

The influence of principals' visionary leadership and affective commitment on principal performance in senior high schools and vocational high schools in South Labuhanbatu Regency

Anni Zhofatul Fikriah¹, Aziddin Harahap², Marlina Siregar³, Junita⁴, Muhammad Ardansyah⁵

^{1,2,3,4,5}Universitas Labuhanbatu, Indonesia

E-mail: annizhofatulfikriah85@gmail.com; aziddin@ulb.ac.id; siregarmarlina447@gmail.com; necetamawar@gmail.com; ardansyah.2011@gmail.com

ABSTRACT

This study aims to analyze the influence of principals' visionary leadership and affective commitment on their performance, both individually and simultaneously. A quantitative research approach employing path analysis was used to examine the relationships among the research variables. The study involved 44 principals of senior high schools (SMA) and vocational high schools (SMK) in South Labuhanbatu Regency. Data were collected using validated and reliable research instruments and analyzed to determine the direct and combined effects of the independent variables on principals' performance. The findings reveal that visionary leadership has a positive and significant influence on principals' performance, with a path coefficient of 0.644. Affective commitment also demonstrates a positive and significant influence, with a path coefficient of 0.684. Furthermore, visionary leadership and affective commitment simultaneously have a positive and significant effect on principals' performance, with a combined coefficient of 0.750. These findings suggest that strengthening principals' visionary leadership and affective commitment is essential for improving leadership effectiveness and overall school performance.

Keyword: visionary leadership; affective commitment; principal performance; path analysis; educational leadership

Corresponding Author:

Anni Zhofatul Fikriah,
Universitas Labuhanbatu,
Jl. SM. Raja Aek Tapa No.126 A KM 3.5, Bakaran Batu, Kec. Rantau Sel.,
Kab. Labuhanbatu, Sumatera Utara 21418, Indonesia
Email: annizhofatulfikriah85@gmail.com



1. INTRODUCTION

Recognizing the importance of educational improvement in enhancing the quality of human resources, the government continuously strives to improve the quality of education at all levels. One of the ongoing initiatives is organizing seminars and training programs to strengthen the managerial competencies of school principals, who serve as the leaders, administrators, and policymakers within schools. Tannenbaum, as cited in Arman et al. (2024), defines leadership as interpersonal influence exercised in a particular situation through the communication process to achieve specific goals. Similarly, Manja et al. (2025) define a leader as an individual who utilizes authority and leadership skills to direct others while assuming responsibility for achieving organizational objectives.

As leaders within the school environment, principals are expected to improve the performance of both teaching and non-teaching staff (Ardansyah et al., 2025). Effective leadership enables principals to achieve school goals by creating a conducive learning environment for teachers, administrative staff, and students (Romy et al., 2022). Putriyanti (2022) states that one of the key factors supporting high organizational productivity is professional leadership. Furthermore, Pitriani and Madani (2020) suggest that high-performing individuals possess several characteristics, including achievement orientation, self-confidence, self-control, and competence. These characteristics indicate that leaders play a crucial role in directing and managing the performance of their subordinates.

The role of the principal becomes increasingly important when leading an organization whose members possess diverse backgrounds, competencies, and characteristics but are expected to contribute optimally to achieving school objectives (Jumakir, 2024). According to Yeete et al. (2023), principals'

leadership can generally be observed through three main aspects: (1) commitment to the school vision as the foundation for carrying out their duties and responsibilities; (2) the ability to utilize the school vision as a guideline for managing and leading the school; and (3) maintaining a consistent focus on instructional improvement and school performance.

Hary (2022) defines performance as the execution of functions required of an individual, reflecting actions, achievements, and demonstrations of competence. Performance represents an organizational condition that must be assessed and communicated to relevant stakeholders to determine the extent to which organizational goals and visions have been achieved while evaluating the positive and negative impacts of implemented policies.

