

BENCHMARKING

JURNAL MANAJEMEN PENDIDIKAN ISLAM

THE IMPACT OF THE PRINCIPAL'S LEADERSHIP ON TEACHERS' PERFORMANCE AT SD IT INSAN GEMILANG

Yulia Ratnasari¹, Sagaf,s.Pettalongi², Masmur M³

Universitas Islam Negeri Datokarama Palu, Indonesia

yuliartnaarth@gmail.com¹, bakungs67@yahoo.com², masmur@uindatokarama.ac.id³

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Abstract

This study aimed to analyze the impact of principal leadership on teachers' performance at SD IT Insan Gemilang. The study used a quantitative approach with an ex post facto method. The research population consisted of all teachers actively teaching at SD IT Insan Gemilang, and the entire population were used as the sample through a saturated sampling technique. Data were collected by using a questionnaire developed based on indicators of principal leadership and teachers' performance. The data were analyzed using descriptive statistics and simple linear regression to test the influence between variables. The results showed that principal leadership has a positive and significant effect on teachers' performance. Effective leadership, characterized by the ability to provide motivation and direction and to create a conducive work environment, Effective leadership enhances teachers' job satisfaction in performing their duties. These findings suggested that strengthening principal leadership is a key strategy for improving teacher's performance.

Keywords: Principal leadership, teachers' performance, work motivation, work environment, teacher professionalism.

Corresponding Author:

Yulia ratnasari, yuliartnaarth@gmail.com¹, 085796654261

INTRODUCTION

Teaching and learning play a vital role in improving human capital. In schools, teachers are central to educational success and must perform their duties professionally and effectively, teachers need a supportive work environment. (Hidayat et al., 2022) One aspect that influences the creation of these conditions cannot be separated from the quality of the principal's leadership in directing the entire school community. As the leader of a formal educational institution, the principal is responsible for providing direction, guidance, and encouragement to educators, while also creating a supportive and pleasant working atmosphere. The implementation of good leadership is able to encourage increased enthusiasm at work, commitment to the organization, and a sense of satisfaction in carrying out the profession as an educator (Saputri, n.d.). Teachers' level of satisfaction with their profession reflects the emotional response that arises as a result of an assessment of the work being carried out (Yuwono, 2021). Educators who feel a high level of satisfaction generally show more optimal performance, have good responsibility, are disciplined in carrying out their duties, and have high enthusiasm in carrying out learning activities (Suryani et al., 2024). Conversely, if the level of satisfaction is low, various negative impacts can arise, such as decreased work motivation and decreased teaching enthusiasm,

which can ultimately affect the quality of learning implementation in the school environment (Susanto, 2020).

The school administration's success is not determined solely by the curriculum or the availability of supporting facilities, but is also influenced by the quality of leadership in school management and the level of satisfaction educators feel in carrying out their profession. In this regard, the principal holds an important position as the driving force of the educational organization, tasked with organizing, guiding, and creating a supportive work atmosphere. According to (Mulyasa, 2013), the principal is the driving force that determines the direction of school policy and has a major influence on improving the quality of education.

Teachers who receive recognition, attention and support from school leadership generally show a better level of satisfaction in carrying out their profession (Jayanti et al., 2022). Conversely, if the leadership function does not run optimally, various problems arise in the school environment, along with a decrease in the quality of the learning process taking place in the classroom. (Robbins & Judge, 2015) argue that job satisfaction is a positive psychological condition influenced by various aspects, including leadership within the organization.

In the practice of elementary education, particularly at SD IT Insan Gemilang, the principal's leadership plays a crucial role in supporting teacher performance. As educators, teachers need guidance, motivation, and support from the principal to achieve optimal results. Teachers are more likely to demonstrate high levels of loyalty, show greater responsibility, and maintain strong enthusiasm for their professional duties when they are satisfied with their work. According to (Hasibuan, 2017), job satisfaction can enhance discipline, work performance, and an individual's dedication to the organization. Furthermore, the dynamics of a school environment demand leadership skills that are adaptive, responsive, and communicative. In performing their role, school principals are required to build harmonious interpersonal relationships with teachers, recognize achievements, and create a positive work environment and culture to support the effective execution of duties at the school. This view is reinforced by (Wahjosumidjo, 2011), who argues that a school's success is closely linked to the principal's capacity to lead and effectively engage all stakeholders within the school.

Based on the results of preliminary observations at SD IT Insan Gemilang, It appears that a principal's leadership style influences teachers' sense of comfort and work motivation. However, there are still some teachers who feel that their workload is quite high and need more support in professional development.

