



The Effectiveness of Leadership Ethics in Improving Teacher's Working Relations at SDN 112323 Silumajang

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Receive: 17/07/2023

Accepted: 15/09/2023

Published: 01/10/2023

Abstrak

Etika kepemimpinan atau peran kepala sekolah dalam melaksanakan tugas dan tanggung jawabnya memiliki dampak signifikan terhadap keberhasilan efektivitas kepala sekolah dalam memperkuat relasi kerja dengan para pendidik atau guru, dengan tujuan meningkatkan kinerja mereka di lingkungan sekolah. Sikap positif yang ditunjukkan oleh kepala sekolah dapat menciptakan suasana kerja yang nyaman dan meningkatkan motivasi di antara tenaga pendidik. Akibatnya, guru secara sadar akan memperbaiki diri dan mencapai prestasi optimal dalam melaksanakan tugas-tugasnya. Peningkatan kinerja guru bukan hanya bermanfaat bagi individu tersebut, tetapi juga berdampak positif pada kinerja keseluruhan sekolah. Oleh karena itu, kepala sekolah perlu menunjukkan integritas dan perilaku moral yang baik di lingkungan sekolah. Fokus utama dari penelitian ini adalah untuk mengevaluasi efektivitas etika kepemimpinan dalam memperkuat hubungan kerja antara pemimpin dan guru, serta di antara sesama guru atau tenaga pendidik. Penelitian ini secara khusus dilakukan di Sekolah SD Negeri 112323 Silumanjang, dengan menggunakan pendekatan kualitatif. Data dikumpulkan melalui observasi, wawancara mendalam, dan analisis dokumen tertulis. Hasil penelitian ini diharapkan dapat memberikan kontribusi sebagai sumber teori atau referensi untuk meningkatkan hubungan kerja dengan guru, terutama dalam konteks meningkatkan mutu lembaga pendidikan.

Keywords: Efektivitas, Etika Kepemimpinan, Hubungan Kerja guru

Abstract

Leadership ethics or the role of the principal in carrying out his duties and responsibilities has a significant impact on the success of the principal's effectiveness in strengthening working relationships with educators or teachers, with the aim of improving their performance in the school environment. The positive attitude shown by the school principal can create a comfortable working atmosphere and increase motivation among teaching staff. As a result, teachers will consciously improve themselves and achieve optimal performance in carrying out their duties. Improving teacher performance not only benefits the individual, but also has a positive impact on the overall performance of the school. Therefore, school principals need to demonstrate integrity and good moral behavior in the school

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environment. The main focus of this research is to evaluate the effectiveness of ethical leadership in strengthening working relationships between leaders and teachers, as well as among fellow teachers or teaching staff. This research was specifically conducted at SD Negeri 112323 Silumanjang School, using a qualitative approach. Data was collected through observation, in-depth interviews, and analysis of written documents. It is hoped that the results of this research can contribute as a source of theory or reference for improving working relationships with teachers, especially in the context of improving the quality of educational institutions.

Keywords: *Effectiveness, Leadership Ethics, Teacher Work Relations*

Introduction

The role of education is very important, because it can educate citizens in their lives so that they participate in development. To achieve this goal, educational activities are held, especially in formal educational institutions. The role of schools as educational institutions is to develop the human potential of students so that they can fulfill the tasks of human life as individuals and as members of society. The effectiveness of the principal's responsibility in leading the school is one of the key factors for school success. It is in the hands of this leader that schools become successful, famous, or even destroyed.

Basically, the notion of effectiveness generally refers to the level of achievement of results, which is often or always associated with the notion of efficiency, even though the two are actually different. Effectiveness emphasizes the results achieved, while efficiency considers more how the results achieved are achieved by comparing input and output. Manobo quotes Venarno in the Dictionary of Economics who says that effectiveness is the relationship between the output of a work unit (responsibility center) and the goals to be achieved. The greater the contribution of the resulting output value to achieving these goals, the more efficient the work unit will be (Kaihatu & Wahju Astjarjo Rini, 2007).