According to Wati and Aziz (2026), performance is influenced by both individual capabilities and organizational support. Likewise, Dewi et al. (2023) identify three interrelated dimensions that determine performance, namely individual characteristics, work effort, and organizational support. Individual characteristics include employees' abilities, values, attitudes, and personality traits, whereas organizational support encompasses work group dynamics, organizational structure, technology, available resources, organizational goals, and leadership. Colquitt et al. (2015) further explain that job satisfaction, stress, motivation, trust, justice, ethics, learning, and decision-making directly influence employee performance. Similarly, Robbins et al. (2015) state that performance, often referred to as *human output*, can be measured through productivity, absenteeism, turnover, organizational citizenship behavior, and job satisfaction.

School principals should be capable of formulating policies that directly support the professional development of teachers and educational staff to achieve school objectives effectively. Kusumawati (2023) argues that higher organizational commitment contributes to increased productivity. Likewise, Mahmud (2022) found that organizational commitment significantly influences principals' performance. These findings indicate that strengthening principals' commitment is essential for improving their performance.

A principal's commitment develops alongside the effectiveness of school work teams. Dwi (2025) found that team effectiveness positively influences individual commitment. Furthermore, Hallinger (2021) argues that successful principals are those who understand schools as complex organizations and are capable of fulfilling their leadership responsibilities effectively. Riani and Ain (2022) emphasize that principals should possess a clear vision and mission supported by a comprehensive strategy for quality-oriented educational management. In this context, a vision represents future aspirations and long-term expectations, whereas a mission serves as the operational realization of that vision (Sulastri & Cahyani, 2021).

Previous studies have consistently demonstrated the importance of visionary leadership in educational organizations. Carudin and Agus (2022), as well as Dinata et al. (2024), found that principals' visionary leadership positively influences innovative performance. Similarly, Yogaswara et al. (2025) concluded that leadership effectiveness depends on its alignment with the capabilities and readiness of subordinates. Sagala (2023) further reported that principals' visionary leadership in instructional management significantly influences teachers, counselors, and other educational personnel. These findings suggest that innovative organizational performance is closely associated with principals' visionary leadership.

According to Rovitia et al. (2024), organizational commitment consists of three dimensions: (1) affective commitment, referring to an individual's emotional attachment, identification, and involvement within an organization; (2) continuance commitment, which reflects an individual's awareness of the potential costs associated with leaving the organization; and (3) normative commitment, which represents an individual's sense of obligation and responsibility toward the organization. Shore and Wayne, as cited in Hayati et al. (2023), argue that affective commitment contributes more strongly to organizational outcomes than normative commitment, while normative commitment contributes more than continuance commitment. Therefore, teachers with strong affective commitment are considered more valuable because they perform their duties based on emotional attachment, satisfaction, and enjoyment rather than obligation alone (Romy et al., 2022).

Based on the foregoing discussion, this study aims to analyze: (1) the direct effect of principals' visionary leadership on the affective commitment of senior high school (SMA) and vocational high school (SMK) principals in South Labuhanbatu Regency; (2) the direct effect of principals' visionary leadership on principals' performance; and (3) the direct effect of principals' affective commitment on principals' performance in senior high schools (SMA) and vocational high schools (SMK) in South Labuhanbatu Regency.

2. RESEARCH METHOD

This study employed a quantitative research approach using path analysis. According to Riduwan (2018), path analysis is used to examine the patterns of relationships among variables to determine the direct and indirect effects of a set of exogenous variables on an endogenous variable. The study was conducted at senior high schools (SMA) and vocational high schools (SMK) in South Labuhanbatu Regency, North Sumatra.

Research data were collected using a closed-ended questionnaire based on a five-point Likert scale. Prior to hypothesis testing, the data were analyzed through several prerequisite tests, including multicollinearity, heteroscedasticity, normality, and linearity and regression significance tests (Sinaga et al., 2019). Hypothesis testing was performed using the Model Summary, ANOVA, and Coefficients outputs. All statistical analyses were conducted using IBM SPSS Statistics version 20 for Windows.

3. RESULTS AND DISCUSSION

A. *The Influence of Visionary Leadership on Affective Commitment*

Based on the research findings, the path coefficient representing the effect of visionary leadership (X_1) on affective commitment (X_2) was $p_{21} = 0.572$. Since the obtained coefficient exceeded the critical value ($0.572 > 0.297$), it can be concluded that visionary leadership has a significant positive influence on the affective commitment of senior high school (SMA) and vocational high school (SMK) principals in South Labuhanbatu Regency.

