

PERFORMANCE MEDIATION ON THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP AND ORGANIZATIONAL COMMITMENT ON TEACHER CAREER DEVELOPMENT STATE JUNIOR HIGH SCHOOL OF SERDANG REGENCY, BEDAGAI

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Received : 21 May 2025

Published : 08 July 2025

Revised : 29 May 2025

DOI : <https://doi.org/10.54443/morfai.v5i6.3523>

Accepted. : 18 June 2025

Link Publish : <https://radjapublika.com/index.php/MORFAI/article/view/3523>

Abstract

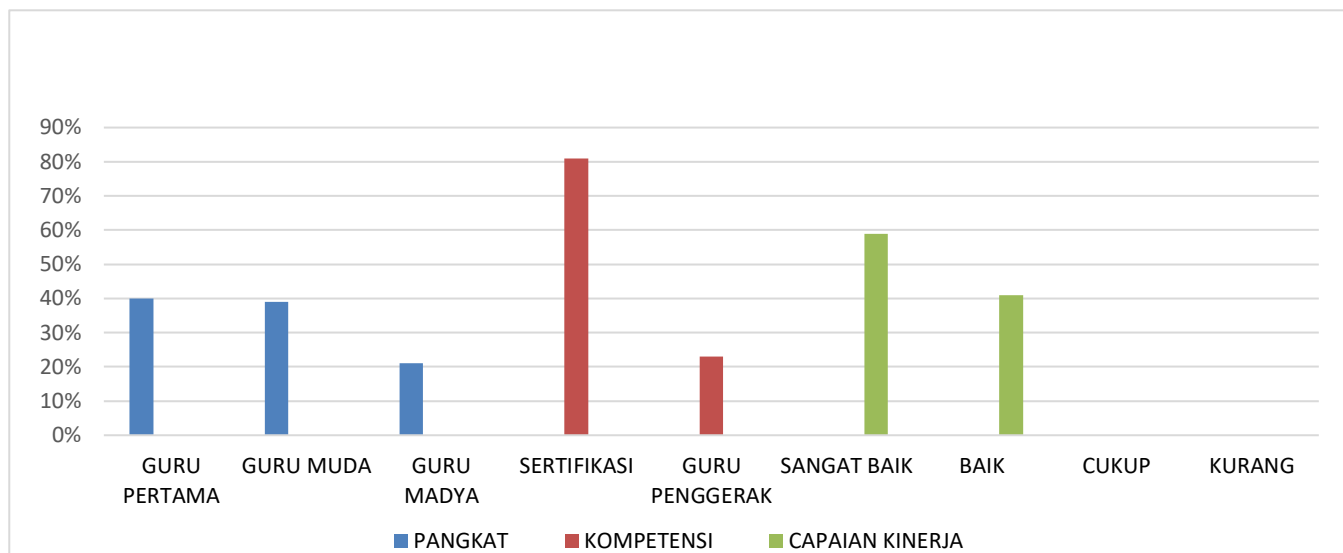
This study aims to see the influence of Transformational Leadership and Organizational Commitment on Teacher Career Development with Performance as a mediating variable. This study was conducted on 95 State Junior High School Teachers in Serdang Bedagai Regency with the status of State Civil Apparatus who were also respondents. Data processing using smart pls software edition 3.0. The instrument test was declared valid and reliable while the results of the influence test were known to be KTransformational Leadership has no effect on Performance, Organizational Commitment has an effect on Teacher Performance, Transformational Leadership has an effect on Teacher Career Development, Organizational Commitment has no effect on Teacher Career Development, Performance has no effect on Teacher Career Development. Indirect testing results in Performance not being a mediating variable between the influence of Transformational Leadership on Teacher Career Development. Likewise with the second indirect test, Performance does not mediate Organizational Commitment on Teacher Career Development.

Keywords: *Transformational Leadership, Organizational Commitment, Career Development, Teacher Performance*

INTRODUCTION

In educational institutions, Human Resource Management is very important because education as a planned effort to create a learning atmosphere for students to actively develop their potential so that they are able to face every change that occurs due to the development of science and technology. Schools can be said to be of quality and have an active role in educating the nation's life, one of which is if there are leaders and educators who are responsible, professional in their fields and have high moral values. Education is an important part of the process of advancing a nation's civilization because through it individual potential can be maximized to help direct them to become better and better individuals. According to (Triatna, 2015). Educational institutions can be said to be of high quality if they meet several characteristics including a clear vision and mission, having a professional principal, having professional teachers, having a conducive environment for learning, having a broad and balanced curriculum, and being highly involved in involving the community to participate in managing the school. One of the parties who is the spearhead in the education process in schools is the educator (teacher), because teachers are the most important factor in improving the quality and quality of schools. In their role, teachers have the task and obligation to manage learning well. A teacher's career is also very important to continue to be developed through various teacher career development and coaching activities, so that the quality of education continues to increase and is able to achieve the expected national education goals. (Hasanah, 2016). From the results of observations and interviews conducted, data was obtained on teachers in Serdang Bedagai Regency based on Teacher Rank-Competence-Performance Achievement as follows:

Figure 1
Data on Rank-Competence-Performance Achievement of ASN Teachers at All Levels
Junior High School of Serdang Bedagai Regency



Source: Serdang Bedagai Regency Education Office, 2023

Based on the data in the diagram above, there is a percentage of 40% with the rank of first teacher and 39% with the rank of young teacher, from these results it can be seen that in terms of teaching, first teachers and young teachers are very active and have more innovation for students, while middle teachers have a percentage of 21% this is influenced by the age factor approaching retirement so that the motivation in teaching is not like first teachers and young teachers. From the results of the competency percentage, teachers who have certification are 81% and driving teachers are 23%, for educators if they have a professional teacher certification, the teacher has the best learning responsibility and the driving teacher is prepared to become a candidate for future educational leaders. The results of teacher performance achievements show 59% are very good and 41% have a positive effect on the process of improving the quality of learning in the classroom.

According to (Suherman, 2021) Career development is a systematic process carried out by individuals and organizations to improve competency, experience, and career opportunities in order to achieve optimal performance in the work environment. Teacher career development does not only include promotion, but also increasing professionalism, pedagogical skills, participation in training, and contribution to educational innovation. In Serdang Bedagai Regency, the phenomenon of ASN teacher career development shows a gap between potential and realization. Many ASN teachers have the desire to develop, but are hampered by bureaucracy, lack of information about the promotion process, and minimal assistance from related parties.

Based on findings from the Serdang Bedagai Regency Education Office in 2023, around 37% of ASN teachers in Serdang Bedagai Regency experienced delays in submitting promotions due to unfulfilled credit points or lack of supporting documents. This indicates the need for improvements to the career development system that is more structured and based on teacher needs. On the one hand, the local government has provided support through training, competency improvement programs such as Guru Penggerak, and providing access to participate in functional position selection and certification. However, on the other hand, obstacles are still found such as lack of equal distribution of information, limited facilities, and less than optimal ongoing career development. Many ASN teachers have not been able to be promoted in a timely manner due to limited administrative support and understanding of career development procedures. The careers of ASN teachers in Serdang Bedagai Regency show quite complex dynamics.

Thus, ASN Teacher Career Development in Serdang Bedagai Regency must be a priority in regional education policy. Strategies that can be implemented include strengthening the role of the principal as a learning leader, providing relevant and ongoing training, simplifying administrative procedures for promotions, and building a school culture that supports lifelong learning. Collaboration between teachers, principals, education offices, and professional

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organizations is essential to realizing an effective career development system that has a direct impact on improving the quality of teacher performance. There are still problems that occur in the region, especially in Serdang Bedagai Regency regarding teacher career development that must be resolved immediately and the need to improve the quality of teachers. Based on the results of interviews with 30 experienced teachers and several Principals and initial observations in several schools, related to Teacher Career Development in Serdang Bedagai Regency, especially at the State Junior High School (SMPN) level, there are still teachers who use existing learning tools or change the learning tools of colleagues who teach the same subjects. Many teachers still fail to plan and evaluate learning, are not on time, have not used electronic media as a learning tool. As a result, it is feared that the quality of education is not increasing, but rather decreasing. It is important to remember that all parties involved in the school need help to improve teacher career development. Because of this habit, sometimes the device does not match the student's learning style, so it is not appropriate to be applied in the school concerned.

In addition, teachers have not maximized the use of learning media during the learning process. This is due to the fact that the habit of only using a lecture approach and not using a diverse and innovative learning approach. This shows that not all teachers can comply with the established teacher code of ethics or meet the requirements of the teaching profession.(Rifai, 2020).In line with research by(Hidayat, R., & Anisa, 2020)Teachers who actively develop their careers tend to show improvements in classroom management, student learning outcomes, and collaboration with colleagues. Transformational Leadership is here to answer the challenges of an era full of change and progress. Transformational Leadership is not only based on the need for self-esteem of a leader, but also on the growth of awareness to do the best according to the needs of the school and leaders who view humans, performance, and organizational growth as the most influential aspects. The Principal at SMPN Sedang Berdagai Regency implements Transformational Leadership by fulfilling several criteria such as having broad insight, being able to do the job well, always supervising the performance of his subordinates, providing space for his subordinates to provide input and suggestions for the progress of the school, and always paying attention to the performance of the teachers.