The results of various previous studies showed a positive relationship between principal leadership and teacher job satisfaction (Abadi & Annur, 2023). These findings indicate that principals who apply a democratic leadership style, are open in communication, and provide support to teachers tend to be able to increase the level of job satisfaction (Aimang & Rahman, 2019). Nevertheless, each school has different characteristics and organizational culture, so research results may vary depending on the conditions and characteristics of each educational unit. Therefore, a study on the influence of the leadership role in schools on the level of satisfaction of educators is relevant to be conducted at SD IT Insan Gemilang, which is important in order to determine the extent to which principal leadership influences the level of teacher job satisfaction.

This study was conducted to determine and analyze the extent to which principal leadership influences the level of teacher job satisfaction at SD IT Insan Gemilang. In addition to focusing on testing the relationship between variables, this study was also expected to be able to make both academic and practical contributions. The hypothesis stated in this study is that the principal's leadership has a positive and significant effect on teachers' performance at SD IT Insan Gemilang.

RESEARCH METHOD

This study was designed by using a quantitative approach combined with the ex post facto method, a method that examined cause and effect relationships without directly manipulating the variables under study (Sugiyono, 2013). The focus of the study was directed at identifying the extent to which the role of principal leadership can have an impact on the level of teacher job satisfaction. The research object of this study is SD IT Insan Gemilang, with the objective of obtaining an empirical understanding of the relationship between the principal's leadership style as an independent variable and teacher job performance as a dependent variable. This approach was used so that data analysis could be carried out objectively based on conditions that had occurred in the field. All teachers actively teaching were used as the research sample because the population size was limited, therefore, the entire population was included using a saturated sampling technique.

Data were collected through questionnaires, observation and documentation (Creswell & Creswell, 2018). (Ghozali, 2021) The instrument validity test was conducted on 12 respondents using Pearson Product Moment correlation with the help of SPSS 26. The results of the instrument testing showed that all statement items used in the study met the eligibility criteria. For the principal leadership variable, which consisted of 38 items, and the teacher job satisfaction variable, which totaled 30 items, all were declared eligible for use because the correlation value of each item (r-count) exceeded the r-table value of 0.576. This condition indicated that each indicator in the instrument is able to accurately and consistently measure the intended aspect. Furthermore, the results of the reliability test calculated using the Cronbach's Alpha coefficient also showed a very high level of consistency. The principal leadership variable obtained a value of 0.966, while the teacher job satisfaction variable was at 0.960. Both values indicate that the research instrument has very strong stability and internal consistency, so it can be trusted for use in the data collection process.

The analysis of data in this study was conducted using two statistical approaches: descriptive analysis and inferential analysis in the form of simple linear regression. Descriptive analysis was employed to provide an overview of the characteristics of the data collected in the field, thereby allowing for a clearer understanding of the research variables. Meanwhile, the simple linear regression technique was used to trace and measure the magnitude of the influence of principal leadership on teacher job satisfaction. The hypothesis testing in this study was set at a 5% error level, or $\alpha = 0.05$, as the threshold for determining the significance of the relationship between the variables tested.

FINDING AND DISCUSSION

Finding

The study was conducted at SD IT Insan Gemilang Sigi, Sigi Regency, Central Sulawesi. This school is a primary education institution that implements a national curriculum integrated with Islamic values. SD IT Insan Gemilang Sigi holds the vision "Realizing Students who are Devout, Have Character, Achieve and are Environmentally Cultured," which is realized through various learning programs, character strengthening, and the development of students' potential.

The research subjects consisted of all teachers, for a total of 12 individuals. Data were collected in June 2026 through the distribution of a questionnaire designed to assess the managerial role of the head of the educational unit, supplemented by observations to measure the teachers' professional satisfaction.

The finding of the analysis showed that the principal leadership variable has an average score of 173.00 with the lowest score being 140 and the highest score being 189. Meanwhile, the standard deviation value of 16.58 indicates variation in teachers'

assessments of principal leadership. The score range of 49 also shows that there are differences in perception among respondents in assessing the quality of principal leadership.

The results of the average calculation shown that the level of principal leadership at SD IT Insan Gemilang Sigi falls into the very good category. This indicates that the principal has carried out their leadership role effectively, particularly in providing direction, guidance, and encouragement to teachers.