B. *The Influence of Visionary Leadership on Principals' Performance*

The results indicate that the path coefficient representing the effect of visionary leadership (X_1) on principals' performance (X_3) was $p_{31} = 0.644$. Since the coefficient was greater than the critical value ($0.644 > 0.297$), it can be concluded that visionary leadership has a significant positive influence on the performance of senior high school (SMA) and vocational high school (SMK) principals in South Labuhanbatu Regency.

C. *The Influence of Affective Commitment on Principals' Performance*

The results further indicate that the path coefficient representing the effect of affective commitment (X_2) on principals' performance (X_3) was $p_{32} = 0.684$. Since the coefficient exceeded the critical value ($0.684 > 0.297$), it can be concluded that affective commitment has a significant positive influence on the performance of senior high school (SMA) and vocational high school (SMK) principals in South Labuhanbatu Regency.

An overview of the research findings is presented in Figure 1.

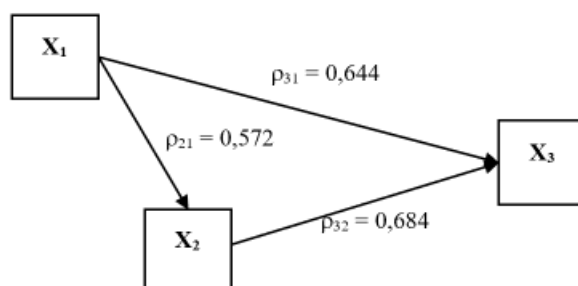


Figure 1. Research Results

D. *Discussion*

1) *The Influence of Visionary Leadership on Principals' Affective Commitment*

Visionary leadership strengthens principals' affective commitment by enabling them to establish a clear strategic direction for the school. When principals formulate realistic and meaningful organizational goals, they develop a strong sense of ownership and emotional attachment to the institution (Hayati et al., 2023). This emotional attachment grows because the school's vision becomes closely aligned with the principals' personal values and professional aspirations (Gunawan, 2025).

A visionary principal does not merely maintain existing practices but continuously initiates innovation and organizational improvement to enhance school quality (Siregar, 2026). When these initiatives produce positive outcomes, principals experience greater pride, satisfaction, and emotional commitment to the organization they lead (Chandrawaty & Widodo, 2022).

Effective communication also enables principals to build a shared understanding of the school's vision and future direction among teachers and staff (Mirino & Pustaka, 2025). By providing continuous motivation, guidance, and professional support, visionary principals foster the development of teachers' competencies and organizational capacity (Yaung et al., 2026). Observing these positive developments reinforces principals' emotional attachment and commitment to the school (Sutriyati et al., 2022). Therefore, stronger visionary leadership contributes to higher levels of principals' affective commitment.

2) *The Influence of Affective Commitment on Principals' Performance*

Affective commitment represents an important psychological factor influencing principals' performance in managing and developing schools (Romy et al., 2022). Principals who possess strong emotional attachment to their schools are more motivated to perform their managerial responsibilities effectively,

including planning, organizing, directing, and evaluating educational programs to achieve institutional goals (Firdaus & Rofiq, 2025).

Strong affective commitment also enables principals to align school policies, work programs, and organizational activities with the school's vision and mission (Suwarno, 2025). Such alignment enhances principals' effectiveness in managing educational organizations professionally and responsibly (Nusantara, 2025).

Furthermore, principals with high affective commitment demonstrate greater enthusiasm, dedication, and responsibility in carrying out their leadership roles (Nasri et al., 2026). Their intrinsic motivation enables them to maintain high levels of performance even when facing limited resources or organizational challenges (Yuni & Harini, 2024).

Principals who are emotionally attached to their schools also take pride in being part of the organization and are committed to contributing to its long-term development (Piri et al., 2024). This sense of belonging strengthens their responsibility for achieving organizational goals, as they perceive the school's success as a reflection of their own professional accomplishment (Simanullang et al., 2024).