Transformational Leadership is able to inspire others to see the future with optimism, project an ideal vision and be able to communicate that vision so that it can be achieved.(Sujono, 2021). Based on the results of the researcher's interview with several Principals at SMPN Sedang Berdagai Regency, there is no standardization from the government regarding learning devices so that in its preparation it is according to the perception of each teacher. In addition, the many tasks and responsibilities of teachers in classroom activities make teachers have limited time to prepare learning devices so that in preparing learning devices it is less than optimal because teachers only focus on the teaching materials available from the school. The Principal also explained that the school had tried to facilitate learning media but the number was very limited. This results in decreased human resource productivity causing many failures in achieving the targets that have been set. The Principal must always be there with the teachers to always evaluate and resolve problems one by one. The Principal's wisdom and firmness in making this decision will greatly determine the progress of an educational institution.

Transformational Leadership is an important factor in supporting Teacher Career Development. According to(Rahmawati, N., & Nugroho, 2022)Principals who have a transformative leadership style are able to create a positive work climate that encourages teachers to continue to develop. At SMPN Sedang Berdagai Regency, there is a significant difference between schools led by visionary and collaborative principals and those that are not. Schools with strong leadership tend to be able to motivate teachers to be active in training, compile scientific papers, and innovate in learning as part of career development. Apart from Transformational Leadership, factors that influence Teacher Career Development are Organizational Commitment,According to(Wibowo, 2023)Organizational Commitment is a form of willingness of the institution to provide moral, administrative, and policy support that supports employee career growth. Organizational Commitment is important for an organization in creating organizational survival. The existence of a commitment can be a motivation for someone to work well and vice versa. Organizational Commitment also plays a crucial role in encouraging the Success of Teacher Career Development.

In the context of schools, Organizational Commitment is demonstrated through the provision of training facilities, incentives for performance achievement, and a fair and accountable teacher career monitoring system. At SMPN Sedang Berdagai Regency, schools that demonstrate a high commitment to human resource development tend to have teachers with high work enthusiasm and are oriented towards improving the quality of education. Transformational Leadership plays an important role in contributing to teacher Organizational Commitment. As a transformational leader, the Principal at SMPN Serdang Bedagai has developed a strong vision to clarify and communicate organizational goals and create a work environment that fosters teacher commitment to continuous improvement that can transform the organization to meet current and future challenges, it can also be seen from the level of teacher attendance who are rarely absent and the stable level of labor turnover, indicating good social relations at school

because it will affect individual behavior there. In carrying out their duties, teachers must display their best performance. Teacher performance is the result of the teacher's ability, expertise, and skills to complete tasks. This aims to ensure that the quality of education continues to increase and is able to achieve the expected national education goals. (Hasanah, 2016). However, there are still many teacher performances that need to be improved, this can be seen from the many teachers who have not been able to maximize the use of learning methods, so that the teacher's class time is used up, while most students are passive and only listen to the teacher's explanation. The high and low performance of teachers can be influenced by several factors, such as external factors (from outside) that we can see that a pleasant work situation can encourage teachers to work more optimally. This is due to poor commitment and performance of teachers. The picture shows the problem of Teacher Performance that needs to be addressed immediately. It is very important to know and understand the components that greatly affect Teacher Performance if we want to overcome this problem immediately. Good teacher performance has an impact on the main task. Teacher performance is characterized by their ability to create lesson or practice programs in the form of lesson units (SP), present programs, conduct learning or practice evaluations, analyze the results of practice or program evaluations, make improvements and enrichments, and have discipline in carrying out their duties.

LITERATURE REVIEW

1. Transformational Leadership of the Principal

Transformational leadership is the ability of a leader to influence his subordinates in increasing awareness of the importance of work results, prioritizing the importance of the group, and elevating the needs of their subordinates to a higher level to achieve a better quality of life (Yulk, 2016). In education, principals with transformational leadership can improve teacher performance and the quality of education. (Sujono, 2021) Transformational Leadership is able to inspire others to see the future with optimism, project an ideal vision and be able to communicate that vision so that it can be achieved.

