

The Influence of Principal Leadership and Teacher Professionalism on Student Learning Achievement in Public Elementary Schools

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Abstract— This study aims to: 1) determine and analyze the influence of principal leadership on student learning achievement in public elementary schools in Krangkeng District, Indramayu Regency 2) determine and analyze the influence of teacher professionalism on student learning achievement in public elementary schools in Krangkeng District, Indramayu Regency 3) determine and analyze the influence of principal leadership and teacher professionalism simultaneously on student learning achievement in public elementary schools in Krangkeng District, Indramayu Regency. The results of the study indicate that: 1) Principal leadership influences student learning achievement 2) Teacher professionalism influences student learning achievement 3) Principal leadership and teacher professionalism simultaneously influence student learning achievement. The conclusion of this study is 1) Principal Leadership has a very positive and significant influence on Student Learning Achievement in Grade Five 2). Teacher Professionalism has a very positive and significant influence on Student Learning Achievement.; and 3) Principal Leadership and Teacher Professionalism have a very positive and significant influence on Student Learning Achievement.

Keywords— *Principal Leadership; Teacher Professionalism; and Student Learning Achievement*

I. INTRODUCTION

Grouping in the leadership theory approach, Hoy and Miskel's (2008) analysis states that there are four approaches to the concept of leadership, namely the personality or trait theory approach, behavioral theory, situational approach, and transformational leadership [1]

While Leadership is ability, namely capability. Robbin and Judges' opinion about leadership is the ability to influence a group through a set of tools to achieve goals. The main functions of a leader are 1) organizational manager 2) motivator 3) decision maker 4) employee performance assessor 5) organizational dynamic and catalyst 6) stabilizer 7) supervisor, namely fostering, training, educating, supervising, assessing, and providing the best work examples for all members [2]. The Principal is responsible for micro-management of education, which is directly related to the learning process [3]. here are criteria for learning achievement targets, namely cognitive, affective, and psychomotor. The achievement of these aspects

can be known through evaluation [4]. Meanwhile, learning evaluation is carried out by the teacher [5]. Achieving learning achievement depends on learning style [6], previous achievements, parents' socioeconomic status, motivation, and obedience [7]. Teachers play a role in encouraging students to have independence and intellectual logic accuracy, arousing students' curiosity, and creating conditions for students to succeed in learning. Teacher performance can be seen from their responsibilities in carrying out teaching duties, namely as teachers [8].

Principal leadership affects teacher performance. Previous research on the influence of principal leadership on teacher performance, the percentage of principal's leadership influence on teacher performance is 18.22% [9]. Aspects that influence the work enthusiasm of educators are support from colleagues, ties with leaders, income received, work and responsibilities, minimal opportunities for growth [10]. Previous research by Hendrawati and Prasjo with the research title "The Influence of Principal Transformational Leadership, Teacher Work Motivation, and School Culture on Learning Achievement" one of the results was that there was a direct influence of the principal's transformational leadership on student learning achievement [11]. Another research by Herliana, related to leadership and student achievement, one of the results was that the principal's leadership had a positive relationship with learning achievement [12]. The principal is a teacher who is given additional duties, namely leading an educational unit. The educational unit in this case is a school where the teaching and learning process is carried out and where interactions between teachers and students are formed [13]. Principal leadership has a significant influence of 46% on student achievement [14]. Another research by Siteni, that leadership influences student achievement by 46% [15]. The form of educational leadership is centered on school-family-community collaboration and the expansion of the principal's autonomy. Transformational leadership and distribution leadership dominate the form of principal leadership [16]. The identity of the principal's leadership is characterized as a principal who has ideals and hopes for the future, adopting a utopian/imaginary attitude to interpret the reality of the surrounding environment [17]. The

characteristics of the principal's leadership are: 1) building personality, culture, and the school's organizational climate 2) focusing on groups 3) delegating authority 4) triggering creativity 5) providing enthusiasm and motivation 5) thinking about programs together 6) being creative and proactive 7) paying attention to Human Resources 8) discussing school competition [18]. However, there is another study, namely in 2010 it was found that Meanwhile, the opinion of Karam, Alderbashi, & Salman (2024) online leadership as a strategic approach for educational institutions in navigating challenges [19].

STUDENT LEARNING ACHIEVEMENT

Achievement is proof of the efforts that have been achieved [20]. Referring to the sociology dictionary, learning achievement is the mastery of knowledge or skills developed by a subject and demonstrated through tests, or grades given by teachers. [21].