3) The Influence of Visionary Leadership on Principals' Performance

Visionary leadership plays a significant role in improving principals' performance by providing strategic direction for school development. Through visionary leadership, principals formulate policies that guide teachers, educational staff, and other stakeholders in achieving shared educational goals (Harizal et al., 2024; Astuti et al., 2025). Such strategic direction enhances principals' managerial performance by ensuring that school planning, curriculum development, human resource management, and quality improvement initiatives are implemented systematically and effectively (Zulfikhar et al., 2024).

Visionary principals are not limited to maintaining existing systems; they actively initiate constructive changes to improve educational quality and organizational effectiveness (Sobari et al., 2025). They communicate the school's vision clearly to teachers, staff, students, parents, and the wider community while building collaborative partnerships and mobilizing resources to support sustainable school development (Masnun et al., 2024; Ibrahim, 2023).

In addition, visionary principals serve as mentors who continuously support the professional growth of teachers and educational staff (Supriatna & Rosmilawati, 2025). Through ongoing coaching, supervision, and professional development, they enhance teachers' instructional performance, which ultimately contributes to improved educational quality (Fariha, 2023). By functioning as strategic leaders, change agents, communicators, and mentors, visionary principals are able to establish an effective school management system that promotes innovation, organizational development, and continuous improvement in school performance.

4. CONCLUSION

The findings of this study demonstrate that visionary leadership has a positive and significant influence on both the affective commitment and the performance of senior high school (SMA) and vocational high school (SMK) principals in South Labuhanbatu Regency. In addition, affective commitment also exerts a positive and significant influence on principals' performance, indicating that strengthening emotional attachment to the organization contributes to improved leadership effectiveness. These findings highlight the importance of fostering visionary leadership and affective commitment as key factors in enhancing principals' performance. Accordingly, the North Sumatra Provincial Education Office is encouraged to provide continuous professional development programs focusing on visionary leadership, strategic planning, school innovation, and change management. School foundations and educational authorities are also advised to develop more comprehensive principal performance evaluation systems that assess not only administrative responsibilities but also leadership competencies and affective commitment. Furthermore, principals should actively participate in leadership training, professional seminars, and educational leadership communities to continuously strengthen their leadership capacity, organizational commitment, and professional performance in responding to evolving educational challenges.

REFERENCES

- Ardansyah, M., Purba, C. R., & Abrar, R. W. (2025). Pengaruh kepemimpinan kepala madrasah dan budaya organisasi terhadap kinerja guru di Madrasah Aliyah Negeri Kota Medan. *Itqan: Jurnal Ilmu-Ilmu Kependidikan*, 16(1), 15–24. <https://doi.org/10.47766/itqan.v16i1.6249>