According to Effendi (2023), the transformational leadership of the principal can improve teacher performance when implementing the concept of Merdeka Belajar. Principals who encourage teachers to think critically and creatively can improve teacher performance, which in turn will result in better quality learning. In addition, research by Gaol, NTL, and Siburian (2018) found that principals play a very important role in improving teacher performance. Good leadership can help create a good working environment where teachers can develop and improve their abilities. Previous studies have shown that principals who implement transformational leadership can increase teacher productivity and work enthusiasm. Charismatic principals can motivate teachers to work better if they pay attention to students and encourage creativity and innovative thinking.

2. Organizational Commitment

The trait known as organizational commitment can be defined as a strong desire to remain part of an organization, a willingness to strive to achieve organizational goals, and a belief and awareness of accepting the values and goals of the organization. According to Luthans and Doh, 2020, organizational commitment indicates how close a worker is to their organization and is willing to contribute to achieving it. In the context of schools, teachers' performance and career development can be influenced by their organizational commitment. The extent to which a teacher feels attached and loyal to their institution is known as organizational commitment. Teachers with high levels of organizational commitment tend to be more responsible, dedicated, and strive to give their best contribution to the progress of the school and students.

A study by Harum, KW, Simon, SN, and Henny (2022) found that internal factors, such as job satisfaction, and external factors, such as principal leadership and school culture, influence teacher commitment. In addition to improving teacher performance, high commitment can contribute to their career development. A study (Harum, KW, Simon, SN, and Henny, 2022) found that work motivation and transformational leadership of principals had a significant impact on teacher performance. This shows that high organizational commitment, supported by effective leadership, can improve teacher performance.

3. Teacher Performance

The ability of a teacher to complete learning tasks at school and be responsible for students is called teacher performance (Supardi, 2020). Good performance not only improves student learning outcomes but also has an impact on the career development of the teacher himself. According to research conducted by (Kefi, Y., 2024), principals who encourage innovation and creativity in implementing the Independent Curriculum can improve teacher performance. Teacher performance is the result of the teacher's ability, expertise, and skills to complete tasks. This

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aims to ensure that the quality of education continues to improve and is able to achieve the expected national education goals.(Hasanah, 2016).

In addition, research by (Kanisius, 2023) found that the following factors affect the performance of elementary school teachers: transformational leadership of the principal, teacher work motivation, and school environment. This shows that these elements are interrelated to improve teacher performance. Teacher performance serves as a mediating variable that links the principal's transformational leadership and organizational commitment to teacher career development. Teacher performance shows how well they can carry out their responsibilities and duties. If the principal can implement good transformational leadership and create a good work environment, teachers will be motivated to work better and achieve improved performance. In the same way, teachers who have a strong commitment to the organization will do their jobs better, which will ultimately have an impact on their career development.

4. Teacher Career Development

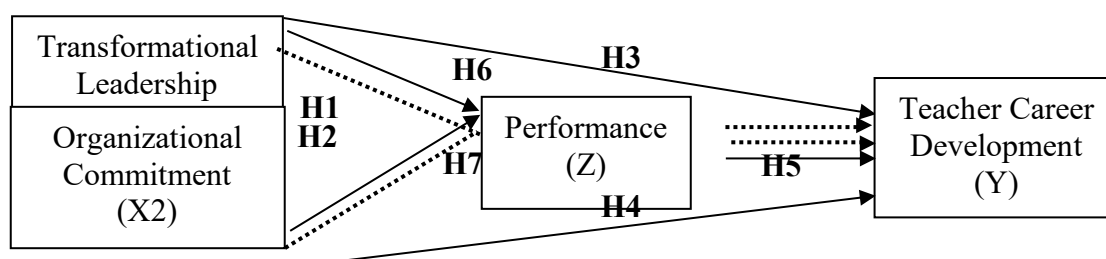
A systematic process known as teacher career development aims to support teacher career advancement in educational settings and enhance teachers' ability to meet professional demands on an ongoing basis. Teacher career development includes efforts to improve teachers' competencies, qualifications, and career levels (Hasibuan, 2020). Teacher performance, organizational commitment, and principal leadership can influence teacher career development. Research shows that principals as motivators can improve teacher performance, which can have an impact on their career development (Majid, 2024). Principals who support and encourage teachers can help them achieve their career goals.

In addition, this study found (Majid, 2024) that collaboration between teachers and school management in creating an effective curriculum can help teacher career development. Effective collaboration can provide teachers with opportunities to develop and improve their abilities. The ultimate goal of this study is teacher career development. Good teacher performance reflects their ability to face the ever-growing challenges of education. They will also have easier opportunities to improve their competencies through training, job promotions, and professional certification. Therefore, in order for teachers to develop professionally, schools must provide support in the form of strong leadership and a strong organizational culture.