Increasing student achievement is related to factors at school, namely the principal's leadership style regarding human resources, organizational culture, and learning culture [1].

Learning achievement can be measured from four dimensions, namely: 1) learning outcomes (expected output), 2) student characteristics (raw input), 3) facilities and infrastructure (instrumental input), 4) environment (environmental input) [22].

PRINCIPAL LEADERSHIP

Principal leadership is one of the factors that can encourage schools to realize their vision, mission, goals and targets through programs that are implemented in a planned and gradual manner [23]. The function of opinion leadership from Stoner a) Providing suggestions in solving problems and providing information and opinion contributions (task related or problem solving function) b) leaders provide approval or complement other group members, for example bridging groups that are having differences of opinion, paying attention to group discussions (group maintenance function or social function). Meanwhile, the important tasks of an analytical leader from Selzink are four types, namely: (1) defining the mission and role of the organization (involves the definition of the institutional organizational mission and role) (2) being the embodiment of the organization's goals (the institutional embodiment of purpose) (3) maintaining the integrity of the organization (to defend the organization's integration) (4) controlling internal conflicts that occur within the organization (the ordering of internal conflict) [2].

The theory of effective leadership, concluded by Kythreotis, Pashiardis, & Kyriakides (2010) refers to the opinion of Bolman and Deal, that there are four leadership frameworks in effective leadership, namely rationality, fulfillment of needs, power and conflict, and culture. When associated with the leadership of the principal. The idea of the role of the principal has evolved from a manager, to an instructional leader, to a transformational leader. This tendency is based on the belief that the principal is the only source and direction of leadership in the school. Ogawa

and Bossert (1995), Pounder et al. (1995) and Deal and Peterson (1999) identify teachers, parents, students, and secretaries as additional sources of leadership because these people influence the direction, goals, and effectiveness [1].

TEACHER PROFESSIONALISM

Developing teachers' professional skills can be done by conducting in-service training, either for the purpose of refreshing or upgrading skills, or by doing other methods individually (informally) or together, such as on the job training, workshops, seminars, panel discussions, meetings, symposiums, conferences [24].

In the context of developing the teaching profession and competence, it is necessary to conduct School Action Research (PTS), especially for school principals and supervisors, the term teacher includes: (1) the teacher themselves, both class teachers, subject teachers and guidance and counseling teachers or career guidance teachers; (2) teachers with additional duties as school principals; and (3) teachers in supervisory positions [25]. Classroom Action Research (PTK) alone is not enough, there must be School Action Research (PTS) [25].

This study aims to: 1) find out and analyze the influence of principal leadership on student learning achievement 2) find out and analyze the influence of teacher professionalism on student learning achievement 3) find out and analyze the influence of principal leadership and teacher professionalism simultaneously on student learning achievement. Operationally, it is explained that the principal as a leader can be analyzed from (1) Personality (characteristics of the leader/principal), (2) Knowledge of educational staff, (3) School vision and mission, (4) Ability to make decisions, and (5) Ability to communicate.

The variables of teacher professional include the following dimensions: (1) Mastering the foundations of education, (2) Mastering teaching materials, (3) Preparing teaching programs, (4) Implementing teaching programs, (5) Assessing the results and teaching and learning process, (6) having a code of ethics in carrying out tasks.

Student learning achievement variables can be measured from four dimensions, namely; (1) Learning Outcomes (Excepted Output); (2) Student Characteristics (Raw Input); (3) Facilities and Infrastructure (Instrument Input); (4) Environment (Environmental Input).

II. METHODOLOGY

A. Research Methodology

This study employed a quantitative approach to determine and analyze the influence of principal leadership on student learning achievement, to determine and analyze the influence of teacher professionalism on student learning achievement, to determine and analyze the influence of principal leadership and teacher professionalism simultaneously on student learning achievement.

B. Participants

Participants in this study were all 31 grade V (five) Elementary School (SD) teachers, in 31 Public Elementary Schools in Krangkeng District, Indramayu Regency. as can be seen in table 1 Data of participants.

