	8,048	0.000	Significant

Source: SPSS Output, 2025

The t-test outcomes indicate that each independent variable independently contributes a positive and statistically significant impact on teacher performance, assessed at a 5% significance level. Furthermore, the F-test results corroborate that principal leadership, teacher expertise, and organizational commitment collectively exert a significant influence on teacher performance. Consequently, all formulated research hypotheses are substantiated and upheld, encompassing both their individual and aggregate impacts.

Discussion

Effect of Principal Leadership on Teacher Performance

The hypothesis testing results demonstrate that principal leadership exerts a positive and statistically significant influence on teacher performance at SMKN 10 Pandeglang. This is evidenced by a calculated t-value that surpasses the critical threshold ($2.241 > 1.966$) and a significance level of 0.03, which is below the 0.05 criterion. These findings indicate that effective leadership practices adopted by school principals play a crucial role in enhancing teachers' performance in fulfilling their professional responsibilities. Principals who are able to provide clear guidance, motivation, and constructive support create conditions that enable teachers to work more effectively and productively.

This finding is in line with prior empirical studies conducted by Hasmira et al. (2024), Agustian et al. (2024), Sani et al. (2023), and Purba (2023), all of which confirm that principal

leadership has a positive and significant effect on teacher performance. Strong leadership—characterized by clear vision, effective supervision, and supportive decision-making—helps cultivate a conducive work environment that encourages teachers to perform at their optimal level and continuously improve the quality of teaching and learning processes.

Effect of Teacher Competence on Teacher Performance

The results further indicate that teacher competence has a positive and statistically significant influence on teacher performance at SMKN 10 Pandeglang. This conclusion is supported by the hypothesis testing outcomes, which show that the calculated t-value exceeds the critical t-table value ($2.241 > 1.966$) and is accompanied by a significance level of 0.03, which is below the 0.05 threshold. These results imply that improvements in teachers' pedagogical, professional, social, and personal competencies play a crucial role in enhancing their overall performance. Teachers who demonstrate strong mastery of subject matter, effective instructional strategies, and positive professional attitudes are more capable of carrying out their teaching responsibilities effectively. This finding is consistent with previous empirical evidence reported by Nilamanda & Prabowo (2023), as well as Hoe & Mansori (2020), which emphasize that teacher competence significantly affects teacher performance. Their studies highlight that teachers who possess adequate knowledge, skills, and professional dispositions tend to be more effective in delivering instruction, managing classroom dynamics, and achieving educational goals. Consequently, strengthening teacher competence is a strategic effort to improve teaching quality and learning outcomes

Effect of Organizational Commitment on Teacher Performance

The results of hypothesis testing further confirm that organizational commitment has a positive and statistically significant influence on teacher performance at SMKN 10 Pandeglang. This conclusion is supported by a calculated t-value of 3.828, which is substantially higher than the critical t-table value of 1.966, along with a significance level of 0.00, well below the 0.05 threshold. These findings indicate that teachers who demonstrate a strong commitment to their organization tend to show higher levels of performance in carrying out their professional duties. A strong sense of belonging and dedication encourages teachers to invest greater effort, maintain consistency in their work, and uphold institutional values. This result aligns with previous studies conducted by Wulansari and Daryono (2023), as well as Setiawan et al. (2020), which similarly found that organizational commitment has a positive and significant effect on teacher performance. Their findings suggest that teachers with strong loyalty, responsibility, and emotional attachment to their schools are more motivated to contribute optimally, collaborate effectively, and actively support the achievement of institutional goals.

Simultaneous Effect of Principal Leadership, Teacher Competence, and Organizational Commitment on Teacher Performance

The results of the simultaneous hypothesis testing indicate that principal leadership, teacher competence, and organizational commitment jointly exert a positive and statistically significant influence on teacher performance at SMKN 10 Pandeglang. This conclusion is supported by an F-value that exceeds the critical value ($8.048 > 2.628$) and a significance level of 0.00, which is well below the 0.05 threshold. These findings suggest that teacher performance is not shaped by a single factor alone, but rather by the combined and interactive effects of effective leadership, strong professional competence, and high organizational commitment.