As for Ethics, the behavior and ability of a school principal in responding to events or problems that arise in the process of his leadership will greatly impact the work of a

staff or teacher in an educational institution. Therefore, school principals must understand how to apply the definition of ethical leadership effectively in order to influence their subordinates and provide motivation to their teachers and staff. Regarding leadership ethics, it can be said to be effective if there is a set of attitudes, ethical culture and abilities applied in leadership that are not only task-oriented but also include ways of influencing subordinates to cooperate and work productively to achieve goals. If a leader wants to influence his subordinates, then he must work hard to establish working relationships so that the subordinates feel comfortable in carrying out their duties and enable the subordinates to happily complete the tasks given by the principal. Being pushy and rude like this will cause subordinates to become stressed and unable to carry out their duties properly. The attitude that a leader must have is being able to command, guide and motivate, so that subordinates have a proactive willingness to work in the process of implementing the leader's orders (Sodiah & Nurhikmah, 2017).

Leadership in education is related to the challenges faced by school principals in increasing opportunities to hold efficient meetings with teachers in a supportive environment. In this situation, the principal's attitude must be able to motivate the performance of teachers by showing a friendly, close and caring attitude towards them, both as individuals and as a group. The school principal's positive attitude can encourage, guide and motivate all school members, especially in working relationships

with teachers, to work together to achieve the school's vision, mission and goals. Understanding the duties and roles is very important for school principals to be able to successfully lead the human resources group at school. Leadership ethics plays a key role, with the principal as a clear example in the work activities of his subordinates. A school principal who is diligent, thorough, and cares about his subordinates will have a significant difference from a leadership style that is less caring, less communicative, and even more arrogant towards his school community. A leader needs to have special qualities and meet certain criteria to lead and build good working relationships. Leader behavior can be taught, so someone who gets the right leadership training can become an effective leader (Alhabsyi, Pettalogi, & Wandu Wandu, 2022).

Therefore, in this case Overall, this conceptual framework forms the basis for further research into how the effectiveness of ethical leadership plays a role in improving teacher working relationships. Through an in-depth understanding of the relationship between these key variables, it is hoped that this research can provide valuable insights for educational leaders, practitioners and academics to further improve leadership ethics and teacher work relationships for educational institutions. The importance of the effectiveness of ethical leadership is reflected in its impact on teacher performance and the quality of teaching in the educational environment. Leaders who have the knowledge, abilities, skills, manners and ethics that are applied to the behavior, guidance, discussion and decision making of leaders in educational institutions and continually develop and apply ethical concepts whose aim is to be able to motivate and guide educators to improve quality teaching methods. In addition, through an inclusive and empowering approach,

transformational leadership can create a culture of collaboration between staff, teachers and students, thereby improving student learning outcomes (Sepaheluwakan, Limbong, & Lisa Gracia Kailola, 2020)

The role of education is very important, because it can educate citizens in their lives so that they participate in development. To achieve this goal, educational activities are organised, especially in formal educational institutions. The role of schools as educational institutions is to develop the human potential of students in order to fulfil the tasks of human life as individuals and as members of society. The effectiveness of the principal's responsibility in leading the school is one of the key factors of school success. It is in the hands of this leader that the school becomes successful, famous, or even destroyed.

Basically, the notion of effectiveness generally refers to the level of achievement of results, which is often or always associated with the notion of efficiency, although in fact the two are different. Effectiveness emphasises the results achieved, while efficiency considers how the results achieved are achieved by comparing inputs and outputs. Manobo quotes Venarno in the Dictionary of Economics as saying that effectiveness is the relationship between the output of a work unit (centre of responsibility) and the objectives to be achieved. The greater the contribution of the resulting output value to the achievement of these goals, the more efficient the work unit will be (Kaihatu & Wahju Astjarjo Rini, 2007).

According to Drucker in Rosian Budiman (1989), effectiveness means acting correctly. As an input-output notion, it is the capacity to use as few resources as possible while achieving organisational goals. In other words, effectiveness is focused on achieving goals. Richard N. Steers stated in Magdalena

Jamin (1985) that the performance of an organisation is determined by how well it performs in achieving its goals (Sudaryono, 2017).