Table 1. Data of participants

School	Participant	School	Participant
SD Negeri Krangkeng I	1	SD Negeri Kalianyar II	1
SD Negeri Krangkeng II	1	SD Negeri Kalianyar III	1
SD Negeri Krangkeng IV	1	SD Negeri Kalianyar IV	1
SD Negeri Kapringan I	1	SD Negeri Tanjakan I	1
SD Negeri Kapringan II	1	SD Negeri Singakerta I	1
SD Negeri Kapringan III	1	SD Negeri Tegalmulya I	1
SD Negeri Kapringan IV	1	SD Negeri Luwunggesik	1
SD Negeri Dukuhjati I	1	SD Negeri Kedungwungu	1
SD Negeri Dukuhjati II	1	SD Negeri Sidomulya	1
SD Negeri Dukuhjati III	1	SD Negeri Bangunjaya	1
SD Negeri Srengseng I	1	SD Negeri Tegalrasak	1
SD Negeri Srengseng II	1	SD Negeri Sumurjaya	1
SD Negeri Srengseng IV	1	SD Negeri Panggangjero	1
SD Negeri Srengseng V	1	SD Negeri Singajaya	1
SD Negeri Kalianyar I	1	SD Negeri Klampok	1
		SD Negeri Lebakterate	1

Table 2. Operationalization of variables

Variable	Dimensions	Indicators
Principal Leadership	Personality	Appearance, Behavior, Empathy
	Knowledge of educational staff	Job description, Qualifications, Competence
	Vision and mission	Vision, Mission, Goals, Targets
	Decision making ability	Accommodating input, Knowledge of school data, Speed, Assertiveness
	Communication skills	With superiors, With colleagues, With subordinates, With stakeholders, With parents of students
Teacher Professionalism	Educational foundation	Recognizing the goals of education, recognizing the duties and functions
	Teaching materials	Curriculum, Enrichment
	Developing a teaching program	Objectives, Methods, Evaluation
	Implementing teaching programs	Climate of Teaching and Learning Activities, Class Management
	Assessing the results and process of teaching and learning activities	Student achievement, Teaching and Learning Process
Student Learning Achievement	Have a code of ethics	Education Rules, Community Recognition
	Learning outcomes (expected output)	Attraction, Active participation, Giving opinions, Positive response to tasks
	Student characteristics (raw input)	Able to apply concepts, Able to draw conclusions, Able to provide examples, Able to solve problems
Environment (environmental input)	Infrastructure (instrumental input)	Finding other sources, Getting to know technology, Utilizing technology, Bringing school supplies
	Environment (environmental input)	Having discussions, Being able to work together, Helping each other, Good friendships

C. Data Collection Techniques

Data collection in this study used documentation study techniques, observation, interviews and questionnaires.

D. Data Processing and Analysis Techniques

The trial of the research instrument was conducted on research samples outside the specified respondents. This trial was conducted to test the validity and reliability of the instrument. While the data processing technique uses normality test and linearity test. This technique is used for data selection and clarification. Data analysis uses regression analysis and correlation analysis. This analysis is for testing the research hypothesis.

III. FINDING AND DISCUSSION

A. Finding

Based on the calculation of the normality test of the Principal Leadership variable data, the probability value is above 0.05 (0.200 > 0.05) so the distribution of the variable is normal. Meanwhile, the normality test of the Teacher Professionalism variable data obtained a probability value above 0.05 (0.200 > 0.05) so the distribution of the variable is normal. Furthermore, the normality test of the Student Learning Achievement variable data obtained a probability value above 0.05 (0.200 > 0.05) so the distribution of this variable is normal.

The results of the Linearity Test of the Principal Leadership Variable with Student Learning Achievement show that the significance value of linearity is 0.000. Because the significance is less than 0.05 and the deviation from linearity is 0.400 which is greater than 0.05, it can be concluded that there is a linear relationship between the Principal Leadership variable and the Student Learning Achievement variable.

After it known that the data is normally distributed and has a linear pattern, the next step is to test the hypothesis, as described in the three sub-topics below, namely the Influence of Principal Leadership on Student Learning Achievement, the Influence of Teacher Professionalism on Student Learning Achievement, the Influence of Principal Leadership and Teacher Professionalism Together on Student Learning Achievement.

The Influence of Principal Leadership on Student Learning Achievement

Based on the results of the t-test, it was obtained that the t-value of the principal's leadership variable had a p-value of 0.000 < 0.05, meaning it was significantly distributed. This means that the principal's leadership partially influences student learning achievement (Y). This means that the hypothesis is accepted which states: "There is a positive and significant influence of infrastructure management on teacher work motivation at Public Elementary Schools in Krangkeng District, Indramayu Regency". The results of the ANOVA or F test obtained an F count of 63.223 and a significance value of 0.000 < 0.05. Thus, Ho is rejected, meaning that the principal's leadership influences student learning achievement at Public Elementary Schools in Krangkeng District, Indramayu Regency. R Square is 0.509, this means that 50.9% of student learning achievement is influenced by the principal's leadership.