- Arman, A., Maryadi, M., & Idris, M. (2024). Pengaruh motivasi, kepemimpinan, dan komitmen terhadap kinerja pegawai pada Kecamatan Banggae Kabupaten Majene. *Jurnal Pelopor Manajemen Indonesia*, 3(2), 141–155.
- Astuti, R. A., Ulpah, M., & Maulana, A. (2025). Pengembangan media pembelajaran *word search puzzle* terhadap kreativitas siswa pada materi *Al-Khabir* SMP IT Al-Ghazali Palangka Raya. *Jurnal Komunikasi*, 3(5), 1575–1586.
- Carudin, C., & Agus, K. (2022). Pengaruh kepemimpinan kepala sekolah dan iklim kerja sekolah terhadap kinerja guru. *Jurnal Ilmiah Pendidik Indonesia*, 1(1), 30–37. <https://doi.org/10.56916/jipi.v1i1.118>
- Chandrawaty, C., & Widodo, W. (2022). How does emotional intelligence affect teachers' contextual performance? A path analysis. *Jurnal Pendidikan Progresif*, 12(2), 686–697. <https://doi.org/10.23960/jpp.v12.i2.202222>
- Colquitt, J. A., LePine, J. A., & Wesson, M. J. (2015). *Organizational behavior: Improving performance and commitment in the workplace* (4th ed.). McGraw-Hill Education.
- Dewi, N. M. N. K., Prayustika, P. A., & Marheni, L. (2023). *Analisis kualitas pelayanan dengan menggunakan gap analysis dan importance performance analysis pada Hotel Swiss-Belresort Pecatu* (Skripsi sarjana, Politeknik Negeri Bali). <https://repository.pnb.ac.id/id/eprint/8555>
- Dinata, F. R., Manan, A., & Novianti, D. (2024). Peran kepemimpinan kepala sekolah dalam meningkatkan suasana disiplin kerja tenaga guru di SMK Negeri 1 Pakuan Ratu. *Islamic Management: Jurnal Manajemen Pendidikan Islam*, 1(1), 31–43. <https://doi.org/10.63097/bpgf3242>
- Fariha, S. (2023). Pengaruh kepemimpinan visioner kepala sekolah, motivasi kerja, dan kompetensi pedagogik terhadap kinerja guru taman kanak-kanak. *Jurnal Syntax Transformation*, 4(5), 88–97. <https://doi.org/10.46799/jst.v4i5.731>
- Firdaus, A., & Rofiq, A. (2025). Kepemimpinan kepala sekolah dalam mendorong kinerja guru di SDN Bening Kecamatan Gondang Kabupaten Mojokerto. *JIMU: Jurnal Ilmiah Multidisipliner*, 3(4), 1852–1864.
- Gunawan, A. (2025). *Implementasi manajemen kepemimpinan kepala sekolah*. Publica Indonesia Utama.
- Hallinger, P., & Kovačević, J. (2021). Science mapping the knowledge base in educational leadership and management: A longitudinal bibliometric analysis, 1960 to 2018. *Educational Management Administration & Leadership*, 49(1), 5–30. <https://doi.org/10.1177/1741143219859002>
- Harizal, H., Marwan, M., Bahri, S., & Konadi, W. (2024). Kepemimpinan visioner kepala sekolah, budaya kerja, dan motivasi berprestasi guru: Pengaruhnya terhadap kinerja guru SD Penggerak di Kabupaten Aceh Barat. *IndOmera*, 5(10), 18–26.
- Hary, G. (2022). *Pengaruh kompensasi dan lingkungan kerja terhadap kinerja karyawan PT Welling Tapioka Jaya dengan motivasi kerja sebagai variabel intervening* (Skripsi sarjana, STIE Bina Karya Tebing Tinggi). <http://repository.stie-binakarya.ac.id/id/eprint/7>