Effectiveness is the capacity to select and achieve appropriate goals or objectives. As a result, effectiveness describes the relationship between output, what has been achieved, the results obtained, and the goals, objectives, and expected results specified in the plan that has been set (Ulber Silalahi, 2011). Thus, based on some of the above definitions, it can be concluded that effectiveness is the achievement of an ability that is right on target in accordance with the previously set goals.

The ethics, behaviour and ability of a principal in responding to events or problems that arise in the leadership process will greatly impact the work of a staff or teacher in an educational institution. Etymologically, the term "ethics" comes from the Greek language which consists of the words *ethos* and *ethikos*. *Ethos* refers to locality, custom, or nature. *Ethikos* is a word that denotes morality, decency, virtue, and conduct. The word "morals" comes from the Latin word *mores* which means "customs or habits of behaviour, disposition, and way of life". *Mores* is the plural form of the word *mos*. Otherwise referred to as the moral system in Indonesian (Marpaung, 2021). However, it is also found that the notion of ethics comes from the plural word in Arabic "Akhlaq". The Mufrad word is *khulqu*, which means: *sajiyah*: temperament, *mur'iih* : behaviour, *thab'in*: character, and *adab*: manners (politeness) (Sri Wahyuningsih, 2022).

Ethics is a branch of philosophy that discusses human behaviour based on the rules of good or bad, right or wrong. According to Fernanda, ethics are the values of behaviour shown by a person or a certain organisation in their interaction with the environment. According to Bertens, ethics

can also be interpreted as morals (Putri et al., 2020).

According to Haidar Baqir, morals and ethics often have the same meaning (or morality). However, ethics and morality have different connotations although both have the same relationship with the good and bad aspects of human behaviour. Ethics is the study of good and bad, while morality focuses more on understanding the good and bad values inherent in every human activity. In essence, ethics serves as an understanding of right and wrong actions. In philosophy, ethics is sometimes equated with moral philosophy (Haidar Baqir, 2005).

Thus, it can be said that ethics are the ideals that guide a person or group of people in acting and behaving in a certain way in an organisation. Humans then utilise their reason and conscience to achieve good and moral life goals in accordance with the goals that have been set and expected.

Leadership is one of the important factors for the success of an organisation. Leadership certainly links the individual aspects of a leader with the context of the situation in which the leader applies leadership. Leadership also has a collective nature in the sense that all behaviours applied by a leader will have a broad impact not for himself but for all members of the organisation (Hermawati et al., 2023).

In essence, leadership is a style, which accentuates the appearance of a leader. Leadership in a broad sense is defined as the ability to persuade a group of people to achieve goals under certain circumstances is a broad definition of leadership. Given this, the leadership process depends on the situation, the leader, and the followers (Adnan & Sufian Hamim, 2015).

An important place in the hierarchy of organisational jobs and responsibilities is held by management functions, including

leadership. Leadership is an art. As in the opinion of John Piffner, argues that: "leadership is the art of coordinating and encouraging individuals or groups to achieve desired goals" (Taufiq et al., 2020).

From the point of view of the two experts above, it can be said that leadership is an art that involves organising, guiding, and ordering others to work together to achieve goals or objectives that have been set in an organisation. It is obvious that a leader plays a crucial function in an organisation.

Regarding leadership ethics, it can be said to be effective when there is a set of attitudes, ethical culture, and abilities applied in leadership that are not only task-oriented but also include ways to influence subordinates to cooperate and work productively to achieve goals. If the leader wants to influence his subordinates, then he must work hard to establish working relationships so that subordinates feel comfortable in carrying out their duties and allow subordinates to happily complete the tasks assigned by the principal. Being pushy and rude like this will cause subordinates to become stressed and unable to carry out their duties properly. The attitude that a leader must have is to be able to command, guide, and motivate, so that subordinates have a proactive willingness to work in the process of implementing leadership orders (Sodiah & Nurhikmah, 2017).