The Influence of Teacher Professionalism on Student Learning Achievement

Based on the results of the t-test, it was obtained that the t-value of the teacher professionalism variable had a p-value of $0.000 < 0.05$, meaning it was significant. Thus, teacher professionalism partially influenced student learning achievement. This implies the acceptance of the hypothesis which states: "There is a positive and significant influence of teacher professionalism on teacher professionalism at Public Elementary Schools in Krangkeng District, Indramayu Regency". From the R Square of 0.334, this means that 33.4% of student learning achievement is influenced by teacher professionalism.

The Influence of Principal Leadership and Teacher Professionalism Together on Student Learning Achievement

Based on the results of the t-test, it was obtained that the t-value of the principal leadership and teacher professionalism variables simultaneously had a p-value of $0.000 < 0.05$, meaning significant. Thus, the principal leadership and teacher professionalism simultaneously influenced student learning achievement. This proved the acceptance of the hypothesis which states: "There is a positive and significant influence of principal leadership and teacher professionalism simultaneously on student learning achievement at Public Elementary Schools in Krangkeng District, Indramayu Regency". R Square of 0.577 means that 57.7% of student learning achievement is influenced by the leadership of the principal and teacher professionalism simultaneously.

B. Discussion

The Influence of Principal Leadership on the Learning Achievement of Grade V Students of Public Elementary Schools in Krangkeng District, Indramayu Regency.

Based on the research that has been conducted, there are problems that need to be answered, namely the influence of Principal Leadership on Student Learning Achievement of Class V of Public Elementary Schools in Krangkeng District. Empirically, the results of the study: (1) there is a very good influence between Principal Leadership on Student Learning Achievement of Class V of Public Elementary Schools in Krangkeng District, Indramayu Regency and (2) provides a large contribution to Student Learning Achievement of Class V of Public Elementary Schools in Krangkeng District, Indramayu Regency with dimensions: (1) Personality, (2) Knowledge of educational staff, (3) Vision and Mission, (4) Decision-making ability and (5) Communication ability, so that it gets significant implications for Student Learning Achievement with dimensions: (1) Student learning outcomes, (2) Student character, (3) Facilities and Infrastructure and (4) Environment.

Based on empirical data, it shows that there is a significant influence of Principal Leadership on Student Learning Achievement, and the results of the study provide information including: (1) The Leadership of the Principal of Public Elementary Schools in Krangkeng District, Indramayu Regency has an influence on Student Learning Achievement, (2) one way

to improve the Learning Achievement of Class V Students in Public Elementary Schools in Krangkeng District, Indramayu Regency is by improving the implementation of Principal Leadership and (3) The contribution given by the Influence of Principal Leadership in Krangkeng District, Indramayu Regency is 50.9%.

This is in line with the analysis by Nurjanah that 1) Principals who are less effective in managing schools, 2) Principals who are not yet appropriate in using leadership styles, 3) Principals who do not motivate students enough will affect student learning achievement [26]. Another finding by Gordon and Hart shows that it is important to have a strategy from the principal to improve the school in relation to student achievement. In addition, the role of staff is needed in creating new ideas and working together to achieve goals [27].

The Influence of Teacher Professionalism on the Learning Achievement of Grade V Students of Public Elementary Schools in Krangkeng District

Based on the research that has been carried out, there are problems that need answers, namely the Influence of Teacher Professionalism on the Learning Achievement of Class V Students of Public Elementary Schools in Krangkeng District.

Empirically, the research results inform that: (1) there is a very good and significant influence of Teacher Professionalism on the Learning Achievement of Class V Students at Public Elementary Schools in Krangkeng District, Indramayu Regency, and (2) the large influence of Teacher Professionalism on the Learning Achievement of Class V Students at Public Elementary Schools in Krangkeng District, Indramayu Regency, which is indicated by the research results that Teacher Professionalism consists of the dimensions: (1) Educational Foundation, (2) Teaching materials, (3) Preparing teaching programs, (4) Implementing teaching programs, (5) Assessing the results and processes of teaching and learning, and (6) Having a code of ethics has significant implications for Student Learning Achievement which includes the dimensions: (1) Learning outcomes, (2) Characteristics, (3) Facilities and Infrastructure and (4) Environment.