Table 1
Descriptive Statistics of the Principal Leadership Variable (X)

Statistic	Value
N	12
Minimum	140,00
Maksimum	189,00
Range	49
Mean	173,00
Median	177,50
Modus	168, 184, 187
Varians	274,73
Standar Deviasi	16,58

The principal leadership variable has a mean value of 173.00, which falls into the very satisfactory category. The standard deviation of 16.58 reflects variation in teachers' responses regarding the way the principal leads, though overall this perception remains in the high category.

The results of descriptive data processing showed which shows that the teacher job satisfaction variable has an average score of 142.17. Based on all the data obtained, the lowest value recorded was 131, while the highest value reached 149, illustrating the range of respondent scores in this study. On the other hand, the measure of data spread shown through a standard deviation of 6.64 indicated that the variation in respondents' answers is relatively small. This condition figured that most of the scores obtained tend to cluster around the middle value, so that differences between respondents are not too pronounced and the data can be said to be relatively homogeneous. The range of 18 indicated that the difference in the level of job satisfaction among teachers is not too large. Thus, teacher job satisfaction is generally in the very good category.

Table 2
Descriptive Statistics of the Teacher Job Satisfaction Variable (Y)

Statistic	value
N	12
Minimum	131,00
Maksimum	149,00
Range	18
Mean	142,17
Median	144,00
Modus	149
Varians	44,15

Statistic	value
Standar Deviasi	6,64

The average score for the educators' performance aspect was recorded at 142.17, accompanied by a standard deviation of 6.64. To facilitate the interpretation of the research results, the mean value was classified into three categories, namely M1, M2, and M3. Category M1 (high) indicates a mean value above the overall average of the respondent score data, indicating that the variable is perceived very well. Category M2 (moderate) indicates a mean value around the overall average of the respondents' scores. Meanwhile, category M3 (low) indicates a mean value below the overall average of the respondent score data.

Descriptive statistical calculations produced a mean value of 173.00 for the school leadership dimension, followed by a standard deviation of 16.58, thus falling into the M1 (high) category. This condition illustrates that the management function carried out by school leadership at SD IT Insan Gemilang Sigi is perceived as very good by teachers.

In addition, based on the table of variables, the calculation results indicated that the average teacher satisfaction level reached 142.17 with a standard deviation of 6.64, thus falling into the M1 (high) classification. This condition indicates that the level of satisfaction with the professional activities of educators at SD IT Insan Gemilang Sigi is in the very good category.

Table 3
Interpretation of Mean Values

Principal Leadership Variable

Mean = 173.00

Standard Deviation = 16.58

Category	Mean Value Interval	Interpretation
M1	> 189,58	Very Good
M2	156,42 – 189,58	Good
M3	< 156,42	Not Good

Teacher Job Satisfaction Variable

Mean = 142.17

Standard Deviation = 6.64

Category	Mean Value Interval	Interpretation
M1	> 148,81	Very Good
M2	135,53 – 148,81	Good
M3	< 135,53	Not Good

Based on the interpretation of the mean values for the leadership variable, both indicators studied the quality of educational leadership and educators' satisfaction fall into the M1 category with high achievement and are therefore interpreted as very good by the respondents.

The results of the percentage score calculation for the role of the education unit leader showed a score of 173 out of a maximum score of 190, resulting in a percentage of 91.053%, which falls into the very satisfactory category. Meanwhile, the teacher job satisfaction variable obtained a score of 142.17 out of a maximum score of 150, with a percentage of 94.428%, which is also in the very good category.

Table 4
Percentage Scores of Variables X and Y

No	Variable	Mean Score	Maximum Score	Percentage (%)	Category
1	X	173.00	190	91.053%	Very Good
2	Y	142.17	150	94.428%	Very Good

The principal leadership variable obtained a percentage of 91.053%, while the teacher job satisfaction variable recorded a percentage of 94.428%. These figures showed that the level of job satisfaction felt by teachers at SD IT Insan Gemilang Sigi is at a very positive level. This condition also illustrates that the working atmosphere in the school environment is relatively conducive, thereby supporting the creation of more optimal teacher performance.

Based on data processing through simple linear regression analysis, it is known that the intercept value (a) is 79.54, while the regression coefficient (b) is 0.360. Both values then form the basis for developing an equation model that describes the relationship between the variables in this study. Thus, the regression equation formed can be formulated to show the pattern of influence of the principal leadership variable on teacher job satisfaction. This model indicated that when the independent variable is zero, the level of job satisfaction is at a starting point of 79.54, while every one-unit increase in the leadership variable will produce an additional change of 0.360 in the job satisfaction variable:

$$Y = 79.54 + 0.360X$$

The regression model indicated a positive and increasingly strong relationship between principal leadership and teacher job satisfaction. This relationship is positive, meaning that every one-unit increase in the principal leadership score followed by an increase of 0.360 units in the level of teacher job satisfaction. In other words, the more optimal the principal's ability to manage, direct, and foster the school work environment, the more the tendency for teacher job satisfaction at SD IT Insan Gemilang Sigi will also gradually and consistently increase.