Leadership ethics according to Frisch and Huppenbauer (2014) are guidelines or directions that control how employees behave and think when working in an organisation. The ability of a leader to guide his followers while adhering to social standards, morals, and regulations is known as ethics in leadership. In this case, one of the most important elements of organisational success is ethics (Latifah, 2021).

According to (Na'im, 2022) ethical leadership is an assessment of employees' perceptions of ethical behaviour that comes from the leader's behaviour, and the indicators are honesty, fairness, integrity, altruism and concern for values. Ethical leadership stems from two things in a leader, namely character or personality and actions or behaviour. There are several characteristics of ethical leadership such as dignity and respect, serving others, justice, honesty, building community, using values as a basis for decisions, and being a role model for others.

Leadership in education is related to the challenges faced by principals in enhancing opportunities to hold efficient meetings with teachers in a supportive environment. In this situation, the principal's attitude should be able to motivate teachers' performance by showing a friendly, close and caring attitude towards them, both as individuals and as a group. The positive attitude of the principal can encourage, guide and motivate all school members, especially in working relationships with teachers, to work together to achieve the vision, mission and goals of the school. Understanding the tasks and roles is very important for the principal to successfully lead the human resource group in the school.

Leadership ethics play a key role, with the principal being a living example in the work activities of his/her subordinates. Based on previous research conducted by Mansir, it is important for leaders to have moral imagination, because managing and organising education is a human activity and value ethical issues have deep roots and cannot be separated. Human activities in educational settings always occur in a broader social context and interests related to ethical considerations (Firman Mansir, 2021).

Adapaun based on previous relevant research by Sodiah explained that fostering education personnel on matters relating to inner attitudes and character. In this case, the principal must be able to create a conducive climate so that each educator and education personnel can carry out their duties properly, proportionally and professionally. the principal must be able to work with the school committee in cooperating with the community to participate in thinking about education in schools (Sodiah & Nurhikmah, 2017).

Principals who are diligent, conscientious and caring towards their subordinates will have a significant difference with leadership styles that are less caring, less communicative, let alone arrogant towards their school community. A leader needs to have special qualities and fulfil certain criteria to lead and build good working relationships. Leader behaviour can be taught, so someone who gets the right leadership training can become an effective leader (Alhabsyi et al., 2022).

Overall, therefore, this conceptual framework forms the foundation for further research into how the effectiveness of leadership ethics plays a role in improving teachers' working relationships. Through an in-depth understanding of the relationship between these key variables, this research is expected to provide valuable insights for educational leaders, practitioners, and academics to further improve leadership ethics and teacher labour relations for educational institutions. As important as the effectiveness of ethical leadership is reflected in its impact on teacher performance, the quality of teaching in the educational environment. Leaders who have knowledge, abilities, skills, manners and ethics that are applied to the behaviour, guidance, discussion and decision-making of leaders in educational institutions and constantly develop and apply ethical

concepts whose purpose is to be able to motivate and guide educators to improve the quality of teaching methods. In addition, through an inclusive and empowering approach, transformational leadership can create a culture of collaboration between staff, teachers and students, thereby improving student learning outcomes (Sepaheluwakan et al, 2020).

Method

In this study the method used is qualitative. According to Moleong, Abdul Fattah Nasution explains that qualitative research aims to understand phenomena related to the experiences of research subjects, such as behavior, perceptions, motivations, actions, and others, comprehensively through descriptions in the form of words and language in a special natural context and by utilizing various scientific methods (Abdul Fattah Nasution, 2023).

This research was conducted on Friday, December 01, 2023 at 08.00 until completion. The research was conducted by observation and interview at school.

The interview method was used by researchers to collect information and data. Researchers interviewed the principal and several teachers at SDN 112323 Silumajang. After that, the information obtained from the interviews was examined and connected with a number of theories related to the problem under study. The research findings will be integrated with the appropriate theoretical framework to provide material for a more in-depth discussion.