- Hayati, M., Aktar, S., & Isman, M. (2023). Pengaruh kepemimpinan visioner kepala sekolah, lingkungan kerja sekolah, dan komitmen afektif guru terhadap kinerja inovatif guru MIS se-Kecamatan Rantau Utara Kabupaten Labuhanbatu. *EduTech: Jurnal Ilmu Pendidikan dan Ilmu Sosial*, 9(1), 35–48. <https://doi.org/10.30596/edutech.v9i1.12182>
- Ibrahim, I. (2023). *Strategi kepemimpinan kepala sekolah dalam meningkatkan profesionalisme guru di SDI KHA Wahid Hasyim Bangil* (Skripsi sarjana, Universitas Islam Negeri Maulana Malik Ibrahim). <http://theses.uin-malang.ac.id/id/eprint/59915>
- Jumakir, M. P. (2024). *Sekolah ramah anak*. UMSU Press.
- Kusumawati, A. (2023). *Kontribusi kepemimpinan transformasional dan pemberdayaan karyawan terhadap kepuasan kerja serta dampaknya pada komitmen organisasional di Kabupaten Wonosobo* (Tesis magister, Universitas Islam Sultan Agung).
- Mahmud, S. (2022). *Faktor-faktor yang mempengaruhi kinerja Madrasah Ibtidaiyah Negeri se-Kota Bandar Lampung* (Disertasi doktor, UIN Raden Intan Lampung). <https://repository.radenintan.ac.id/id/eprint/20826>
- Manja, E., Pasaribu, F., & Tanjung, H. (2025). Pengaruh motivasi, disiplin kerja, dan kepemimpinan terhadap kinerja pegawai pada Dinas Pengendalian Penduduk dan Keluarga Berencana Kabupaten Labuhanbatu. *Jurnal Ilmu Bisnis dan Ekonomi Islam*, 2(1), 13–26. <https://doi.org/10.65510/jibei.v2i1.222>
- Masnun, M., Nurhayati, T., & Pandani, Z. (2024). *Peningkatan kapasitas guru melalui in-service training*. PT Harmoni Anak Negeri.
- Mirino, A., & Pustaka, D. (2025). *Guru hebat, pemimpin visioner: Kolaborasi menuju kesuksesan*. Detak Pustaka.
- Nasri, Z., Padlurahman, P., & Badarudin, B. (2026). Pengaruh komitmen dan motivasi kerja terhadap kinerja guru bidang studi matematika pada SMA Negeri di Kabupaten Lombok Timur. *JagoMIPA: Jurnal Pendidikan Matematika dan IPA*, 6(1), 228–239. <https://doi.org/10.53299/jagomipa.v6i1.3899>
- Nusantara, F. A. (2025). Pengaruh kepemimpinan kepala sekolah, kompetensi guru, dan komitmen organisasi terhadap implementasi manajemen terpadu di SDIT Yasir Cipondoh Kota Tangerang. *AKADEMIK: Jurnal Mahasiswa Ekonomi & Bisnis*, 5(2), 821–834. <https://doi.org/10.37481/jmeh.v5i2.1355>
- Peni, D. (2025). *Pengaruh bekerja dari rumah terhadap kinerja karyawan dengan komitmen organisasional sebagai variabel moderasi* (Skripsi sarjana, Universitas Lampung). <https://digilib.unila.ac.id/id/eprint/89518>
- Piri, R. T. S., Kambay, E., & Mailool, J. (2024). Pengaruh keefektifan pengelolaan pembelajaran PAK terhadap komitmen moderasi beragama siswa pada SMA Negeri di Kota Manado. *TENTIRO: Jurnal Pendidikan dan Kesehatan*, 1(2), 25–40. <https://doi.org/10.70420/tentiro.v1i2.116>
- Pitriani, P., Madani, M., & Mustari, N. (2020). Pengaruh kepemimpinan kepala sekolah terhadap kinerja guru SMKN 1 Papalang Kecamatan Papalang Kabupaten Mamuju. *Kajian Ilmiah Mahasiswa Administrasi Publik (KIMAP)*, 1(3), 935–948. <https://doi.org/10.26618/kimap.v1i3.3763>