The partial t-test was used to test whether the principal leadership variable has a significant effect on teacher job satisfaction.

The test results showed that $t_{\text{count}} = 6.67$ is greater than $t_{\text{table}} = 2.228$, with a significance value of $0.000 < 0.05$. Therefore, H_0 is rejected and H_1 is accepted.

These results indicated that principal leadership contributes 36% to explaining the level of teacher job satisfaction at SD IT Insan Gemilang Sigi. Meanwhile, the remaining 64% of the variation in teacher job satisfaction is explained by other factors, including teacher work motivation, work environment conditions, the organizational culture developing within the school, the reward system, and the opportunities available for teachers to develop their competence and professionalism.

Discussion

Based on the results of the descriptive study, the leadership dimension possessed by the principal at SD IT Insan Gemilang Sigi obtained an average value of 173.30, with a range of values from 140 to 189 and a standard deviation of 16.57. These results illustrate that the implementation of the leadership function by the head of the educational unit is adequate.

The findings of this study are consistent with the concept of transformational leadership introduced by (Bass & Riggio, 2006). This theory explains the ability to generate work enthusiasm, provide inspiration, and provide the support needed to achieve organizational goals optimally. At SD IT Insan Gemilang Sigi, the principal demonstrates this role by creating a comfortable and supportive work environment, delivering easily understood direction, and developing harmonious relationships with teachers.

The analysis illustrated the condition of teachers' performance in carrying out their duties at SD IT Insan Gemilang Sigi, recording an average value of 142.16, a score range between 131 and 149, and a standard deviation of 6.64. These findings indicated that the level of teacher job satisfaction is in a relatively good position, or can be said to be fairly adequate. This situation didn't just appear out of the blue but is influenced by various interrelated aspects within the educational work environment. (Norawati et al., 2020) Some of the contributing factors include support from school leadership, a conducive and comfortable work atmosphere, opportunities for professional career development, and forms of appreciation for the performance achieved by teachers. In line with this, (Robbins & Judge, 2015) explained that job performance is basically an individual's emotional response to their work, formed from a person's assessment of the extent to which the work is able to meet their expectations, needs and values. In other words, job satisfaction is not only related to material aspects, but also involves a person's feelings, experiences, and perceptions of their daily work. This is evidenced by the regression equation:

$$Y = 79.54 + 0.360X$$

The regression coefficient value obtained of 0.360 indicates that every one-unit increase in the principal leadership score will be followed by an increase in teacher job satisfaction of 0.360 units. In addition, the results of the hypothesis testing through the t-test show a t-count value of 6.67 with a significance level of 0.000.

The coefficient of determination ($R^2 = 0.360$) shows that principal leadership contributes an influence of 36% to the level of teacher job satisfaction.

Referring to the research findings, it can be confirmed that the more optimal the implementation of the leadership function by the head of the educational unit, the better the impact at SD IT Insan Gemilang Sigi, so that the condition of satisfaction in carrying out teaching duties becomes more optimal. The results of the study reinforce the urgency of the contribution of educational institution leaders as leaders of a productive and harmonious educational environment, while also strengthening the improvement of the quality of education in schools.

CONCLUSION

Research findings on the impact of the principal's leadership on teachers' performance at SD IT Insan Gemilang Sigi, it can be concluded that principal leadership is in the very good category, and likewise teacher job satisfaction is also in the very good category. The results of the analysis show a positive and significant relationship between principal leadership and teacher job satisfaction.

In addition, principal leadership has been proven to have a positive and significant effect on teacher job satisfaction with a coefficient of determination (R^2) of 0.360. This shows that principal leadership contributes 36% to teacher job satisfaction, while the remaining 64% is influenced by other factors outside the variables studied. Thus, the better the principal's leadership, the higher the level of teacher job satisfaction at SD IT Insan Gemilang Sigi.

RECOMMENDATION

This study is expected to serve as input for schools, especially principals, in improving the quality of effective leadership so as to create a work environment that supports teacher job satisfaction. In addition, the results of this study can be used as a reference for educational institutions and future researchers in developing studies on principal leadership and the factors that influence teacher job satisfaction.

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