RESEARCH METHODS

This type of research uses quantitative research methods. In this study, the population was 2119 people, who were ASN teachers at SMP Negeri in Serdang Bedagai Regency. For data collection using a sample with the Slovin formula, the error rate is 10%. So that the number of samples is 95 ASN teachers. The sampling method is carried out by accidental sampling. To obtain the required data, the data collection technique is the questionnaire method. Data processing with Structural Equation Model (SEM) based on Partial Least Square (PLS), the software used is smart PLS series 3.0. The analysis method used is multiple linear regression analysis, determinant coefficient analysis, path coefficients, indertct effect. This research model can be described in the following conceptual framework:

Figure 1 Conceptual Framework



Source: Processed Primary Data (2025)

Information :

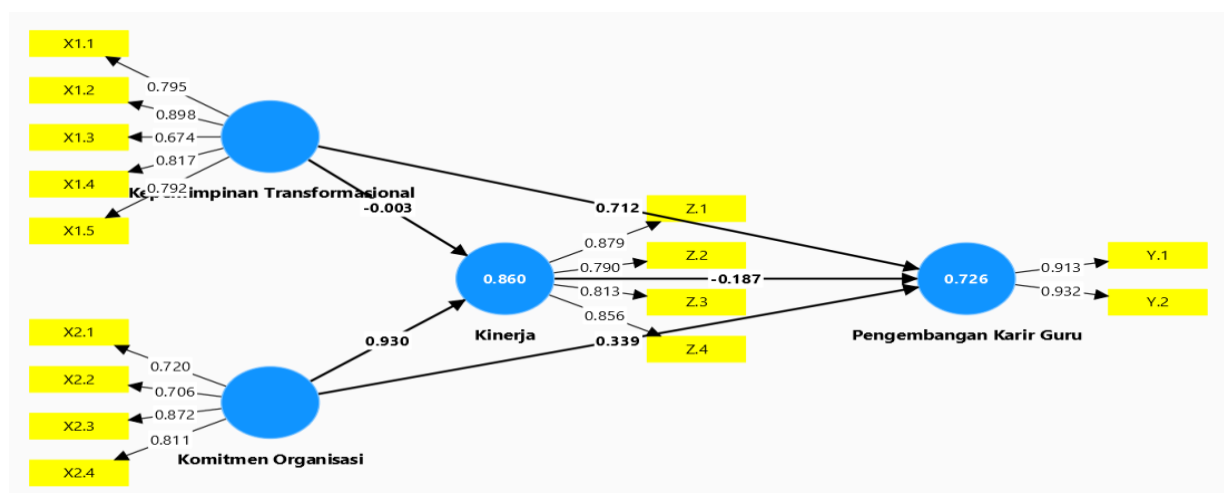
—————> :Direct influence
> :Indirect influence

RESULTS AND DISCUSSION

This study was conducted on all ASN teachers of Serdang Bedagai Regency as many as 95 respondents in the form of questionnaires distributed to teachers. From the results of data collection on the characteristics of respondents with the number of male respondents as many as 40 and female respondents as many as 55. Characteristics of age 21-29 years as many as 28 respondents, age 30-39 years as many as 32 respondents, age 40-49 years as many as 20 respondents, age 50-59 years as many as 15 respondents. Characteristics of the last education strata I as many as 88 respondents and strata II as many as 7 respondents. The data analysis model in this study uses smart pls 3.0 with the following results:

1. Multiple Linear Regression Analysis

Figure 2
Structural Model



Source: Processed Primary Data (2025)

2. Determinant Coefficient

Table 1
Correlation Value(R2)

	R-square	R-square adjusted
Kinerja	0.860	0.857
Pengembangan Karir Guru	0.726	0.717

Source: Processed Primary Data (2025)

The results of the PLS R-Square present the amount of variance of the construct explained by the model. The following are the results of the calculation of the R-Square value from Table 1:

- It is known that the r-square adjusted performance is 0.857, which means that the ability to explain Transformational Leadership and Organizational Commitment is 85.7%, the remaining 14.3% is explained by other variables that were not examined in this study.
- It is known that the adjusted r-square of Teacher Career Development of 0.717 explains the ability to explain the variables of Transformational Leadership, Organizational Commitment, and Performance by 71.7%, the remaining 28.3% is explained by other variables not examined in this study.