Result and Discussion

Effective principal leadership can be seen based on principal ethics, namely the criteria and characteristics of principals who are able to carry out their duties and responsibilities as principal leaders in achieving educational goals. An effective

school principal has leadership skills that are oriented towards human relations which include involving subordinates in decision making, being friendly, building good cooperative relationships, providing support. (Iskandar, 2013)

Based on the results of interviews with teachers at SDN 112323 Silumajang, it was explained that the principal has leadership criteria and characteristics that can strengthen mutual trust between the principal and teachers in carrying out their duties and responsibilities as leaders in accordance with the ethics that apply both in religious and religious rules. also the law. The criteria for the principal of SDN 112323 Silumajang to be able to build working relationships with his subordinates, both teaching and educational staff, include:

1. Integrity

Integrity is a form of a person's responsibility for what he does and the results are in accordance with correct norms, values or principles, and a firm stance without coercion from any party. A school principal who has integrity is a school principal who is honest, fulfills commitments and is able to behave consistently.

Based on the results of an interview with one of the teachers at SDN 112323 Silumajang, he said that:

"The honesty of the principal of SDN 112323 Silumajang can be seen in the management of educational institution funds which is carried out transparently through financial reports and ensuring that the use of funds is in accordance with the provisions and needs of the school. The principal's commitment refers to the readiness and strong determination to carry out leadership duties and responsibilities with full dedication."

Based on the results of the interview above, it relates to carrying out duties and

responsibilities as a leader, including loyalty to the school's vision and mission, as well as maximum effort to achieve the educational goals that have been set. The school principal's consistent behavior can be seen from the principal's consistency in obeying the school rules without taking sides or discrimination. This is of course a work relationship in schools considering that discrimination or injustice is one of the factors that cause disputes within an institution.

2. Exemplary

Exemplary refers on behavior or someone 's actions become example or example for person other . Exemplary giving impact positive from behavior and a person's values, thereby motivating or inspire people other to follow him. Therefore, Salim revealed that the realization of good leadership lies in the strength of the school principal in setting an example. (Salim, 2022)

This is in line with the opinion of the interviewee

"The principal of SDN 112323 Silumajang is able to set an example so that he can be a positive example in behavior, actions and words. An example that can be an example for teachers and staff to emulate is participating in obeying school rules and culture in the form of always arriving on time, dressing politely and neatly, being friendly and smiling easily, and other examples. The school principal also has a firm attitude, namely always reminding the school community when mistakes occur, and prioritizing and prioritizing character-based education in the school environment".

The school principal's exemplary morals can create a very good relationship with the teacher. Apart from teachers, this can also create good relationships with students and their parents. The school

principal's exemplary morals created a good impression on the principal.

3. Interpersonal Communication

The principal's interpersonal communication is the process of conveying certain information, thoughts and attitudes between the principal and two or more teachers. (Sirait & Neliwati, 2022) . In this case, the source stated:

"Communication is the main factor in building working relationships. If the principal is able to establish two-way communication with his colleagues or subordinates, then all activities in educational institutions can easily overcome obstacles and challenges in achieving common goals."

In interpersonal communication, there is a change in messages from both the communicant and the communicator with the aim of achieving mutual understanding regarding the problem to be discussed, which ultimately results in changes in attitudes, opinions and behavior. The interpersonal communication skills possessed by school principals can create and maintain more meaningful relationships, both between leaders and members or between members and other members.

4. Empathy

According to Hatmodjosoewito in Djafri, empathy is a person's ability to insert himself into another person's situation or an attempt to understand another person's feelings without involving personal emotional aspects. (Djafri, 2015) The principal of SDN 112323 Silumajang is a leader who has high empathy.

"The principal at our elementary school always pays attention to his colleagues. He often monitors the class and asks the teacher about obstacles or difficulties while working. When break time comes, take the time to join in and interact with the teachers."