Based on empirical findings showing a significant influence of Teacher Professionalism on Student Learning Achievement, the results of this study provide information including: (1) The Professionalism of State Elementary School Teachers in Krangkeng District, Indramayu Regency has a significant influence on Student Learning Achievement, (2) The contribution made by Teacher Professionalism to Student Learning Achievement is 33.4%.

The term professional in Law No. 14 of 2005 concerning Teachers and Lecturers is attached to the profession itself. "Professional is a job or activity carried out by a person and becomes a source of income that requires expertise, skills or abilities that meet certain quality standards or norms and require professional education. In line with the explanation in the law, the professionalism of teachers concluded by Sutiono that the character possessed by professional teachers is trustworthiness,

responsibility, respect, fairness, care, citizenship [9]. This professional teacher strategy can be carried out through learning innovation [28].

The Influence of Principal Leadership and Teacher Professionalism Simultaneously on the Learning Achievement of Grade V Students of Public Elementary Schools in Krangkeng District, Indramayu Regency

Based on the research that has been carried out, there are problems that need to be answered, namely the influence of Principal Leadership and Teacher Professionalism simultaneously on the Learning Achievement of Class V Elementary School Students in Krangkeng District, empirically the results of the study: (1) there is a very good influence between Principal Leadership and Teacher Professionalism simultaneously on the Learning Achievement of Class V Elementary School Students in Krangkeng District, Indramayu Regency and (2) the large influence of Principal Leadership and Teacher Professionalism simultaneously on the Learning Achievement of Elementary School Students in Krangkeng District, Indramayu Regency is shown by the results of the study that Principal Leadership which consists of the dimensions: (1) Personality, (2) Knowledge of educational staff, (3) Vision and Mission, (4) Decision-making ability and (5) Communication ability, and Teacher Professionalism consists of the dimensions: (1) Educational Foundation, (2) Teaching materials, (3) Preparing teaching programs, (4) Implementing teaching programs, (5) Assessing the results and processes of teaching and learning, and (6) Having a code of ethics, has significant implications for Learning Achievement. Students include the following dimensions: (1) Student learning outcomes, (2) Student character, (3) Facilities and infrastructure and (4) Environment.

Based on empirical findings, it shows that there is a significant influence of Principal Leadership and Teacher Professionalism on Student Learning Achievement, and the research results provide information including: (1) The implementation of Principal Leadership and Teacher Professionalism at Public Elementary Schools in Krangkeng District, Indramayu Regency has a significant influence on Student Learning Achievement at Public Elementary Schools in Krangkeng District, Indramayu Regency, (2) One way to improve Student Learning Achievement at Public Elementary Schools in Krangkeng District, Indramayu Regency is by improving Principal Leadership and Teacher Professionalism together on Student Learning Achievement at Public Elementary Schools in Krangkeng District, Indramayu Regency by 57.7%.

Research findings by Yusfi and Tholkhah, besides the principal's leadership, the most important factor in determining student learning outcomes is teacher professionalism [29]. This is because the indicators of an effective principal can generally be observed from three main things, namely: (1) commitment to the school's vision in carrying out its duties and functions, (2) making the school's vision a guideline in managing and leading the school, and (3) always focusing its activities on learning and teacher performance in the classroom.

IV. CONCLUSION

Principal Leadership has a very positive and significant influence on Student Learning Achievement of Class V of Public Elementary Schools in Krangkeng District, Indramayu Regency, the magnitude of the influence is 50.9%. It means that the Principal in carrying out his duties tries to increase knowledge of educational staff related to job descriptions, qualifications and competencies.

Teacher Professionalism has a very positive and significant influence on Student Learning Achievement of class V of Public Elementary Schools in Krangkeng District, Indramayu Regency, the magnitude of the influence is 33.4%. To improve student learning achievement, teachers carry out the teaching and learning process by paying attention to student characteristics and the environment in which students live.

Principal Leadership and Teacher Professionalism have a very positive and significant influence on Student Learning Achievement of grade V Elementary Schools in Krangkeng District, Indramayu Regency, with a magnitude of influence of 57.7%. The principal and teachers strive to ensure that students are willing to carry out discussions, are able to work together, help each other and have good friendships between students.

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