3. Live Testing

Table 2
Path Coefficients

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Kepemimpinan Transformatif -> Kinerja	-0.003	0.000	0.086	0.037	0.971
Kepemimpinan Transformatif -> Pengembangan Karir Guru	0.712	0.713	0.098	7.302	0.000
Kinerja -> Pengembangan Karir Guru	-0.187	-0.178	0.190	0.986	0.324
Komitmen Organisasi -> Kinerja	0.930	0.929	0.067	13.929	0.000
Komitmen Organisasi -> Pengembangan Karir Guru	0.339	0.331	0.200	1.695	0.090

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Source: Processed Primary Data (2025)

Multiple linear regression formula for Performance equation (Z):

Equation 1 :

$$Z = X1b1 + X2b2$$

$$Z = (-0.003) b1 + 0.930 b2$$

- From equation one, it is known that the coefficient of Transformational Leadership is -0.003 with a t-statistic of 0.037 <1.96 or a p value of 0.971 > 0.05, meaning that each Transformational Leadership does not significantly improve Teacher Performance. Transformational Leadership has a negative relationship with Teacher Performance, so teachers need leaders who are more assertive or authoritarian to achieve the target of Teacher Performance at SMP Negeri Serdang Bedagai Regency.
- Furthermore, the regression coefficient of Organizational Commitment is 0.930 with a t-statistic of 13.929 > 1.96 or a p value of 0.000 <0.05, meaning that each Organizational Commitment is significant and very influential in improving Teacher Performance. So that good Organizational Commitment can improve Teacher Performance at SMP Negeri Serdang Bedagai Regency.

Multiple linear regression formula for Teacher Career Development equation (Y):

Equation 2 :

$$Y = b3X1 + b4 X2 + b5Z$$

$$Y = 0.712 X1 + 0.339X2 -0.187 Z$$

- Transformational Leadership has a significant effect on Teacher Career Development of 0.712 with a t-statistic of 7.302 > 1.96 or a p value of 0.000 <0.05, meaning that each Transformational Leadership is significant and very influential in improving Teacher Career Development. So that effective Transformational Leadership can improve Teacher Career Development in Junior High Schools in Serdang Bedagai Regency.
- Organizational Commitment does not have a significant effect on Teacher Career Development of 0.339 with a t-statistic of 1.695 <1.96 or a p value of 0.090 <0.05, meaning that organizational commitment does not significantly increase Teacher Career Development. Organizational Commitment has a negative relationship with Teacher Career Development, so Teachers must strengthen good Organizational Commitment in order to increase Teacher Career Development at SMP Negeri Serdang Bedagai Regency.
- Performance does not have a significant effect on Teacher Career Development of -0.187 with a t-statistic of 0.986 <1.96 or a p value of 0.324 > 0.05, meaning that each Performance does not significantly increase Teacher Career Development. Performance has a negative relationship with Teacher Career Development, so Performance is very much needed in improving Teacher Career Development at SMP Negeri Serdang Bedagai Regency.

4. Indirect Testing

Table 3
Indirect Effect

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Kepemimpinan Transformasional -> Kinerja -> Pengembangan Karir Guru	0.001	0.003	0.020	0.029	0.977
Komitmen Organisasi -> Kinerja -> Pengembangan Karir Guru	-0.174	-0.168	0.177	0.981	0.327

Source: Processed Primary Data (2025)

Based on table 3, the results obtained are that:

- The t-statistic value is 0.029 < 1.96 or the p-value is 0.977 < 0.05, it is known that Teacher Performance does not mediate the influence of Transformational Leadership on Teacher Career Development.
- The t-statistic value is 0.981 < 1.96 or the p value is 0.327 < 0.05, it is known that Teacher Performance also does not mediate the influence of Organizational Commitment on Teacher Career Development.

Conclusion

Transformational Leadership has no effect on Performance, Organizational Commitment has an effect on Performance, Transformational Leadership has an effect on Teacher Career Development, Organizational Commitment has no effect on Teacher Career Development, Performance has no effect on Teacher Career Development, Transformational Leadership has no effect on Teacher Career Development mediated by Performance, Organizational Commitment has no effect on Teacher Career Development mediated by Performance. From the research results, several suggestions can be given, namely that schools in Junior High Schools in Serdang Bedagai Regency must focus on strengthening Organizational Commitment, reviewing Transformational Leadership patterns, optimizing other factors in Teacher Career Development, and constructive evaluation and feedback on Teacher Performance.

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