Empathy will arise if interpersonal communication occurs between the principal and his subordinates. This interpersonal communication will generate high levels of empathy and concern, especially regarding the welfare of teachers and staff. The principal is able to be a good listener when teachers and staff are in a difficult phase. From this behavior, the principal can feel and understand the difficulties that befall his subordinates. By listening to the complaints of his subordinates, the principal can help and guide his subordinates to resolve existing conflicts so that they can achieve the expected goals. This empathetic behavior can build a sense of trust and mutual embrace between the leader and his subordinates so that it can create a good working relationship

5. Attitude of Openness

School principals who have an open attitude towards their members can create a healthy and productive work environment. The principal of SDN 112323 Silumajang is able to accept criticism and suggestions from both teachers and staff. The interviewee said that:

"During meetings, especially routine meetings held every month, something called an evaluation must be carried out, be it teacher performance evaluation, student evaluation or other evaluation. The principal always gives teachers or staff the opportunity to provide opinions or ideas regarding problems at school. "When the discussion process is carried out, the principal always responds well when teachers provide criticism or suggestions."

In this way, school principals can carry out self-evaluations to continue to improve their performance and become better leaders. This open attitude not only facilitates effective communication, but also makes teachers and staff feel more comfortable in expressing opinions. Additionally, an open attitude helps build

trust, which is a key foundation in building positive working relationships between principals, teachers, and staff.

In increasing the effectiveness of ethical leadership within the scope of educational institutions, there are several challenges and obstacles faced in implementing ethical leadership to improve effective working relationships between teaching staff and education in schools.

In this regard, through an interview with the school principal who said that:

"The challenges and obstacles in increasing leadership effectiveness that emerge in this school are divided into several challenges. a. challenges that often arise are differences in views or values between school principals and teachers or school staff, so that conflicts can occur that hinder effective working relationships, b. School principals are often busy with meetings and other responsibilities, so this hinders them in building better working relationships, c. "The many changes in the educational environment can make it difficult for school principals to plan policies, especially if there are some teachers who do not want to follow the existing changes, this can be an obstacle to implementing educational innovations."

From the explanation above, it can be concluded that in an effort to increase the effectiveness of ethical leadership in educational institutions, it is necessary to address several challenges such as differences in views, time constraints for school principals, and disagreement with changes. Solutions to overcome this problem involve conflict management, effective time management, and persuasive approaches to motivate teachers to be open to educational innovation. By overcoming these obstacles, it is hoped that more effective working relationships will be created in the school environment.

This is also in line with what the Principal said:

"In resolving a problem or conflict faced, whether in implementing policies or making decisions, it is done based on mutual agreement. In this case the role of Leadership Ethics is very much needed. The school principal must demonstrate leadership ethics in implementing policies where decisions are taken based on deliberation or mutual agreement made during meetings or technical guidance from the principal. There are several steps I take to resolve conflicts by prioritizing Leadership Ethics:

- 1. Searching for the causes of problems or conflicts that occur is carried out using evaluation methods.*
- 2. Determine the core of the conflict*
- 3. Hold meetings to discuss or find solutions to conflicts that occur.*
- 4. Resolving conflicts in a positive way without any party feeling disadvantaged. Both the causes of conflict and others, because conflict resolution is based on ethics in resolving conflicts."*

Implementing leadership ethics is very important. The school principal plays a key role in demonstrating leadership ethics by making decisions based on deliberation or mutual agreement. Therefore, the conclusion is that ethical leadership is a crucial foundation in handling conflict in the world of education.

Simpulan

Leadership ethics in schools play an important role in improving working relationships between people. Characteristics such as integrity, role modeling, interpersonal communication, empathy and openness are an important basis for forming positive relationships

between school principals and their subordinates. Clarity in managing funds, commitment to the school's vision and mission, and loyalty in implementing regulations reflect the honesty and loyalty of the school principal. All of these things contribute to creating a positive and productive school environment.

From the research results, it was found that the principal of SDN 112323 Silumajang demonstrated exemplary behavior through active participation in school life, providing positive examples, and emphasizing the importance of character-based education. Efficient interpersonal communication, reflected in the exchange of positive messages, forms a productive work environment. An empathetic principal, with concern for the welfare of teachers and staff, plays a role in forming positive relationships.

The principal's open attitude towards input and criticism from teachers and staff creates a healthy work environment and builds trust. However, challenges arise in implementing ethical leadership, such as differences in views, limited time for school principals, and resistance to change.

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