- Putriyanti, P. (2022). *Analisis gaya kepemimpinan dalam meningkatkan kinerja karyawan di IZI Riau* (Skripsi sarjana, Universitas Islam Negeri Sultan Syarif Kasim Riau).
- Riani, S. S., & Ain, S. Q. (2022). The role of school principal in implementing education quality management. *Jurnal Ilmiah Sekolah Dasar*, 6(2), 204–211. <https://doi.org/10.23887/jisd.v6i2.45216>
- Robbins, S. P., Judge, T. A., & Millett, B. (2015). *OB: The essentials* (2nd ed.). Pearson.
- Romy, E., Ardansyah, M., & Azhari, B. A. (2022). *Teori dan perilaku organisasi*. UMSU Press.
- Rovitia, N., Oktaviola, H., & Sari, R. S. (2024). Hubungan antara pengelolaan sumber daya manusia dalam organisasi dengan komitmen karyawan pada Dinas Ketenagakerjaan dan Transmigrasi Sijunjung. *Jurnal Rimba: Riset Ilmu Manajemen, Bisnis, dan Akuntansi*, 2(3), 52–65. <https://doi.org/10.61132/rimba.v2i3.1035>
- Sagala, L. G. (2023). Pengaruh tekanan kerja dan peraturan perusahaan terhadap kinerja karyawan pada PT Jasa Marga Cabang Belmera. *Jurnal Visi Ekonomi Akuntansi dan Manajemen*, 5(1), 24–34.
- Simanullang, D. O. V., Simarmata, E. J., Gaol, R. L., Sipayung, R. F., & Silaban, P. J. (2024). Pengaruh gaya belajar dan motivasi belajar terhadap hasil belajar matematika siswa kelas V SD Negeri 068008 Perumnas Simalingkar Tahun Pembelajaran 2023/2024. *Jurnal Ilmiah Aquinas*, 1–13.
- Sinaga, E. K., Matondang, Z., & Sitompul, H. (2019). *Statistika: Teori dan aplikasi pendidikan*. Yayasan Kita Menulis.
- Siregar, I. (2026). *The transformation of primary Islamic education: Prestasi kerja guru untuk daya saing lembaga SD Islam Terpadu*. Penerbit KBM Indonesia.
- Sobari, M., Afgani, M. W., & Afriantoni, A. (2025). Visionary leadership: The principal as a driver of quality culture and educational innovation. *TOFEDU: The Future of Education Journal*, 4(4), 966–982. <https://doi.org/10.61445/tofedu.v4i4.606>
- Sulastris, S., & Cahyani, G. P. (2021). Pengaruh *project-based learning* dengan pendekatan STEAM terhadap kemampuan berpikir kritis pada pembelajaran daring di SMK Negeri 12 Malang. *Jurnal Pendidikan Akuntansi (JPAK)*, 9(3), 372–379. <https://doi.org/10.26740/jpak.v9n3.p372-379>
- Supriatna, M. N., & Rosmilawati, I. (2025). Kepemimpinan transformasional kepala sekolah: Implikasi bagi praktik pendidikan. *Pedagogik: Journal of Islamic Elementary School*, 8(1), 194–215. <https://doi.org/10.24256/pijies.v8i1.6516>
- Sutriyati, S., Yuliejantiningasih, Y., & Sudana, I. M. (2022). Pengaruh kepemimpinan visioner kepala sekolah, iklim sekolah, dan kompetensi profesional guru terhadap perwujudan sekolah efektif. *Jurnal Manajemen Pendidikan*, 11(3), 380–393. <https://doi.org/10.26877/jmp.v11i3.15024>
- Suwarno, S. (2025). *Implementasi kebijakan kepala sekolah dalam menanamkan akhlaqul karimah siswa di SMP Muhammadiyah 1 dan 2 Sawangan Kabupaten Magelang* (Tesis magister, Universitas Muhammadiyah Magelang). <https://repositori.unimma.ac.id/id/eprint/4706>
- Wati, I. E., & Aziz, R. A. (2026). Analisis faktor yang memengaruhi kinerja personel Ditreskrimsus Polda Lampung. *Jurnal Bisnis dan Ekonomi*, 4(2), 414–428. <https://doi.org/10.61597/jbe-ogzrp.v4i2.211>
- Yaung, L., Kurniawan, D., Gultom, M., Tanta, C., Waromi, J., & Masreng, R. (2026). Implementasi kepemimpinan visioner kepala sekolah dalam meningkatkan kinerja guru di SD Inpres Tiom Kabupaten Lanny Jaya Provinsi Papua Pegunungan. *Jurnal Kajian Ilmu Pendidikan*, 7(4), 2246–2255. <https://doi.org/10.55583/jkip.v7i4.2359>
- Yeete, M., Omolu, A. P., & Kadir, S. (2023). Kinerja kepala sekolah pada pelaksanaan fungsi kepemimpinan di SMP Negeri 1 Buko Selatan dalam tinjauan manajemen pendidikan Islam. *Journal of Educational Management and Islamic Leadership (JEMIL)*, 2(1), 1–16.
- Yogaswara, A., Nisviati, S., Sianturi, R., & Rizqi, A. M. (2025). Systematic literature review: Analisis pengaruh kompetensi manajerial kepala sekolah terhadap kinerja guru PAI di sekolah menengah atas. *Jurnal Pengabdian Masyarakat dan Riset Pendidikan*, 4(1), 1640–1645. <https://doi.org/10.31004/jerkin.v4i1.1759>
- Yuni, Y., & Harini, H. (2024). Pengembangan proses pembelajaran berbasis pendidikan karakter di kelas. *Jurnal Citizenship Virtues*, 4(1), 713–723. <https://doi.org/10.37640/jcv.v4i1.1971>
- Zulfikhar, R., Mustofa, M., Hamidah, E., Sapulete, H., Sitopu, J. W., & Sari, M. N. (2024). Dampak integrasi teknologi dalam pembelajaran terhadap prestasi akademis mahasiswa perguruan tinggi. *Journal on Education*, 6(4), 18381–18390. <https://doi.org/10.31004/joe.v6i4.5787>