Although these variables are theoretically interrelated, the potential for conceptual multicollinearity was addressed by clearly distinguishing the conceptual definitions and measurement indicators of each variable. Principal leadership focuses on managerial, supervisory, and motivational functions; teacher competence refers to pedagogical, professional, social, and

personal abilities; and organizational commitment reflects teachers' emotional attachment, loyalty, and involvement in the institution. In addition, statistical multicollinearity tests were conducted, and the results indicated that the tolerance and VIF values were within acceptable limits, confirming that the variables were sufficiently independent for regression analysis.

This result is consistent with the study conducted by Widodo & Noviardila (2021), which demonstrated that principal leadership and organizational commitment significantly affect teacher performance in the public sector. In addition, research by Pratama (2023) supports the conclusion that strengthening these three factors simultaneously can enhance teachers' trust, motivation, and overall performance. Therefore, these findings emphasize the importance of adopting an integrated strategy that focuses on leadership development, continuous competency improvement, and the strengthening of organizational commitment as key efforts to improve teacher performance in educational institutions.

In practical terms, the simultaneous strengthening of leadership, competence, and commitment can be implemented through integrated school development programs. Principals can adopt participative and instructional leadership approaches, provide regular supervision, and create clear performance targets for teachers. At the same time, schools should organize continuous professional development activities, such as workshops, mentoring, and subject-based training, to enhance teacher competence. To strengthen organizational commitment, schools can build a positive work culture, recognize teacher achievements, and foster a sense of belonging through collaborative decision-making and transparent communication. These integrated efforts can create a supportive environment that encourages teachers to perform optimally.

CONCLUSION

The findings of this study demonstrate that principal leadership, teacher competence, and organizational commitment have a positive and statistically significant influence on teacher performance at SMKN 10 Pandeglang, both individually and collectively. Effective principal leadership contributes to the creation of a supportive and conducive work environment that motivates teachers to perform their duties more optimally. In addition, teacher competence encompassing pedagogical, professional, social, and personal dimensions has been proven to be a crucial determinant in enhancing the quality of instructional practices and learning outcomes. Organizational commitment also plays a strategic role by fostering teacher loyalty, strengthening a sense of responsibility, and encouraging active involvement in school activities, all of which directly contribute to improved teacher performance.

These findings carry strategic implications for educational human resource management policies at the vocational high school level. School management and policymakers are encouraged to design integrated HR strategies that prioritize leadership training for principals, structured and continuous professional development programs for teachers, and institutional policies that strengthen organizational commitment, such as performance-based incentives, career development pathways, and participative decision-making mechanisms. Such strategies are expected to create a more professional, motivated, and performance-oriented teaching workforce in vocational education institutions.

These results highlight the importance of implementing an integrated approach to human resource management in educational institutions by reinforcing leadership capacity, continuously developing teacher competencies, and cultivating strong organizational commitment within the school environment. Although this study is limited to a single educational institution and relies on a cross-sectional survey design, the findings offer valuable practical implications for school leaders and education policymakers in formulating more comprehensive and effective strategies to enhance teacher performance. Future research is encouraged to broaden the scope of study by involving diverse educational settings, incorporating additional relevant variables, and applying

varied methodological approaches to obtain a deeper and more comprehensive understanding of the factors that influence teacher performance.

To improve the explanatory power of the research model, future studies are recommended to incorporate additional variables that are theoretically and empirically relevant to teacher performance, such as work motivation, job satisfaction, organizational culture, work environment, and teacher well-being. Expanding the model with these variables, as well as employing longitudinal designs or mixed-method approaches, may provide a more comprehensive understanding of the complex and dynamic factors that shape teacher performance in vocational education contexts.

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